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IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ACHIEVEMENT BY USING DRAMA TECHNIQUE AT SMPN 2 LEDOKOMBO IN THE 2014/2015 ACADEMIC YEAR

THESIS

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LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

2015

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Language Education Study Program, Language and Arts Department
The Faculty of Teacher Training and Education
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father Afandi
2. My lovely mother Atik Mudjiati
3. My lovely sister Andita Nurhidayati and my beloved brother Alvian Aldi Kurnia.

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MOTTO

"The art of drama is a way of learning and knowing about the self and the external world.[1]*"*

(Carole Cox, 1988)

"O you who have believed, fear Allah and speak words of appropriate justice [2]*".*

(Al- Quran: Al-Ahzab verse 70)

Source
Cox, C. 1988. Teaching Language Art. California. California State University[1]
http://www.quran.com/30/70-71[2]

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CONSULTANT APPROVAL

IMPROVING THE EIGHT GRADE STUDENTS' SPEAKING ACHIEVEMENT BY USING DRAMA TECHNIQUE (ROLE PLAY) AT SMPN 2 LEDOKOMBO IN THE 2014/2015 ACADEMIC YEAR

THESIS

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7. The eighth B grade students of SMPN 2 Ledokombo in the 2014/2015 academic year.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, April 2015

The Writer

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SUMMARY

Improving the Eighth Grade Students' Speaking Achievement by Using Drama Technique at SMPN 2 Ledokombo in the 2014/2015 Academic Year; Aprilia Rahmadianti, 100210401006; 2015: 45 Pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This Classroom action research was intended to improve the eight grade students' achievement and their active participation in speaking class by using drama technique at SMPN 2 Ledokombo in the 2014/2015 academic year. It was started by conducting informal interview with the English teacher of the eight grade students of SMPN 2 Ledokombo. There were 3 classes of eight grade at the school. Class VIIIB was chosen purposively as the subjects of this research because based on the result of preliminary study to the class VIIIB of SMPN 2 Ledokombo, the students experienced difficulties in speaking test. They usually felt unconfident to speak up. It made their speech less fluent. They also pronounced the TL words incorrectly and afraid of making mistakes in choosing the right vocabulary. The teacher explained that the students' activeness in the learning process of speaking was low. It happened because most of them felt unconfident and afraid of expressing their own ideas in oral language. In addition, they were usually reluctant to participate in teaching learning process. It makes the students' performance in speaking test not optimal.

Considering the problems above, role play as a part of drama technique was chosen as a technique in teaching speaking to improve the students' participation and achievement in speaking class. Classroom action research with cycle model was applied in this study. The action classroom research was carried out to improve the students' achievement and participation in speaking class by using drama technique at the eight grade students of SMPN 2 Ledokombo in the 2014/2015 academic year. In the implementation, there was only one cycle which consist of three meeting. This classroomaction research was done with a sequence of steps namely: the planning of the action, the reflection of the action class observation and evaluation, and data

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analysis and reflection of the action. The classroom observation used an observation checklist to identify the students' active participation while the speaking test used scoring criteria to measure the students' speaking achieevement. The action were successful if 75% students participated actively in the speaking class and 75% students have achieved the target score that was 70.

The result of action in meeting 1 unsuccessfully met the target indicators. There were only 17 students among 24 students (71%) who were active in this meeting. However, there was an improvement on the students participation in meeting 2. There were 20 of 24 students or 83% of the students participated actively in speaking class and 20 students or 83% achieved the target score. In addition, the general result of cycle 1 was 77% of the students were actively participated in the TL process of speaking using drama technique. This result had fulfilled the target indicators of the research. Hence, the action was stopped. This improvement happened because of some aspects that were revised in the lesson plan for meeting 2. The revised aspects were 1). Adding some warm up excercises in order to make the students motivated in the learning process. And 2). Adding the time for completing and making up the play for 20 minutes. Considering the reserach result, it was suggested that the English teacher use Drama Technique especially role play as an alternative technique in teaching speaking.

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CHAPTER 1. INTRODUCTION

This chapter covers some aspects dealing with the topics of the research. They are background of the research, the problems of the research, the objective of the research, the scope of the research and the significance of the research.

1.1 Background of the Research

Speaking is an important skill in foreign language learning. Speaking often becomes the determinant factor of someone's ability in English. Richards (2008: 19) says, the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. The students are expected to master speaking skill because speaking skill becomes the measure of comprehending English. Furthermore, speaking skill plays an important role in our life because we communicate to each other everyday. Speaking is the most common and important means of providing communication among people. The key to successful communication is speaking nicely, efficiently, and articulately, as well as using effective voice projection. Speaking is linked to success in life as it occupies an important position both individually and socially (Ulas, 2008).

Unfortunately, the EFL student's skill in speaking is still far from what it should be. According to Hoge (2011: 6), it happens because most of students have a lot of negative beliefs about English learning ability. These negative beliefs are: a) English speaking is difficult, b) I am not good at English, c) I am nervous when I speak English, d) I must speak English perfectly every time, e) I can not make mistakes, f) There is only one right answer, g) I must memorize and follow all grammar rules, h) People from my country can't speak English well, i) It is impossible to speak English easily and quickly.

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Speaking is difficult. Teaching speaking is also difficult. Louma (2004: ix) states that speaking in foreign language is very difficult and the competence in speaking takes a long time to develop. The students need more time to produce a sentence or even to say a word because they need to think and translate their ideas before they speak up. The fact is speaking in English becomes one of the skills that should be mastered in curriculum. In other words, it is a job for the teacher to teach speaking English well to the students. However, it is not easy too to teach speaking in English. Brown and Yule (1983:25) state that learning to talk in foreign language is often considered to be one of the most difficult aspects of language learning by the teachers to help the students. Commonly, many teachers force the students to memorize many vocabularies and rules of grammar so that the students experience bad thing before they master English.

During the preliminary study, the English teacher of eight grade students at SMPN 2 Ledokombo informed that she teaches English to the students of class VIIIa, VIIIb, VIIIc. She teaches twice in a week for one class. She said that the eight grade students experienced difficulties in speaking test. They usually felt unconfident to speak up. It made their speech less fluent. They also pronounced the TL words incorrectly and afraid of making mistakes in choosing the right vocabulary. She explained that the students' activeness in the learning process of speaking was low. It happened because most of them felt unconfident and afraid of expressing their own ideas in oral language. In addition, they were usually reluctant to participate in teaching learning process. It makes the students' performance in speaking test not optimal.

It was informed by the English teacher of the eighth grade student at SMPN 2 Ledokombo, almost all students have problem in speaking skill. It was shown from the result of the students' speaking test from the English teacher documentation. The students' score was 60-65which was below the standard score 70. Speaking was the most stressfull skill to do. It showed commonly when the students were doing monologue performance. Further, most students would not talk or say anything when

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the teacher asked them to speak in English. In other time, the students preferred talking in their own language than the target language (English). Time management of speaking class was also the common problem faced by the teacher. Speaking spends more time than the other skill. As a result, not all the students could participate speaking activities. The other problem came up when speaking class was conducted while the students were chatting to each other. It made the classroom noisy and difficult to be controlled. Those problems happened because the students did not have enough time to practice their speaking of English.

Considering such problems, it becomes a part of teacher's job to foster the students in mastering speaking skill. The teacher is expected to be able to play the role as a facilitator for the students to acquire the spoken language. The teacher also should be creative in creating many methods or techniques such as : discussion, role play, drama techique, and games. These activities can reduce the students's boredom and make them excited in interaction with others.

Drama becomes one of the good solutions to solve this problem. Drama is very useful. It contributes a lot of advantages to English Language teaching. First, drama becomes the ideal method for students to develop their self confidence. Sam (1990) agrees by stating, drama activities can be used to provide opportunities for the students to be involved actively. The activities involve the whole students personality and not merely his mental process. Furthermore Desialova (2009) says that using drama and drama activities has clear advantages for language learning. It encourages students to speak. It gives them the chance to communicate even with limited language using non verbal communication such as body movements and facial expressions. Kao and O'Neill (1998) stated that confidence levels increase when students have something to talk about and most importantly, when they know how to express their ideas.

Second, drama is entertaining and fun. It can provide motivation and excitement to learn. As stated by Peregoy and Boyle (2008) "Drama activities provide students with a variety of contextualized and scaffold activities that gradually involve

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more participation and more oral language proficiency, they are also non- threatening and a lot of fun". Drama has been credited with the ability to empower students and allow them some ownership and control over their own learning (Wilburn, 1992). Drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time. Furthermore the use of drama activities has clear advantages for language learning regarding motivation, the use of language in context, teaching and learning cross curricular content, etc.

Many researchers have done a classroom action research by using drama technique. One of them was Herlista (2009:vii), she noted that there was an improvement on the students' participation and speaking achievement after using drama technique in teaching and learning process. There were 37 of 42 students or 88% of the students participated actively in speaking class and precentage of the students' speaking test were 37 students or 88% in good category and excellent. Considering the research result, she added it was suggested that the English teacher use drama techniqe as an alternative technique in teaching speaking.

Based on the backgroud above, the researcher conduct a classroom action research entitled, " Improving the Eight Grade Students' Speaking Ability by Using Drama Technique (Role Play) at SMPN 2 Ledokombo in 2014/2015 academic year".

1.2 Problems of the Research

Based on the bacground of the research, the problems of the research are :

1. Can the use of drama technique improve the the eighth grade students' participation during the teaching learning process of speaking at SMPN 2 Ledokombo?
2. Can the use of drama technique improve the eighth grade students' speaking achievement at SMPN 2 Ledokombo?

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1.3 Objectives of the Research

Based on the problem formulation, the objectives of the research were :

1. To improve the eighth grade students's participation during the teaching learning process of speaking by using drama technique at SMPN 2 Ledokombo.
2. To improve the eighth grade students' speaking achievement by using drama technique at SMPN 2 Ledokombo.

1.4. The Scope of the Research

The subjects of the research are the VIIIb students of SMPN 2 Ledokombo in the 2014/2015 academic year. The subjects of the research were chosen purposively.

1.5 Significance of the Research

The result of this research hopefully can be useful for the following people:

1. For the teachers

   The result of this research can give and add their knowledge and information about the useful of drama and applied this technique as the media.

2. For the students

   The result of this research hopefully can improve their participation and achievement in speaking English. The other result of the research hopefully can give a nice experience to the students in learning English by using drama.

3. For the future researches

   The result of the research hopefully can give information and reference for other research to conduct the research about the use of drama in improving students speaking achievement.

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CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter covers some aspects dealing with related literature review of the reserach, there are : definition of speaking, speaking in English Language Teaching , drama technique in ELT, and the action research hypothesis.

2.1 Definition of Speaking

Speaking is the action of transfering information or expressing someone's thoughts and feeling to others in spoken language. Speaking is regarded as one of the factors that determine someone's ability in English. Speaking becomes an important thing in our daily life. Speaking is so much a part of daily life that we take it for granted (Thornbury 2002:1). Speaking skill is different from the other three skills such as reading. When someone speaks, the words come naturally but in reading there is just reading or speaking if only that things which have been written in the text. Speaking is also different from writing. "We use speech largerly for establishment and maintenance of human relationship (primaliry interactional use). We use written language largery for the working out of and transference of information (primarily transactional use)", (Brown and Yule, 1988:13).

Speaking is not easy. There are a lot of aspects in speaking. Speaking has many different aspects including two major categories: accuracy involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and fluency. Besides, according to Hughes (2003:131) there should be five aspects that have to be fulfilled in assesing speaking. Those are pronunciation, vocabulary, grammar, fluency, and content of the speech. This research focused only on several aspects such as fluency, pronunciation and content. Since the students are expected to speak freely without feeling hesitate on grammatical errors and not afraid

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of choosing the wrong vocabulary. Furthermore, speaking skill for junior high school level does not have much concern on the grammar and vocabulary.

First aspect in this research is fluency. According to Fillmore (1979 : 93) fluency is the ability to be creative and imaginative in language use. It becomes important thing in speaking. Fluency often becomes the object of evaluation in major foreign language assessment.

The second aspect is pronunciation. Pronunciation becomes so important in oral communication, because wrong or bad pronunciation will lead different meaning and appears some missunderstanding. Hughes (2003) stated that foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. In addition Gilakjani (2012) states " Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound such as: intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality), and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

The third aspect is content. It is very important, because oral communication without essential content becomes useless. In practice the students need to express ideas, feeling, and thoughts in oral communication. It can be interpreted as a content. Levinson (1996:71) states that ideas, feeling, and thoughts refer to the kinds of mental process that occur during the act of formulating a speech. Therefore, it is necessary for the students to express appropriate content that is relevant to the topic.

2.2 Speaking in ELT

Speaking fluently in English is often considered as one of the factors that establish someone's ability. It becomes the main purpose for many students in learning English at school, and it becomes important part of learning foreign language. Unfortunately, the EFL students skill in speaking is still far from what is

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should be. It becomes a job for the teacher to teach speaking English well to the students. Therefore, the English teacher should give extra effort in teaching the EFL students to improve the students' participation and achievement.

In fact, either learning or teaching English are not easy. It becomes more difficult to teach speaking at secondary school. As students grow up, it is difficult for them to concentrate on the subject and they get distracted easily with another problem. So, it becomes a challenge to teach English in secondary school. In order to make the students develop their ability in spoken English, the teachers have to be creative in creating a comfort environment to keep students motivated and interested in learning process.

2.3 Drama Technique in ELT

In speaking activity, the students are expected to have communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desire outcome of teaching speaking in the language learning process is the ability co communicate competently, not the ability to use the language exactly as a native speaker does. The EFL learners tend to measure their ability in English through how well they speak English accurately and fluently. Dealing with this statement, Hughes (2003:113) confirms that the objective of spoken language is to develop the students' ability to interact successfully in English and to involve comprehension as well as production.

Teaching English may not fulfill its goal. Even after years in learning English, the students do not gain the confidence to produce an English language in or outside the classroom. An attractive alternative is teaching language through drama because it gives a context for listening and speaking, a meaningful language production, forcing the learners to use their language resources and enhancing their linguistic abilities. In teaching speaking, we can use drama. We can play a role while teaching speaking. We asked the students to play a character and they have to speak up coincide with the

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character that they played. This way will gain the confidence of the students to speak in front of public. It can improve their ability in speaking.

Drama is applied to classroom activities where the focus is on the doing rather than on the presentation, and it is different from the theatre. Theatre concern more with presentation. The students have the oppurtunity to experiment with the language they have learnt, and the teacher has a chance to see how each person operates in a relatively unguided piece of interaction. According to Doughill (1987) there are five actvities of drama in the classroom, they are :

1. **Warm-up exercises**

Doughill (1987:9) states the aim of this activity is to foster a climate of trust, awareness and group cohesion in which creative collaboration can take place. Sometimes it is also called "ensemble building exercises". This activity helps the students to focus their minds so they are ready to start the lesson. Warm-up exercises can be used at the beginning of the lesson. Here the three different types of warm-up exercises (Doughill:1987:10) :

a. Introductory warm-up exercises.

   The purpose is to break down barriers and to bond participations, so that the student shares the same fun experience.

b. Verbal and vocal warm-up exercises

   This activity is particularly useful for steering students' minds away from their native language towards the target language. This activity is used to practice the students' pronunciation.

c. Trust and sensitivity exercises.

   This activity helps to foster such group togetherness. The students can build a good relationship each other through this activity.

2. **Mime**

Mime helps the students to build up their confidence by encouraging them doing things in front of the class. Mime develops the students' power of imagination. It help the students comfortable with their idea so they can show up their confidence in front

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of the class. According to Doughill (1987:13) Mime is a non-verbal representation of an idea or story through gesture, bodily movement and expression. Doughill (1987:15) added although no language is used during mime, it can be spur to language use where there is the need for explanation, both in terms of the teacher's instructions and students' discussion (if the mime involves pair or group work).

3. **Role Play**

This is probably the term most language teachers are familiar with. It describes a type of activity in which the students are given fairly controlled scenarios or cuecards to interpret. It fits if the definitions of drama, but it has connotations of a more controlled situation in which the students generally interact in pairs or small groups.

Doughill (1987:17) states, the main benefit of role play from the point of view of language teaching is enable a flow of language to be produced that might be otherwise difficult of impossible to create. Livingstone (in Doughill 1987:17) says: by simulating reality role plays allow students to prepare and practise for possible future situations.

4. **Improvisation**

Improvisation is an excellent technique to use in the classroom as it motivates the learners to be active participants in real situations. At the beginning students are hesitant and shy to participate in the activities, but after a few sessions they become more enthusiastic and there are phenomenal improvement in their confidence level. The implementation of this technique is to improve the students' confidence. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which ultimately lead them to develop their ability in speaking English.

It is important to keep in mind that much of the content for the improvisation activities could come from the participants' own background and experiences. In fact, improvising is something we all do in our daily lives. Hodgson and Richards (in Doughill 1987:19) define the term as a spontaneous response to the unfolding of an

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unexpercted situation. This ability to improvise is a necessary ingredient of language use.

5. Simulation

In simulation activities, the students are either playing themselves or someone else. Simulation activities are also interaction activities with various categories of dialogues. One category would be social formulas and dialogues such as greeting, parting, introductions, compliments, and complaints. Simulation exercises can teach students how to function in a social situation with the appropriate social niceties: for example, students could practice how to turn down a request for a date or a party. Another category of simulated interaction activity is community oriented tasks, where students learn how to cope with shopping, buying a ticket at a bus stop etc. This sort of simulation helps students' communicative participation in the community and at the very least help them in the task of collecting important information.

Livingstone (in Doughill 1987:21) sees a distinction between the assumption of role in role-play and simulation where the studen brings his own personality, experience amd opinions to the task. There may be improvisation within role-play and role-play within simulation, but for the language teacher there is only one concern : the opportunities they create for pdoduction of the spoken language.

2.3.1 The Application of Drama in the Classroom

In language teaching and learning process, drama technique deals with the teaching technique to help the students learn the TL for communication purposes rather than theatrical purposes. The students are not trained to be professional actor or actresses to perform the play. In this way, the students are expected to be active and creative to be express their ideas orally with all their feeling and emotion, and comprehend the intended meaning of what the other people speak.

Normally the students will work in pairs or groups during a drama activities. It does not mean the teacher has no role in the classroom. According to Holden (1981:13) the teacher must present the scenario or idea clearly and organise any

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preliminary work, ensuring that each student understands what they have to do. Then the teacher must divide the class into groups. Holden added the teacher also has a role in the discussion which normally follows each scene. This research focus only use role play as one of drama technique in the classroom.

2.3.1.1 Definition of Role Play

Role play is the act of imitating the character and behavior of a type of a person who is very different from yourself, either deliberatly, for example as a training exercise, or without knowing it. The aim of using role play is for the students to make up short dialogues using appropriate language. The students practice role play in a controlled way, using the language items that they have already learnt.

2.3.1.2 Types of Role Play

According to Byrne (in Jannah : 2011), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type involves interpreting either the text book dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. In this type of role play the students use the language items they have already learn.

b. Unscripted Role Play

In contrast of scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

Student usually found the role playing enjoyable. But, students who lack-confidence or have a lower proficiency levels may find them intimidating at first.

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Good preparation leads success in role play. The important thing that must be done by the teacher is introduce the activity by describe the situation and making sure that all of the students understand it.

2.3.2 The Advantages of Drama Technique in Teaching Learning Speaking

Using drama and drama activities has clear advantages for language learning. It encourages students to speak, it gives them the chance to communicate even with limited language, using non-verbal communication such as: body movements and facial expression. There are also a number of other factors which makes drama a very powerful tool in the language classroom. Desialova (2009) outlined some of the areas where drama is very useful to language learners and teachers, and they are listed below :

1. It causes learners in using the language for genuine communication and real life purposes.
2. It makes language learning an active, motivating experience.
3. It gives confidence and self-esteem to learners in using the language spontaneously.
4. It brings the real world into the classroom (problem solving research, consulting dictionaries, real time and space, cross-curricular content).
5. It helps the students in acquiring the language through play, make-believe and meaningful interaction.
6. It makes the learning items memorable through direct experience and affect emotions with different learning styles.
7. When dramatizing, students make use of all the appropriate channels (sight, hearing, and physical bodies) for the active involvement in the language learning.
8. It stimulates learners' intellect and imagination.
9. It develops students' ability to emphathize with others and become better communicators.

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10. It helps learners in acquiring the language by focusing on the message not the form of their utterance.

(Desialova:2009)

Furthermore, there are many more advantages of using drama in teaching learning activities. First, using drama in teaching English brings the students feel the real situation, it involves the ideas, emotions, and feelings. Drama technique is successful to make the students practice the language and motivates the students to use the language appropriately with the right context and situation. Drama is also beneficial in teaching speaking since it provides improvement to the students' participation in speaking class. Kao and O'Neill (1988) stated that confidence levels increase when students have something to talk about and most importantly, when they know how to express their ideas.

Second, the main focus of using drama in the classroom is the use of the target language in communication. Desialova (2009) Through drama technique the students may know the general content of the dialogue and keep in their mind the important utterances of every language. Moreover, drama uses physical gestures as the effective means of communication, that can help the students who experience difficulties in using language. In other words, whenever the students can not express their ideas in TL orally they may use mimic or gestures to express their thought. Whenever they can not reach the speaker's idea they may guess it by the speker's mimic or gestures.

Third, in creative drama, the students learn the language by doing. (Wilburn, 1992) Drama activities can promote interesting ways of motivating language learners and teachers. It means that the students learn to speak by speaking. It provides the students a great deal of oppurtunity to use English. Drama does not make the students feel bored in the classroom, but helps them enjoy the teaching learning process. It sets emotion as a process. Their minds become free to express their language and flexible to improve their experiences. Drama technique encourages the students to express their own feelings based on the situation given. The most important advantages of drama technique is comfortable. Drama technique can create a relax atmosphere of

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laguage learning where the students might express their ideas, without feeling afraid of making mistakes.

2.3.3 The Procedures of Using Drama Technique in Speaking Class

There are many procedures in using drama activities as a teaching technique in ELT. Drama can be used as a teaching techique after considering the situation, time and the students' need. Here the researcher only focused on the role play that was used in this research.

The following is an example of the procedure of role play (adapted from Holden:1981:17). The teacher explains that the students are going to work in pairs, the teacher will divide the group. The teacher provides cuecards containing a situation that will be played by students. Make sure that the language item used has been taught to the students. Here is the example of cuecard:

Table 2.1 Example of Cuecard.

Situation : You ask for permission to your mother to go to your friend's home. You : ..... Your mother : .....(giving permission)

When the teacher is sure that all the students understand the exercise, the teacher distributes the cuecard and the students make up their dialogues. While they are doing this, the teacher goes around, observing and helping if it is needed. When the students complete their dialogues, they should have the chance to practice it. Then they perform one by one. When all the students have performed their dialogue, the next thing to do is giving feedback to the students. The class should discuss what they have just done. The teacher may give some suggestions to the students, and the students have the right to accept and refuse it. The discussion is done to uncover any errors and to provide a meaningful context for real conversation in English.

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2.4 The Action Hypothesis

Based on the research problem and review of the literature, the research hypothesis of this classroom action research are formulated as follows :

1. The use of drama technique can improve the VIIIb students' active participation during the teaching and learning process of speaking at SMPN 2 Ledokombo.
2. The use of drama technique can improve the VIIIb students' speaking achievement at SMPN 2 Ledokombo.

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CHAPTER 3. RESEARCH METHODOLOGY

This chapter covers some aspects dealing with research methodology applied in this research. They are : research design, area determination method, research subject, data collection methods, research procedures, and operational definition of terms.

3.1 Research Design

The design of this research is a classroom action research, as it is intended to improve the eight students' speaking achievement by using drama as the learning technique at SMPN 2 Ledokombo. According to Mc. Milan (1992:12) a classroom action research is a specific research which has a purpose to solve a specific classroom problem. Another supporting statement from Gay, Mills, and Airasian (2011:508) argue that action research is any systematic inquiry conducted by teachers, principals, school counselor, or other person in educational environment to gather information about the ways how the particular school operate, the teachers teach, and the students learn.

Based on the data obtained from preliminary study at SMPN 2 Ledokombo, it was known that the eight grade students experienced difficulties in speaking English. They had no motivation in speaking English which affected their speaking achievement. Moreover, their speaking scores was not in a good category for about 60-65. They felt anxious about English because they were afraid in making mistakes in speaking English.

Therefore, the researcher carried out this classroom action research collaboratively with the eight grade English teacher of SMPN 2 Ledokombo. The collaboration focused on every stage of this classroom action research which have four activities; (1) planning the action, (2) implementing the action, (3) observing the

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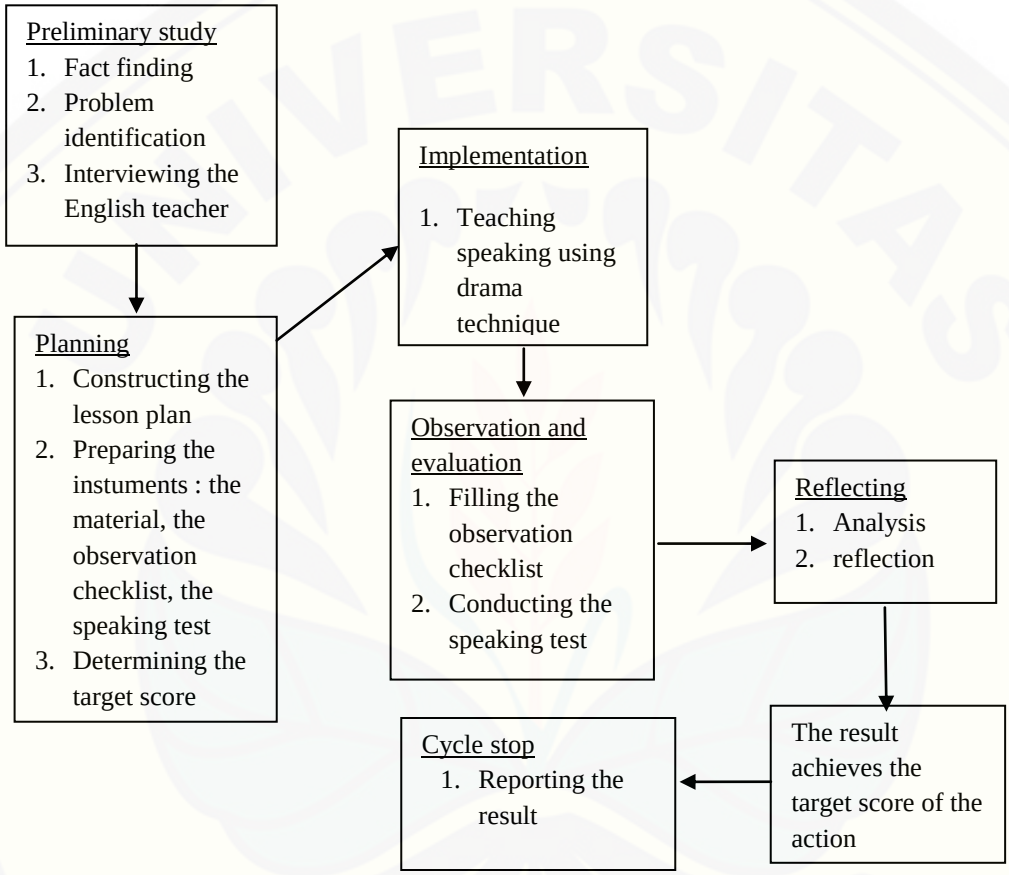
class and evaluating the students' speaking ability, and (4) analyzing the data and reflecting the action. For further information the following diagram illustrates this classroom action research :

The Cycle of the Classroom Action Research



(Adapted from Lewin in Elliot, 1991:71)

The activities of this classroom action research are as follow :

1. Interviewing the eight grade English teacher of SMPN 2 Ledokombo as the preliminary study for finding and identifying the students' problems in speaking.
2. Observing the teaching and learning process in the class.

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3. Planning the action for meeting 1 and meeting 2 which covered constructing lesson plan, preparing the instruments including the materials, the observation checklist, and determining the target score. It is done collaboratively with the English teacher.
4. Implementing the action in the first cycle (meeting 1 and meeting 2)
5. Monitoring the implementation of the action by doing class observation using the observation checklist.
6. Administering speaking test to the students after the actions were given. The test was given at the third meeting.
7. Analyzing the result of the speaking test.
8. Reflecting the result of the speaking test, the result of the test has achieved the target score (75% of the students got score ≥70, so the action was stopped).
9. Drawing a conclusion to answer the research problem.

3.2 Area Determination Method.

The area of this research was determined by using purposive method. Purposive method is a method chosen based on a certain purpose or reason. It means that this area determination has a specific purpose to solve problems in the certain area. In this research, the area was SMPN 2 Ledokombo. This school was chosen based on the these following considerations:

1. Drama technique has never been applied by the teacher in this school.
2. Most of the eight grade students of SMPN 2 Ledokombo still have problem in speaking.
3. The headmaster and the eight grade English teacher of SMPN 2 Ledokombo give permission to the researcher to conduct this classsroom action research, and also the VIIIB grade English teacher was interested in participating in this research as a collabolator.

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3.3 Research Subjects

The subjects of this research were determined by using purposive method. Based on the information given by the English teacher, there were three classes in eight grade, and VIIIb with 24 students is chosen as the subjects of this research.

3.4 Data Collection Method

There were two kinds of data collection method that were applied in this research. They are observation and speaking test. Furthermore, both of them were clarified in these following sections.

3.4.1 Observation

Observation in this classroom action research was used to collect the data of students' active participation during the teaching and learning process by using drama as the technique in teaching speaking. This observation was done by both the researcher and the English teacher in each cycle. By this observation, the data showed whether drama technique can improve the students' active participation during the teaching and learning process of speaking or not. The instrument that used in observing the students' active participation was a piece of observation guide in the form of checklist which contains 5 indicators.

Table 3.1 Observation Checklist

Students' Name	Indicators					Total	Result	
	1	2	3	4	5		Active	Passive

Indicators:

1 = Answering question

2 = Asking question

3 = Interacting with other students in constructing the play

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4 = Participating in performing role play.

Active = at least 3 indicators performed, and indicator number 4 is a must.

Passive = less than 3 indicators performed.

Furthermore, students were categorized as active students if they could achieve at least three indicators in which one of them must be indicator number 4. On the contrary, when the students achieve less than three indicators, they are categorized as passive students. If that happens, this classroom action research does not achieve the criteria of success, then the researcher might continue to the next cycle.

3.4.2 Speaking Test

In this research, speaking test was done to collect data of students' speaking score after the teaching and learning process of speaking using drama as the technique. According to Hughes (2003:11) there are four types of test, they are proficiency test, achievement test, diagnostic test, and placement test. Therefore, this research only focused on achievement test, because this action research was done to improve students' speaking achievement. (Hughes, 2003:13) confirms that "achievement test is directly related to language courses, the purpose is to establish how successful individual students, group of students, or the courses themselves have been in achieving the teaching objectives." It is done at the end of the course. Subjective speaking test was constructed by the researcher to measure the students' speaking achievement in the aspect of pronunciation, fluency, and content. The test was done by performing 1 minute dialogue about asking for permission, giving permission and refusing permission. They worked in pairs and made a dialogue based on the situation given. There were 24 students in the class. Since, the test was done in pairs so there were12 groups. In this research every group should have the same chance to choose the situation cards so there were 20 situation cards. Furthermore, there was one recorder in each group to record the students' performance.

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According to Heaton (1988:164) validity and reliability are two criteria for evaluating any test. A test is considered to be valid if it measures accurately what is intended to measure. In other words the test was constructed to measure the students' achievement in speaking class by using drama covering their fluency, pronunciation and content of the speech. In order to get the content validity, the speaking test was constructed based on the material that have been taught and in line with the learning objectives. The material was the expression of asking for permission, giving permission, and refusing permission. The students were expected to perform 1 minute in pairs. The procedure of administering the test was described as follows:

1. Asking the students to make a group consisting two students in each group
2. Distributing the cue card randomly
3. Asking the students to make a dialogue based on the situation in 20 minutes
4. After twenty minutes, the researcher collected the students' work and the cue cards.
5. Calling the students in pairs randomly in turn.

Reliability deals with the consistence of the score achieved after having a test. This research applied inter-rater scoring method. According to Hughes (2003; 42) inter-rater scorer is done by two different scorers. The assessment is done by the researcher and the English teacher. The researcher (as scorer 1) involved the English teacher (as scorer 2) to score students' speaking. The researcher invited the English teacher to give score to the students' speaking performance together. The final score was taken from the sum of score from the researcher and the English teacher and it was divided by two. However, if the score given from the researcher and the teacher has a significant difference, the researcher would meet the teacher to disscuss it and decide which score is more appropriate. The researcher used this following formula to find the students' final score.

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Table 3.2 Scoring Table

Student	Indicators				Final Score
	F	P	CS	Obtained Score	Ob. score / Max. Score x 100

Note:

F: Fluency

P: Pronunciation

CS: Content of Speech

Table 3.3 Scoring Rubric of Speaking Test Adapted from Hughes' Scoring Rubric

Aspects	Score	Description	
		Original from Hughes' Scoring indicators	Addapted indicators applied in this research
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible.	Speech is so halting and incomplete
	2	Speech is very slow and uneven except for short or routine sentences.	Speech is very slow and frequently produce incomplete sentences
	3	Speech is frequenly hesitant and jerky; sentences may be left uncompleted.	Speech is frequently hesistant and sentences may be left uncompleted
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	Speech is occasionally hesistant, complete sentences are used
	5	Speech is effortless and smooth, but perceptively non native in speed and evenness.	Speech is effortless and smooth
	6	Speech on all professional and	

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		general topics as effortless and smooth as native speaker.	
Pronunciation	1	Pronunciation frequently unintelligable.	Pronunciation are incomprehensible in every single word
	2	Frequent gross errorrs and a ver heavyaccent make undersatnding difficult, require frequent repetition.	Frequently error pronunciation happen
	3	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	Pronunciation is influenced by mother tongue, lead misspronunciation
	4	Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding.	Mother tongue still influences pronunciation, but only few errors happen
	5	No conspicuous mispronunciations, but would be taken for a native speaker	Pronunciation slightly influenced by mother tongue, but most of the utterances are correct
	6	Native pronunciation, with no trace of "foreign accent".	
Content	1	Understands too little for the simplest type of conversation.	Content of speech almost entirely incomprehensible
	2	Understands only slow, very simple speechon common social and touristic; requires constant repetition and rephrasing.	Difficult to understand and inaccurate
	3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	Few of misunderstanding and produce incoherent sentences
	4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrarasing.	Occasionally lead misunderstanding, a few sentences need correction

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	5	Understands everything innormal educated conversation except for very colloquial or low-frequency items, or exceptionally repid or slurred speech.	Understanable, a few misunderstanding
	6	Understands everything in both formal and colloquial s[eech to be expected of an educated native speaker.	

(Adapted from Hughes, 2003: 131-132)

The researcher modified the scoring rubric taken form Hughes (2003) because of several factors. The reseacher did not focus on students' grammar and vocabulary. Since the students were xpected to produce words and sentences freely without feeling hesitate on grammatical errors and not afraid of choosing the wrong vocabulary. Hughes (2003:13) also said that it must be remembered that these were developed for a prticular purpose and should not be expected tto work well in a significantly different situation without modification.

3.4.3 Interview

In this research, interview was used to collect the data about the teaching and learning technique that has been applied by the English teacher. The interviewee was the eight grade English teacher. Moreover, structured interview was used as the interview guide, in which it contained a list of questions related to the information needed to support the main data. The interview was done in preliminary study conducted on September 3rd 2014.

3.4.4 Documentation

Documents provide information, which is relevant to the issues and problems under investigation (Elliot, 1991:78). Documents in this research were used to collect the data about previous speaking score in the first semester of the VIIIb class, list of

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respondents' name and the school syllabus. The data was obtained by asking the English teacher in the printed document.

3.5 Research Procedure

As it was adapted from Lewin's research design in Elliot (1991:71), this classroom action research was done in cycle in which each cycle covered four stage of activities. They were the planning of the action, the implementation of the actions, the classroom observation and evaluation, and the data analysis and reflectionof the action.

3.5.1 The Planning of the Action

To prepare everything before implementation the actions is very important. This stage of preparation was called the planning of the action. Therefore, the researcher planned what he needs and managed it in implementation of the actions. Planning of the action covers several activities. They were follows :

1. Choosing the themes and sub themes that were used in teaching speaking.
2. Selecting the material that we are used in teaching speaking, taken from students' textbook and internet. They were chosem based on the themes and sub themes chosen from curriculum used.
3. Writing the lesson plans for the first cycle (meeting 1 and meeting 2).
4. Peparing the students worksheet dealing with speaking exercises.
5. Preparing the guide of observation in the form of checklist containing the indicators observed.
6. Constructing the speaking test materials.

3.5.2 The Implementation of the Action

The action was implemented after the planning of the action was done. The action was implemented in the classroom in teaching speaking by using drama technique. The implementation of the action was given during the school hours

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according to the schdule of the class. The researcher observed the teaching learning process by taking turn with the English teacher. The implementation of cycle 1 was done based on the lesson plans constructed by the researcher. Moreover, the speaking test was conducted after the action given.

3.5.3 Observation and Evaluation of the Action

The observation is very needed to control the students' activities in conducting drama technique in teaching speaking. The observation checklist was used to know the students active participation. The researcher did the observation based on the indicators given and it was conducted during the teaching learning process. In this case, the observation was done collaboratively with the teacher.

Evaluation was conducted to measure whether the use of drama can improve the student's speaking achievement covering fluency, pronunciation, vocabulary and content of the speech or not. There are two kinds of evaluation, they are process evaluation and product evaluation. The process evaluation was also conducted in the teaching learning process. The product evaluation was done at the end of each cycle in the speaking test.

The researcher used criteria of evaluation to determine whether the action has achieved the target successfully or not. The criteria of the successful classroom action research are as follows.

1. 75% of the students are actively involved in the teaching learning speaking process by using drama technique.
2. 75% of the students are successfully achieve the minimum requirement score, as the standard score 70.

3.5.4 Data Analysis and Reflection of the Action.

3.5.4.1 Data Analysis

The purpose of data analysis is to analyze and interpret the data into meaningful information. The collected data from the cycle were analyzed

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quantitatively and qualitatively. They were analyzed based on the student's participation during the teaching learning process by using drama technique in the classroom. To find the percentage of the students who achieved the indicator in the observation checklist the result of the students' speaking achievement test was analyzed by this following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes :

E = The precentage of the students' active participation

n = The total number of the student who are categorized as active students

N = The number of the students who did the test.

(Adapted from Ali, 1993 : 186)

in order to find the precentage of the students who got good score category (at least 70), the score was analyzed by the following formula :

$$E = \frac{n}{N} \times 100\%$$

Notes :

E = The percentage of the students who achieve ≥ 70 as the standard score

n = The total number of the students who achieve ≥ 70 as the standard score

N = The total number of the students in speaking class

(Adapted from Ali, 1993 : 186)

The criteria of successful action in this research are as following: if the students mean score in speaking test is ≥ 70 and the 75% students get standard score ≥ 70 of the student's active participation in speaking learning process and the action can stop. Therefore, if the first cycle can not achieve the goal successfully, the second cycle are continued by revising some aspects needed in the first cycle.

The procedure of analyzing students' speaking scores is described as follows:

1. Listening to the recording of students' speaking test

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2. Making students' speaking transcription
3. Assesing each indicator of speaking based scoring rubric
4. Calculating the score based on the scoring table
5. Making a conclusion

3.5.4.2 Reflection of the Action

Reflection is discussing something that has been done (Arikunto, 2006:99). The reflection was conducted after doing the data analysis. The reflection was done by the English teacher and the researcher. The reflection was intended to know whether the action given was successfully improve students' speaking achievement or not. The result of the reflection was used as an improvement in the cycle, so the researcher decided that the action was stopped. The result of the reflection in cycle 1 was used to answer the research problem.

3.6 Operational Definition of the Terms

Operational definitions described in this subchapter were drama technique, students' active participation, and speaking achievement. These operational definitions were given in order to avoid misunderstanding that might be happen.

3.6.1 Drama Technique

Drama technique in this research refers to a teaching learning technique used in teaching speaking by conducting the teaching and learning process using some rules exist in drama technique. Here, the researcher focus on using role play as a part of drama technique.

3.6.2 Students' Active Participation

Students' active participation is the students' involvement in joing the teaching and learning process of speaking. There were four indicators to determine whether the students actively or passively participate in the teaching and learning

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process itself. They were: 1) Answering question, 2) Asking question, 3) interacting with other students in constructing the play, and 4) participating in performing the play.

3.6.3 Speaking Achievement

Speaking achievement in this research refers to the ability of the students to speak English in front of the class. It covers fluency, pronunciation, and content. The speaking achievement was presented on the students' speaking test by performing 1 minutes dialogue containing expression of asking for permission, giving permission, and refusing permission.

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CHAPTER IV. RESEARCH RESULT AND DISCUSSION

This chapter discusses the result of the action in cycle. It consist the result of the action, the result of observation, the result of speaking test, the result of reflection, the result of documentation, and discussion. The result of supporting data is also presented in this chapter.

4.1 The Result of the Action in Cycle 1

The action done in this research was only in one cycle. Because the result of the action met the targeted indicators that was 75% of the students were actively participated in the speaking class and 75 % of the students have achieved the target score for the speaking test that was 70 or in a good category and excellent. Second, the result had fulfilled the objective of the actions. Third, it was explained before in research methodology, that if the result meet the target indicator, the action is stopped. Fourth, the result of this cycle were satisfying. Fifth, it was because of the academic reason. The action was conducted in two meetings and the test were conducted at the end of the cycle that was in the third meeting in which each meeting lasted 80 minutes. The doer of the actions was the researcher (T2) in the form of teaching speaking by using drama technique, while the English teacher (T1) did the observation. The topics in this cycle were expressing ask for permission, giving permission, and refusing permission.

The result of the actions was divided into two, which are the result of the actions in meeting 1 and the result of the actions in meeting 2.

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4.1.1 The Result of the Action in Meeting 1

The action in meeting 1 was conducted on November 27th 2014. The action was done during the school hours, and the time to do the action was 80 minutes. The activities in the first meeting were done based on the lesson plan for the first meeting and the material given was the expression of asking for permission, giving permission and refusing permission. The lesson plan was made collaboratively with the English teacher. At the beginning of the action, the researcher asked the students some questions in the apperception step to make them focused on what the reseacher would explained about and could predict what material was discussed in that meeting.

Next activity, T2 began to explain the use of the expression of asking for permission, giving permission and refusing permission. Besides, the researcher also explained about some expressions indicating asking for permission, giving permission and refusing permission. After that, the researcher gave some examples of sentences containing expressions of asking for permission, giving permission and refusing permission in the form of simple dialogue. The researcher read the dialogue first and then asked the students to repeat the dialogue. The purpose of this activity was to drill the students about their pronunciation and fluency, so that the students accustomed to speak English. While the researcher gave them the dialogue, the researcher not only read the dialogue but also showed them some expression like surprised, disappointed, and so on according to the dialogue. After the explanation stage finished, the researcher gave time for about 5 minutes for the students to ask some questions about the material they did not understand. The researcher gave some questions about the material has been explained before in order to know whether the students could catch the point or not.

After the students answered all the researcher's questions, the researcher distributed the worksheet containing the situation that should be played by the students. In this activity the students showed some expressions related to the situation given by the teacher. For example, the students express hot feeling by fluttering their hand then say "so hot here". Another example, the students frowned to show that they

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were disappointed when their partner refused to give the permission. Then the students acted sick to express unwell feeling. Next activity, the researcher asked the students to make groups of two. The researcher distributed the students' woksheet. In the first activity, the students were given time for about 5 minutes to complete the incomplete short dialogue containing the expressions of asking for permission, giving permission and refusing permission. Then the researcher and the students discussed the task. The second activity was the students making their own dialogue. In this activity the students were asked to collaborate with their partner in making the dialogue and dividing the character. The situation on the dialogue was based on the cuecards given by the researcher. The time given in this activity was 10-15 minutes.

The third activity was performing the short dialogue which has been completed. Each pair was given a time for about 1-5 minutes. The last activity was giving feed-back activity. In this stage, the students gave their comment to their friends' performance, for instance whose group that was considered as the best performer. Then, the researcher and the students discussed some words that were mispronounced by the students, some errors made by the students in asking and answering questions and also in giving comments.

Process evaluation was conducted in this meeting during teaching learning of speaking by using drama technique. The instrument used to monitor the class activity was an observation checklist containing the indicators to be observed, namely: 1) Answering question, 2) Asking question, 3) interacting with other students in constructing the play, and 4) participating in performing the play.

4.1.2 The Result of the Action in Meeting 2

The second meeting was done on 1st Desember 2014. The activities in this meeting were done based on the lesson plan for meeting 2. The lesson plan was also made by the researcher and the English teacher after revising some aspects of lesson plan in meeting 1. The revision was made in order to improve the students participation in the speaking class and also to make the time more efficiently used.

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The revised aspects included: first, add some warm up excercises in order to make the students motivated in the learning process. Second, the time for completing and making up the play was added 20 minutes.

Process evaluation was conducted in this meeting during the teaching learning of speaking by using drama technique. The instrument used to monitor the class activity was an observation checklist containing the indicators to be observed.

4.2 The Result of the Observation

4.2.1 The Result of the Observation in Meeting 1

The result of the observation in the form of checklist was presented in this table :

Table 4.1 The Result of the Observation in Meeting 1

Students' Name	Indicators				Total	Result	
	1	2	3	4		Active	Passive
AM			✓	✓	2		✓
Ad	✓	✓	✓	✓	4	✓	
AH	✓		✓	✓	3	✓	
ASA	✓		✓	✓	2	✓	
Ast	✓	✓	✓	✓	4	✓	
DUZ	✓	✓	✓	✓	4	✓	
FAF			✓	✓	2		✓
IS	✓		✓	✓	3	✓	
Lis	✓	✓	✓	✓	4	✓	
MJA			✓	✓	2		✓
MFBP	✓		✓	✓	3	✓	
MDA	✓	✓	✓	✓	4	✓	
MF			✓	✓	2		✓
MI	✓		✓	✓	3	✓	
NPM	✓	✓	✓	✓	4	✓	
NF	✓	✓	✓	✓	4	✓	
NFZ			✓	✓	2		✓
RHA	✓		✓	✓	3	✓	
RAS			✓	✓	2		✓
Ris	✓	✓	✓	✓	4	✓	

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RAY	✓		✓	✓	3	✓	
SNI			✓	✓	2		✓
SS	✓		✓	✓	3	✓	
DS	✓	✓	✓	✓	4	✓	

The result of the observation in meeting 1 showed that 70,83% or 17 students of 24 students were participated actively in teaching learning of speaking by using drama technique.

The classroom observation was done by T1 and T2 during the teaching learning process of speaking by using drama technique. T2 carried out the actions based on the lesson plan for the first meeting. The technique used was drama technique and the procedure of drama technique that is used by T2 was Holden's procedure in (Drama in Language Teaching: 1981). The procedure were : first, the teacher explained about the material, secondly the teacher divided the students into some groups consist of two students. Third, the teacher provided cuecards containing a situation that will be played by students.

The indicators to be observed were: 1) Answering question, 2) Asking question, 3) Interacting with other students in constructing the play, and 4) Participating in performing the play. The result of the observation can be described as follows. The students were considered active when they fulfill at least three indicators (indicator number 4 is a must).

4.2.2 The Result of the Observation in Meeting 2

As it was described before, the classroom observation in the second meeting was conducted by T1 along with T2. The result of the observation from both observers were combined after teaching learning process of speaking by using drama technique. The indicators in meeting 2 were the same as the indicators in meeting 1.

Based on the observation done in meeting 2, there were 20 students of 24 students or 83,33% students were actively participated in the speaking class. Almost of them were motivated and did not feel ashamed or afraid in the learning process.

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They could raise some questions to T2 based on the material given. They also answered some questions given by T2. The result of the observation can be described with the following table:

Table 4.2 The Result of Observation in Meeting 2

Students' Name	Indicators				Total	Result	
	1	2	3	4		Active	Passive
AM	✓		✓	✓	3	✓	
Ad	✓	✓	✓	✓	4	✓	
AH	✓	✓	✓	✓	4	✓	
ASA	✓		✓	✓	3	✓	
Ast	✓	✓	✓	✓	4	✓	
DUZ	✓	✓	✓	✓	4	✓	
FAF			✓	✓	2		✓
IS	✓		✓	✓	3	✓	
Lis	✓		✓	✓	3	✓	
MJA	✓	✓	✓	✓	4	✓	
MFBP			✓	✓	2		✓
MDA	✓		✓	✓	3	✓	
MF	✓		✓	✓	3	✓	
MI	✓		✓	✓	3	✓	
NPM	✓		✓	✓	3	✓	
NF	✓		✓	✓	3	✓	
NFZ	✓		✓	✓	3	✓	
RHA	✓		✓	✓	3	✓	
RAS			✓	✓	2		✓
Ris	✓		✓	✓	3	✓	
RAY	✓		✓	✓	3	✓	
SNI			✓	✓	2		✓
SS	✓		✓	✓	3	✓	
DS	✓		✓	✓	3	✓	

The indicators to be observed were: 1) Answering question, 2) Asking question, 3) Interacting with other students in constructing the play, and 4)

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Participating in performing the play. The result of the observation can be described as follows. The students were considered active when they fulfill at least three indicators (indicator number 4 is a must).

In conclusion, the result of the observation in meeting 2 had achieved the research objective which is at least 75% of students participate actively in the speaking class. Therefore, the actions in cycle 1 were considered successful, and the actions were stopped.

4.3 The Result of the Speaking Test

The speaking test was administered on December 2nd, 2014. The students were asked to work in pairs. The test was done in pair but the score given to each individual. The time to do the test was 80 minutes, the first 30 minutes was for making up the play, the next 20 minutes was for group preparation and 30 minutes was for group performance. Each group was given a time for about 1-3 minutes to perform their play. The result of the speaking test is in the following:

Table 4.3 the Result of Speaking Test

Students' Number	Aspects of Evaluation						Score		Total Score		Final Score
	P		F		Cs		T1	T2	T1	T2	
	T1	T2	T1	T2	T1	T2					
1	3	3	3	3	4	4	10	10	66,67	66,67	66,67*
2	4	3	5	5	4	5	13	13	86,67	86,67	86,87
3	4	3	4	4	4	4	12	11	80	73,33	76,66
4	3	4	4	4	4	5	11	13	73,33	86,67	80
5	4	3	4	3	4	4	12	10	80	66,67	73,33
6	4	3	4	4	4	4	12	11	80	73,33	76,66
7	4	3	4	4	4	4	12	11	80	73,33	76,66
8	4	3	5	4	4	5	13	12	86,67	80	83,33
9	4	3	4	3	4	5	12	11	80	73,33	76,66
10	4	4	5	5	4	5	13	14	86,67	93,33	90
11	4	4	5	4	3	4	12	12	80	80	80
12	4	5	5	5	4	4	13	14	86,67	93,33	90
13	4	3	4	5	3	3	11	11	73,33	73,33	73,33

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14	3	3	4	3	4	5	11	11	73,33	73,33	73,33
15	4	4	5	4	4	5	13	13	86,67	86,67	86,67
16	4	3	4	3	4	5	12	11	80	73,33	76,66
17	4	3	4	3	4	5	12	11	80	73,33	76,66
18	4	3	4	4	4	4	12	11	80	73,33	76,66
19	4	3	3	3	3	3	10	9	66,67	60	63,33*
20	4	4	5	4	4	5	13	13	86,67	86,67	86,67
21	3	3	3	3	4	4	10	10	66,67	66,67	66,67*
22	3	3	3	3	4	3	10	10	66,67	60	63,33*
23	4	4	5	4	4	5	13	13	86,67	86,67	86,67
24	5	4	5	5	4	5	14	14	93,33	93,33	93,33

Notes :

* = *get score ≤ 70*

P = *Pronunciation*

F = *Fluency*

Cs = *Content of Speech*

The precentage of the students' speaking achievement using this following formula:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{20}{24} \times 100\%$$

E= 83,33%

Notes:

In speaking test cycle 1, the precentage of the students who got at least 70 is 83,33%.

4.4 The Result of the Reflection

The reflection was done collaboratery with T1 by having a discussion. According to the result of the observations in the first meeting in Cycle 1, it showed

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that 17 of 24 students or 70,83% of the students actively participated in the teaching learning process of speaking by using drama technique. In the second meeting in Cycle 1, there were 20 of 24 students or 83,33% of the students actively participated in the teaching learning process of speaking. Therefore by combining the result of meeting 1 and 2 that is 77%, it could be concluded that the result of the observations in Cycle 1 of the students' active participation achieved the target criteria of the research that was 75% of the eighth grade students actively participated in the teaching learning process of speaking by using drama technique.

Table 4.4 The Improvement of the Students' Active Participation in Speaking Class Meeting 1 and Meeting 2

No.	Indicators	Active Students	
		Meeting 1	Meeting 2
1.	Answering question	70,83%	83,33%
2.	Asking question		
3.	Interacting with other students in constructing the play		
4.	Participating in performing the play		

Next, the results of the speaking ability test in Cycle 1 indicated that the percentage of the students who got score ≥ 70 in the speaking test was 83,33% (20 of 24 students). Thus, the result of the speaking ability test in Cycle 1 achieved the target criteria of the research that was 75% of the students got score ≥ 70 in the speaking test. In conclusion, since the results of the students' active participation and their speaking achievement test in Cycle 1 had achieved the target of the research, the action was stopped.

Furthermore, based on the result of the speaking test in cycle 1, it was known that those results had achieved the requirements. The result were considered

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successful if 75% of the students have achieved the target score that was 70. In addition, the result of the speaking test showed that there were 20 of 24 students or 83,33% had achieved the target score ≥70. Therefore, the researcher did not need to conduct cycle 2.

4.5 The Result of Documentation

Documentation was used to acquire the supporting data about the list of the subjects' names of this research. The subjects of this research were the eighth grade students of SMPN 2 Ledokombo in the 2014/2015 academic year. This class consisted of 24 students. They were chosen because they had problem in learning speaking.

4.6 Discussion

The technique used by the teacher of eighth year students of SMPN 2 Ledokombo to teach speaking ran unsuccessfully. The learning activities have made the students felt worried and less confidence to share their ideas to the whole class. It finally caused low motivation and achievement in the speaking class. This was shown by the result of the previous speaking test score. The results of the score were very low, that were only several students who got more than 70 in the test.

Based on the explanation above, drama technique through role play was chosen as the alternative technique in teaching speaking to improve the students' participation and achievement in speaking class. After being given the action, which was teaching speaking by using drama technique through role playin the eight grade students of SMPN 2 Ledokombo was better improved. The detail of improvement can be described as follows.

Based on the result of the data analysis, it was found that in cycle 1, the result of the observations of the students' active participation (role play) was 70,83% (17 of 24 students) in the first meeting. While in the second meeting 83,33%(20 of 24 students) were actively participated in the TL process of speaking by using drama

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technique in the topic "Asking for permission, giving permission and refusing permission". So that the general result of this cycle was 77% of the students were actively participated in the TL process of speaking using drama technique. It means that the result of the observation in Cycle 1 achieved the target criteria of the research that was 75% of the students actively participatedin the TL process of speaking by using drama technique. Based on thoseresults, it could be concluded that the use of drama technique could improve the students' active participation in the speaking teaching learning process.

Compared with the previous research done by Herlista (2009:37), it was showed that the general result of the actions in cycle 1 was 79,5% of the students students active participated in the speaking class using drama technique. The result of speaking test through drama technique in cycle 1 indicated that 88% of the students got score ≥70. It means that the action given in cycle 1 were successfully done.

This improvement might be caused by the use of drama technique through role play as the teaching technique to teach speaking since it provided the students with a real communication, it focused on the use of the target language, self espression, relaxing atmosphere and learn language by doing. As Desialova (2009) says, using drama and drama activities has clear advantages for language learning. It encourage students to speak. It gives them the chance to communicate even with limited language using non verbal communication such as body movements and facial expressions. The students might become motivated and exited to learn. As stated by Peregoy and Boyle (2008) "Drama activities provide students with a variety of contextualized and scaffold activities that gradually involve more participation and more oral language proficiency, they are also non- threatening and a lot of fun".

Thus, based on the results of this classroom action research, it could be said thet the use of drama technique could improve the eigh grade students' participation and achievement in speaking class at SMPN 2 Ledokombo in the 2014/2015 academic year.

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CHAPTER V . CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research results that have been discussed in the previous chapter, it can be concluded that the use of drama technique in one cycle could improve the students' participation and achievement in the speaking class in the eight grade students of SMPN 2 Ledokombo in the 2014/2015 academic year.

The improvement was indicated by the precentage of the students who were actively participated after being given the actions. The precentage in meeting 1 was 70,83% and in meeting 2 was 83,33% of the students participated actively in the speaking class. Besides, the result of the speaking test showed that 83,33% or 20 of 24 students reached score ≥70. It means that more than 75% of the students have achieved the terget score.

Drama became one of the good solutions to solve this problem. Drama is very useful, it contributes a lot of advantages to English Language teaching. It increased the students' motivation and develop the students' self confidence. Besides, it gave the opurtunity to the students to use the target language in a meaningful context competely with their facial expressions and gestures. With drama the students could play, move, act and learn at the same time. This means that drama technique was able to improve the students' participation and achievement in speaking class.

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5.2 Suggestions

Since the use of drama technique could improve the students' participation and acievement in speaking class, some suggestions are given to the following people.

1. The English Teacher

   The English teacher sould be creative to find the technique in teaching speaking English.

2. The Other Researchers

   It is hoped that the result of this research can be used as a consideration for other researchers to conduct further research dealing with the same research problem.

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Appendix 1

THE RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving The Eight Grade Students' Speaking Achievement by Using Drama Technique at SMPN 2 Ledokombo	1. How can the use of drama technique improve the students' active participatio nin speaking class at SMPN 2 Ledokombo ? 2. How can the use of drama technique improve the students' speaking achievemen t at SMPN 2 Ledokombo ?	Independent Variable: The use of Drama in teaching speaking Dependent Variable: a. Students' active participatio n b. Sudents' speaking achieveme nt	Performing the dialogue using drama technique (role play) in 1 minutes with parter. 1) Answering question, 2) Asking question 3) Interacting with other students in constructing the play 4) Participating in performing the play The students' score of the test covering: 1. Fluency 2. Pronunciation 3. Content	1. Subject: One class of the eighth grade students at SMPN 2 Ledokombo. 2. Informant: The English teacher of the eighth grade students at SMPN 2 Ledokombo. 3. Documents: The names of the students. The 2013 curriculum	1. Research Design: Classroom Action Research with cycle model. The steps of the cycle are: a. Planning of the action. b. Implementation of the action c. Monitoring (by observation) and evaluation. d. Analysis and reflection. *Kemmis and Taggart (1998 : 14)* 2. Area Determination. Method: Subjects Purposive. 3. Research determination Method: Purposive. 4. Data Collection Method: a. Primary data : Speaking test. b. Supporting data : Observation, documentation. 5. Data analysis method: The students' active participation data taken from observation checklist in each meeting Speaking test are analyzed by using the following formula: $E = \frac{n}{N} x\ 100\%$ *Notes :* *E = the presentage of students who participate in speking class.* *n = the total number of students who are active.* *N = the number of the students* *(Taken from Ali, 1993 : 184)*	The use of drama technique can improve the eighth grade students' active participation in speaking class at SMPN 2 Ledokombo in the 2014/2015 academic year.. The use of drama technique can improve the eighth grade students' speaking achievement at SMPN 2 Ledokombo in the 2014/2015 academic year.

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Appendix 2

The Result of Interview and Documentation

a. Result of interview

Interviewer: The Researcher

Interviewee: The English teacher of eighth grade of SMPN 2 Ledokombo

Day and Date: Wednesday, September 3rd, 2014

Time: 07.30- finish

No.	Questions	Answers
1.	How often do you teach English in a week?	English is taught twice a week. The duration is 2x40 per meeting
4.	What kind of text book do you use in teaching English?	The book that I used in Teaching English is "*When English Rings the Bell SMP/MTs Kelas VIII.*". Besides I also use BIMA students' worksheet.
5.	What teaching and learning model or method do you use in teaching spoken English?	I usescientific approach
6.	What techniques and media do you use in teaching spoken English?	I use question and answer as the technique, and pictures as the media.
7.	What kind of speaking test do you usually use?	Monologue test.
8.	In giving monologue task, do you give them certain situation?	Sometime I give them some situations, sometime not.
10.	What obstacles do the students face in learning speaking?	Most of them have difficulties in pronunciation because it influence by mother tongue. They also lack of effort to speak because they are afraid of making mistakes.
11.	How do you overcome the problems?	I train them to pronounce words correctly. I also encourage them to be brave to speak in front of the class.
12.	Have you ever used Drama as the technique in teaching spoken English?	I haven't

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b. Result of Documentation

Data resource: English teacher

Day and Date: Wednesday, September 3rd, 2014

No.	The Supporting Data	Data Resources
1.	The students' English speaking score	English teacher

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SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris
Kelas : VIII
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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar 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
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun					

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta	**Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/ mengungkapkan pendapat serta responnya**	***Masing-masing menggunakan prosedur yang sama*** **Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a)	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c)	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	***Masing-masing diajarkan secara terpisah*** ***Fungsi sosial*** Menjaga hubungan interpersonal dengan guru dan teman ***Struktur teks*** (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *Excuse me. Attention, please. Yes, please. Alright.*, dan semacamnya b. *She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.*, dan semacamnya. c. *That's great. It's beautiful. Excellent! Thanks you.*, dan semacamnya. d. *What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No.*, dan semacamnya.	meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan). • Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan	menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d)		tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.or

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Unsur kebahasaan (1) Kosa kata: kata sifat sederhana (2) Tata bahasa: kata rujukan *it, they, these, those, that, this*. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Secara kolaboratif, siswa berusaha	meminta/mengungkapkan pendapat, serta responnya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek		g/en/

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman	pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b)		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • 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 (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa	mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Indonesia.			
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan** ***Masing-masing diajarkan secara terpisah*** ***Fungsi sosial*** Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan. ***Struktur teks*** a. *Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast.*, dan semacamnya. b. *I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train.*, dan	***Masing-masing menggunakan prosedur yang sama*** **Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	semacamnya ***Unsur kebahasaan*** (1) Kata kerja bantu modal: *can, will.* (2) Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi, (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan	menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a)	diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa		- http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bertanggung jawab.	kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan	menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas. • 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 tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.		
3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak,	**Teks lisan dan tulis untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya** ***Masing-masing diajarkan secara terpisah***	***Masing-masing menggunakan prosedur yang sama*** **Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak,	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	***Fungsi sosial*** Menjaga hubungan interpersonal dengan guru dan teman. ***Struktur teks*** (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *Come in, please! Thank you. Put the book on the table, please. Yes, sure.*, dan semacamnya b. *Let's go! Okay. Come with me! Sorry, I'm busy.*, dan semacamnya. c. *Don't be late again! Sure, I won't. Don't open it, ok? OK.*, dan semacamnya. d. *May I use your pen, please? Sure, here you are. May I wash my hands? Certainly.*, dan semacamnya. ***Unsur kebahasaan*** (1) Kosa kata: *please*, *okay*, *certainly*, *sure*, *sorry*,	(c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa	• Tingkat kelengkapan dan keruntutan struktur teks (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap santun, peduli, dan percaya diri yang menyertai (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam melakukan (a) memberi instruksi,		komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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	Let's. (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal *may*. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik*** Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.	(b) mengajak, (c) melarang, (d) minta ijin, serta responnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.		

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		• Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • 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	**Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, termasuk kemudahan dan kesulitannya.		

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		menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (*greeting card*), sesuai dengan konteks penggunaannya 4.4 Menangkap makna undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan sederhana. 4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (*greeting card*), sangat pendek dan	**Teks tulis (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) sangat pendek dan sederhana** ***Masing-masing diajarkan secara terpisah*** ***Fungsi sosial*** Menjaga hubungan interpersonal dengan guru dan teman ***Struktur text*** a. Menyebutkan tujuan dari (a) undangan pribadi dan (b) ucapan selamat (*greeting card*). b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (*greeting card*).	***Masing-masing menggunakan prosedur yang sama*** **Mengamati** • Siswa mencari (a) undangan pribadi dan (b) ucapan selamat (*greeting card*), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (*greeting card*), ketepatan unsur kebahasaannya, format, tampilan, dsb. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) • Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (*greeting card*). • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/fil

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sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	***Unsur kebahasaan*** (1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik. (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan ***Topik*** Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama. ***Multimedia***: Layout dan dekorasi yang membuat tampilan teks	perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (*greeting card*). • Siswa membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) untuk fungsi nyata di	diri yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (*greeting card*). **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan membuat (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) untuk fungsi nyata. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami dan menghasilkan (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) sesuai fungsi		es/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

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	lebih menarik.	lingkungan kelas, sekolah, rumah, dan sekitarnya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.	sosialnya, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (*greeting card*), termasuk kemudahan dan kesulitannya. **Portofolio**		

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		• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	• Kumpulan karya berbagai (a) undangan pribadi dan (b) ucapan selamat (*greeting card*) yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai (a) undangan pribadi dan (b) ucapan selamat (*greeting card*).		
3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya 4.6 Menyusun teks lisan dan tulis untuk menyatakan	**Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu** ***Fungsi sosial*** Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb. ***Struktur teks*** *There are only **a few** students left in school. Where are the others?; How many chairs are there in*	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/

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dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	*this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin.*, dan semacamnya. ***Unsur kebahasaan*** (1) Ungkapan dengan *There ...* (2) Kosa kata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).* (3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi,	yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata,	tertentu. • 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 tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang,		DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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	(6) Ejaan dan tanda baca (7) Tulisan tangan. ***Topik*** Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari	benda dan binatang dalam jumlah yang tidak tertentu. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri		

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		tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam	dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah		

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		jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	yang tidak tertentu.		
3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya 4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial,	**Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum** ***Fungsi sosial*** Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb. ***Struktur teks*** *The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes.*, dan	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet,

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struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	semacamnya. ***Unsur kebahasaan*** (1) Kata kerja dalam Simple Present Tense. (2) Adverbia: *always, often, sometimes, never, usually, every ...* (3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. ***Topik*** Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya	dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang	intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran		seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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	yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	dilakukan/terjadi secara rutin atau merupakan kebenaran umum. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan	umum. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan		

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		(*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang		

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			dilakukan/terjadi secara rutin atau merupakan kebenaran umum.		
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya. 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	**Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini** ***Fungsi sosial*** Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.. ***Struktur teks*** *What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.* , dan semacamnya. ***Unsur kebahasaan*** (1) Kata kerja untuk kegiatan dan tindakan dalam Present Continous tense.	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini,	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti:

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sesuai konteks.	(2) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (3) Kata kerja untuk keadaan: *be*, *have*, dalam Present Continuous Tense. (4) Adverbia: *now* (5) Kata ganti obyek: *me, you, him, her, us, dst.* (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi, (8) Ejaan dan tanda baca (9) Tulisan tangan. ***Topik*** Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan	dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. • Secara kolaboratif, siswa berusaha	tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan		- www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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	keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan**	secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa		

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		• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.		
3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	**Teks lisan dan tulis yang menyatakan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan**	***Masing-masing menggunakan prosedur yang sama*** **Mengamati**	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan	8 JP	• Buku Teks wajib • Keteladanan ucapan dan

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fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya. 4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**kebalikan** ***Masing-masing diajarkan secara terpisah.*** ***Fungsi sosial*** Menjelaskan, memberikan alasan, memberi keteladanan, memberikan klarifikasi ***Struktur teks*** *Why didn't you go to school yesterday? Because I got a very bad flu. Budi was late so he could not get in and follow the flag ceremony. Although it is small, our school will win "The Best School of the Year" trophy because it is very clean. I walk to school but I'm never late.*, dan semacamnya. ***Unsur kebahasaan*** (1) Kata yang menyatakan hubungan sebab akibat: *Why?, because, so* (2) Kata yang menyatakan hubungan kebalikan: *although, but*	• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan	menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. • 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 tentang (a) hubungan sebab akibat dan (b) hubungan		tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learn

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	(3) Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. ***Topik*** Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.	kebalikan. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, ketika		english.britishcouncil.org/en/

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		Mengasosiasi • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan	muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, termasuk kemudahan dan kesulitannya.		

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		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 tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	**Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.		
3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya . 4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan	**Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda** ***Fungsi sosial*** Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi ***Struktur teks*** *Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger than any other student in the class.*; *To me, writing is*	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/

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jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. .	*more difficult than reading. Listening is the most difficult. Our library have more books than the community library.*, dan semacamnya. ***Unsur kebahasaan*** (1) Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (2) Perbandingan sifat: *as ... as, -er, -est, more ..., the most ...* (3) Perbandingan jumlah: *more, fewer, less* (4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan.	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-	• 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 tentang perbandingan jumlah dan sifat orang, binatang, benda. **CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang,		DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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	Topik Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan 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 (*feedback*) dari guru dan teman	binatang, benda. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya . 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda** ***Fungsi sosial*** Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. ***Struktur text* (gagasan utama dan informasi rinci)** a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat.	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber,	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Unsur kebahasaan (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-*s*). (2) Kata ganti *it, they, she, we,* dst.*; our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite*, *very*. (4) Frasa nominal seperti *dark brown*, *cute little cat*, *beautiful red flower* (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam	termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk	deskripsi orang, binatang, benda, dalam teks deskriptif. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar		- https://www.google.com/

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan ***Topik*** Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan,	kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis		

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		mengidentifikasi, memuji, mengkritik, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. **Portofolio** • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes		
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial	**Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di**	**Mengamati** • Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya 4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**waktu lampau** ***Fungsi sosial*** Melaporkan, menceritakan, menjelaskan ***Struktur teks*** *What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post.*, dan semacamnya. ***Unsur kebahasaan*** (1) Kata kerja dalam Simple Past Tense, Past Continuous Tense (2) Kata sambung: *when, while, after, before*, dll. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata,	tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. **Mengumpulkan Informasi** • Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang	tindakan/kejadian yang dilakukan/terjadi di waktu lampau. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. • 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 tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.		menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.briti

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	intonasi, (5) Ejaan dan tanda baca (6) Tulisan tangan. ***Topik*** Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan	**CARA PENILAIAN:** **Kinerja (praktik)** Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, ketika muncul kesempatan, di		shcouncil.org/en/

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		menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan	dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, termasuk kemudahan dan kesulitannya.		

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		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 tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	**Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.		
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek	**Teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa** ***Fungsi sosial*** Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb. ***Struktur text* (gagasan utama dan informasi rinci)** a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. **Menanya**	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial teks teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. • Tingkat ketepatan unsur kebahasaan:	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet,

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dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	peristiwa/kejadian/pengalaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional). Panjang teks: kurang lebih 6 (tiga) kalimat. ***Unsur kebahasaan*** (1) Kata kerja dalam Simple Past tense, Past Continuous Tense (2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan (3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (4) Adverbia dan frasa preposisional penujuk waktu: *yesterday, last*	Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana. • Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalama	tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar. **Observasi:** (penilaian yang bertujuan untuk		seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

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	month, on Monday, an hour ago, *immediately*, dsb. (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan ***Topik*** Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	n yang akan disampaikan - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur	memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam		

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		teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. **Mengkomunikasikan** • Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks *recount* tentang kegiatan, kejadian, dan peristiwa. **Portofolio** • Kumpulan karya teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks *recount*.		

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			• Lembar soal dan hasil tes		
3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksana kan fungsi sosial dari teks pesan singkat dan pengumuman /pemberitahuan (*notice*), sesuai dengan konteks penggunaannya 4.16 Menangkap makna pesan singkat dan pengumuman/pem beritahuan (*notice*), sangat pendek dan sederhana. 4.17 Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan	**Teks tulis (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*)** ***Masing-masing diajarkan secara terpisah*** ***Fungsi sosial*** Tindakan dilaksanakan sesuai yang diharapkan. ***Struktur text* (gagasan utama dan informasi rinci)** a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti *Sorry, I'm in a meeting now. I'll call you back in 10 minutes.*; *Make sure you lock the gate when you leave.* b. Menyebutkan tujuan dari pengumuman/ pemberitahuan (*notice*) dengan atau tanpa informasi rinci, misalnya	***Masing-masing menggunakan prosedur yang sama*** **Mengamati** • Siswa mencari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*), termasuk yang menggunakan bahasa Indonesia. • Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) dari berbagai sumber termasuk internet, buku teks, dsb. • Siswa memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*), ketepatan unsur kebahasaannya, format, tampilan, dsb. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) pesan singkat	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*). • Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*). • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.briti

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yang benar dan sesuai konteks.	*The flag ceremony will be held on Monday, 17 August. Attendance is compulsory.*; *An exam is in progress. Please be quite.* ***Unsur kebahasaan*** (1) Kosa kata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru (2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan ***Topik***	dan (b) pengumuman/ pemberitahuan (*notice*) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb. **Mengumpulkan Informasi** • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*). • Siswa membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) untuk fungsi nyata di lingkungan kelas, sekolah, rumah,	pemberitahuan (*notice*). **CARA PENILAIAN:** **Kinerja (praktik)** Tugas menganalisis dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) untuk fungsi nyata. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) sesuai fungsi sosialnya, di dalam		shcouncil.org/en/ - https://www.google.com/

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	Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab.. ***Multimedia***: Layout dan dekorasi yang membuat tampilan teks lebih menarik.	dan sekitarnya. **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa menganalisis perbedaan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Siswa membuat lebih banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) dalam bahasa Inggris	dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*), termasuk kemudahan dan kesulitannya. **Portofolio**		

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		untuk fungsi sosial nyata di kelas, sekolah, dan rumah. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	• Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*) yang telah dibuat. • Kumpulan hasil analisis tentang beberapa berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (*notice*).		
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	**Teks naratif, berbentuk fabel pendek dan sederhana** ***Fungsi sosial*** Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang. ***Struktur text* (gagasan utama dan informasi rinci)** a. Memperkenalkan tokoh, tempat, waktu,	**Mengamati** • Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.	**KRITERIA PENILAIAN** • Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan,	16 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik

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	terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau komentar umum (reorientasi), opsional. ***Unsur kebahasaan*** (1) Tata bahasa: Simple Past tense, Past Continuous Tense (2) Kalimat langung dan tidak langsung (3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh (4) Adverbia penghubung waktu: *first, then, after that, before, at last,*	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut.. **Mengumpulkan Informasi** • Secara kolaboratif, siswa mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis	tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel. **CARA PENILAIAN:** **Kinerja (praktik)** Menganalisis isi pesan fabel. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.		• Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

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	finally, dsb. (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day*, *immediately*, dsb. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan ***Topik*** Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan **Mengasosiasi** • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. **Mengkomunikasikan** • Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.	• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca teks yang menuntut pemahaman tentang fabel. **Portofolio** • Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. • Lembar soal dan hasil tes		

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		• Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagupesan dalam lagu. 4.19 Menangkap makna lagu.	**Lagu pendek dan sederhana** ***Fungsi sosial*** Memahami pesan moral lagu dan menghargai lagu sebagai karya seni ***Unsur kebahasaan*** (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam	**Mengamati** • Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. • Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. • Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. **Menanya** Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan	**KRITERIA PENILAIAN** • Tingkat ketercapaian fungsi sosial lagu. • Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya	2 JP	• Buku Teks wajib • Contoh lagu dalam CD/VCD/ DVD/kaset • Kumpulan lirik lagu • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca. (5) Tulisan tangan ***Topik*** Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	unsur kebahasaan yang digunakan. **Mengumpulkan Informasi** • Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. **Mengasosiasi** • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut. **Mengkomunikasikan** • Siswa membacakan dan	diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. **CARA PENILAIAN:** **Kinerja (praktik)** Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya. **Observasi:** (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) • Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. • Observasi terhadap kesungguhan, tanggung jawab, dan		- http://learnenglish.britishcouncil.org/en/ - http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. **Penilaian diri:** Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya. **Tes tertulis** Membaca pemahaman tentang isi pesan lagu. **Portofolio** • Kumpulan lagu yang ditulis tangan		

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Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			• Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. • Lembar soal dan hasil tes		

Ledokombo,

Mengetahui

Guru Mata Pelajaran

Kepala SMPN 2 LEDOKOMBO

W. Ika Septiyani, S.Pd, M.Pd
NIP. 19790914 200801 2 018

Dra. Indana Mardiani, M.Pd
NIP. 19650408 198902 2 004

Digital Repository Universitas Jember

LESSON PLAN

(Cycle 1, meeting 1)

School : SMPN 2 Ledokombo

Subject : English

Class/semester : VIII/1

Language Function : Asking for Permission, Giving Permission, and Refusing Permission

Time Allocation : 2x40 minutes

A. Core Competences

K1 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dan berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	Mengolah, menyaji, dan menalar 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.

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B. Basic Competences and Indicators

No.	Basic Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar .	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaram bahasa Inggris 1.1.2 Serius dalam setiap melaksanakan setiap kegiatam pada pembelajaran bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Showing good manners in communicating with teacher and friends. 2.1.2 Being interactive during the speaking class.
3.	3.3 Menerapkan struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta izin, serta cara responnya, sesuai dengan konteks	3.3.1 Completing the dialogue with the right expression of asking for permission, giving permission, and refusing permission.

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	penggunaannya.	
4.	4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta izin, dengan memperhatikan fungsi sosial, struktur text, dan unsur kebahasaan yang benar dan sesuai konteks.	4.3.1 Making a dialogue using the expression of asking for permission, giving permission, and refusing permission. 4.3.2 Performing the dalogue using the experssion of asking for permission, giving permission, and refusing permission.

C. Learning Objectives

a. The students are happy to learn English.
b. The students are enthusiasm and be motivate in learning English.
c. The students are able toshow good manners in communicating with teacher and friends.
d. The students are interactive during the speaking class.
e. The students are able to complete the dialogue with the right expression of asking for permission, giving permission, and refusing permission.
f. The students are able to make dialogue using the expression of asking for permission, giving permission, and refusing permission.
g. The students are able to perform the dalogue using the experssion of asking for permission, giving permission, and refusing permission.

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D. Model and Learning Method

Approach : Scientific

Strategy : Observing, Asking, Experimenting, Associating, Communicating.

Method : Question-Answer, Discussion, Assigning task.

Technique : Drama Technique (Role Play)

E. Learning Material

(Enclosed)

F. Media and Sources

1. Media :

a. Whiteboard

b. Cue cards

c. Students' worksheet

2. Sources :

a. Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

b. Kementrian Pendidikan dan Kebudayaan. 2014. Bahasa Inggis. *When English Rings the Bell SMP/MTs Kelas VIII.* Jakarta:Kementrian Pendidikan dan Kebudayaan.

c. Sholeh, M.B. 2014. *Headline English 2 for SMP-MTs.* Bandung. Srikandi Empat Widya Utama.

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G. Teaching and Learning Activities

Actiivity	Description	Time Allocation
Set Induction		**5**
	1. Greeting 2. Asking the students to pray together according to their own beliefs. 3. Asking the students about their condition. 4. Asking the students to communicate based on the expressions of asking permission, giving permission and refusing permission. 5. Delivering the learning objectives to the students.	**1'** **3'** **1'**
Main Activity		**70**
Observing **Asking** **Associating** **Experimenting**	1. Teacher explains the expressions of asking permission, giving permission, refusing permission. 2. Teacher stimulates the students to speak actively by providing the example of expressions of asking permission, asking permission, and refusing permission in the form of dialogue. Teacher read the dialogue first and ask the students to repeat it. 3. Teacher collects the all opinions and question from the students then guide them to correct some miss pronunciations without making them ashamed. Give reward to encourage their spirit in learning. 4. By guidance from the teacher, the students make a group of two. Each group discusses to complete a dialogue of experession of asking permission, giving permission, and refusing permission. After that the teacher discusses the dialogue with all the students. Ask them about what is the dialogue about? Who are involved in the dialogue? And etc. Then the students perform the dialogue with their partner. 5. With the same group, the teacher asks the students to make a simple dialogue of expressions of asking permission, giving permission, and refusing permission. The	**2'** **3'** **3'** **12'** **5'**

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Communicating	teacher provide a cue cards to make the students easier to do the task. The teacher guide and help the student who need some help. 6. Each group does the task in pairs, the students cooperate to finish the task. 7. Each group perform the dialogue one by one 8. After all the students perform the dialogue, teacher ask the students to give comments to their friends' performance. Teacher collect all the opinions from the students and make some corrections if there is mistakes from example the students' miss pronunciation.	 **15'** **20'** **10'**
Closure		**5**
	1. Doing reflection by asking the students' opinion about the material that has been taugh. 2. Together with students make a conclusion about the material that has been taugh. 3. Giving feedback to the students. 4. Informing the students about the material in the next meeting. 5. Asking the students to pray based on their own beliefs and parting the students.	**1'** **1'** **1'** **1'** **1'**

H. Assessment

a) Mode: spoken

b) Type: subjective

c) Form/technique: dialogue in pairs

Scoring Rubric of Speaking Test Adapted from Hughes' Scoring Rubric

Aspects	Score	Criteria
Fluency	1	Speech is so halting and incomplete
	2	Speech is very slow and frequently produce incomplete sentences
	3	Speech is frequently hesistant and sentences may be left

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		uncompleted
	4	Speech is occasionally hesistant, complete sentences are used
	5	Speech is effortless and smooth
Pronunciation	1	Pronunciation are incomprehensible in every single word
	2	Frequently error pronunciation happen
	3	Pronunciation is influenced by mother tongue, lead misspronunciation
	4	Mother tongue still influences pronunciation, but only few errors happen
	5	Pronunciation slightly influenced by mother tongue, but most of the utterances are correct
Content	1	Content of speech almost entirely incomprehensible
	2	Difficult to understand and inaccurate
	3	Few of misunderstanding and produce incoherent sentences
	4	Occasionally lead misunderstanding, a few sentences need correction
	5	Understanable, a few misunderstanding

(Adapted from Hughes, 2003: 131-132)

Scoring Table Based on Hughes' Rating Score

Student	Indicators				Final Score
	F	P	CS	Obtained Score	$\frac{\text{Ob. score}}{\text{Max. Score}} \times 100\%$

Note:

F: Fluency

P: Pronunciation

CS: Content of Speech

Digital Repository Universitas Jember

Jember, November 12th, 2014

Teacher Trainee

Aprilia Rahmadianti

NIM. 100210401006

Digital Repository Universitas Jember

Material

Asking for Permission	Giving Permission	Refusing Permission
➢ Do youn mind if I leave now? ➢ May I come in? ➢ Can I..... ➢ May I..... ➢ Is it okay if.....? ➢ Could I.....? ➢ Would you mind if I.....? ➢ Would it be alright if.....?	• Yes, of course. • Yes, that's fine. • Yes, why not. • Not at all. • Yes, you can. • Sure. • Go ahead. • Yes, you may. • I don't mind. • No problem. • Yes, please do. • Sure, no problem. • Please feel free.	- Sorry, but..... - I'm afraid you can't. - You're not allowed to. - No, I'm sorry. You can't. - I'm afraid not. - No, I think. - No, you cannot. - You couldn't do that. - Sorry, you're not permitted. - No, please don't. - I'm sorry, but that's not possible.. - I am really sorry.

The example of the expression of asking for permission, giving permission and refusing permission on dialogue.

(Toni and Wawan are strangers. They are in the train)

Toni : Excuse me. Would you mind if I open the window?

Wawan : Not at all, please go ahead.

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Toni : Thank you. It's very hot here.

Wawan : Right. Can I take some water from your tumbler?

Toni : Certainly. Can I borrow that newspaper for a while?

Wawan : I'm sorry, I haven't finished reading it.

Toni : Okay, alright.

You are in the school. Ask for permission in these situations!

1. You want to borrow your friend's pen, because you do not bring one.
2. You want to close the window because it is very cold.
3. You want to go home earlier because you are not feeling good.
4. You want to close the door because it is raining outside.
5. You want to turn on the fan bacause you are feeling hot.

Complete the dialogue using the right expression of asking for permission, giving permission and refusing permission!

(Ali and Lisa are classmate. Thay meet in the park near Lisa's house)

Ali : Hi Lisa.

Lisa : Hi Ali. Wow, is it a new motorcycle, Al?

Ali : Yes it is. ..... I park my motorcycle here?

Lisa : ....., because that's not allowed. It will disturb the pedestrian.

Ali : What about there?

Lisa : Ok, ... Anyway, what brings you here?

Ali : I remember that you have a digital camera. ..... for few days?

Lisa ..... Al.

Ali : Thanks a lot Lis.

Lisa : Anytime.

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Answer the questions based on the dialogue of Ali and Lisa!

1. The dialogue show the expressions of

a. Asking for permission :

b. Giving permission :

c. Refusing permission :

Make a short dialogue based on the situations given in the cuecards!

1. Situation : You ask for permission to your mother to go to your friend's home. You : ..... Your mother : .....(giving permission)
2. Situation : You ask for permission to your father to go hiking tomorrow. You : ..... Your father ..... (refusing permission)
3. Situation : You ask for permission to use your friend's pen. You : Your friend : (giving permission)
4. Situation : You ask for permission to borrow your friend's novel. You : Your friend : (refusing permission)
5. Situation : You ask for permission to take someone's picture. You : Someone : (refusing permission)

Answer Key

A. 1. May I borrow your pen?

2. Do you mind if I close the window?

3. Is it okay if I go home earlier?

4. Excuse me, may I close the door?

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5. Would you mind if I borrow your ruler?

B. Dialogue between Ali and Lisa.

1. Asking for permission : May I, is it okay if, could I, would it be alright if, etc.
2. Refusing permission : I am sorry. I am afraid. Sorry, but... etc
3. Giving permission : No problem. Yes, that's fine.
4. Asking for permission : May I borrow it, Is it okay if I borrow it. Would you mind if I borrow it... etc
5. Giving permission : Sure. I don't mind. Okay. All right. Yes, that's fine.

1. The expressions showed in the dialogue :

- May I park my motorcycle here? May I borrow your camera....
- Sure, you can. Yes, no problem.
- I am sorry

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LESSON PLAN

(Cycle 1, meeting 2)

School : SMPN 2 Ledokombo
Subject : English
Class/semester : VIII/1
Language function : Asking for Permission, Giving Permission, and Refusing Permission
Time Allocation : 2x40 minutes

A. Core Competences

K1 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dan berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	Mengolah, menyaji, dan menalar 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.

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B. Basic Competences and Indicators

No.	Basic Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar .	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaram bahasa Inggris 1.1.2 Serius dalam setiap melaksanakan setiap kegiatam pada pembelajaran bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Showing good manners in communicating with teacher and friends. 2.1.2 Being interactive during the speaking class.
3.	3.3 Menerapkan struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta izin, serta cara responnya, sesuai dengan konteks	3.3.1 Completing the dialogue with the right expression of asking for permission, giving permission, and refusing permission.

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	penggunaannya.	
4.	4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta izin, dengan memperhatikan fungsi sosial, struktur text, dan unsur kebahasaan yang benar dan sesuai konteks.	4.3.1 Making a dialogue using the expression of asking for permission, giving permission, and refusing permission. 4.3.2 Performing the dalogue using the experssion of asking for permission, giving permission, and refusing permission.

C. Learning Objectives

a. The students are happy to learn English.
b. The students are able to show enthusiasm and be motivate in learning English.
c. The students are able to show good manners in communicating with teacher and friends.
d. The students are interactive during the speaking class.
e. The students are able to complete the dialogue with the right expression of asking for permission, giving permission, and refusing permission.
f. The students are able to make dialogue using the expression of asking for permission, giving permission, and refusing permission.
g. The students are able to perform the dalogue using the experssion of asking for permission, giving permission, and refusing permission.

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D. Model and Learning Method

Approach : Scientific

Strategy : Observing, Asking, Experimenting, Associating, Communicating.

Method : Question-Answer, Discussion, Assigning task.

Technique : Drama (Role Play)

E. Learning Material

(Enclosed)

F. Media and Sources

1. Media :

a. Whiteboard

b. Cue cards

c. Students' worksheet

2. Sources :

a. Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

b. Kementrian Pendidikan dan Kebudayaan. 2014. Bahasa Inggis. *When English Rings the Bell SMP/MTs Kelas VIII.* Jakarta:Kementrian Pendidikan dan Kebudayaan.

c. Sholeh, M.B. 2014. *Headline English 2 for SMP-MTs.* Bandung. Srikandi Empat Widya Utama.

G. Teaching and Learning Activities

Actiivity	**Description**	**Time Allocation**
Set Induction		**5**
	1. Greeting 2. Asking the students to pray together according to their own beliefs. 3. Asking the students about their condition.	**1'**

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	4. Asking the students to communicate based on the expressions of asking permission, giving permission and refusing permission. 5. Delivering the learning objectives to the students.	**3'** **1'**
Main Activity		**70**
Observing **Asking** **Associating** **Experimenting** **Communicating**	1. Teacher explains the expressions of asking permission, giving permission, refusing permission. 2. Teacher stimulates the students to speak actively by providing the example of expressions of asking permission, asking permission, and refusing permission in the form of dialogue. Teacher read the dialogue first and ask the students to repeat it. 3. Teacher collects the all opinions and question from the students then guide them to correct some miss pronunciations without making them ashamed. Give reward to encourage their spirit in learning. 4. By guidance from the teacher, the students make a group of two. Each group discusses to complete a dialogue of experession of asking permission, giving permission, and refusing permission. After that the teacher discusses the dialogue with all the students. Ask them about what is the dialogue about? Who are involved in the dialogue? And etc. Then the students perform the dialogue with their partner. 5. With the same group, the teacher asks the students to make a simple dialogue of expressions of asking permission, giving permission, and refusing permission. The teacher provides a cue cards to make the students easier to do the task. The teacher guide and help the student who need some help. 6. Each group does the task in pairs, the students cooperate to finish the task. 7. Each group perform the dialogue one by one. 8. After all the students perform the dialogue, teacher ask the students to give comments to their friends' performance. Teacher collect all the opinions from the students and make some	**2'** **3'** **3'** **12'** **5'** **15'** **20'** **10'**

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	corrections if there is mistakes from example the students' miss pronunciation.	
Closure		**5**
	1. Doing reflection by asking the students' opinion about the material that has been taugh. 2. Together with students make a conclusion about the material that has been taugh. 3. Giving feedback to the students. 4. Informing the students about the material in the next meeting. 5. Asking the students to pray based on their own beliefs and parting the students.	**1'** **1'** **1'** **1'** **1'**

H. Assessment

a) Mode: spoken
b) Type: subjective
c) Form/technique: dialogue in pairs

Scoring Rubric of Speaking Test Adapted from Hughes' Scoring Rubric

Aspects	Score	Criteria
Fluency	1	Speech is so halting and incomplete
	2	Speech is very slow and frequently produce incomplete sentences
	3	Speech is frequently hesistant and sentences may be left uncompleted
	4	Speech is occasionally hesistant, complete sentences are used
	5	Speech is effortless and smooth
Pronunciation	1	Pronunciation are incomprehensible in every single word
	2	Frequently error pronunciation happen
	3	Pronunciation is influenced by mother tongue, lead misspronunciation
	4	Mother tongue still influences pronunciation, but only few

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		errors happen
	5	Pronunciation slightly influenced by mother tongue, but most of the utterances are correct
Content	1	Content of speech almost entirely incomprehensible
	2	Difficult to understand and inaccurate
	3	Few of misunderstanding and produce incoherent sentences
	4	Occasionally lead misunderstanding, a few sentences need correction
	5	Understanable, a few misunderstanding

(Adapted from Hughes, 2003: 131-132)

Scoring Table Based on Hughes' Rating Score

Student	Indicators				Final Score
	F	P	CS	Obtained Score	Ob. score / Max. Score x 100%

Note:

F: Fluency

P: Pronunciation

CS: Content of Speech

Jember, November 12th, 2014

Teacher Trainee

Aprilia Rahmadianti

NIM. 100210401006

Digital Repository Universitas Jember

Material

Asking for Permission	Giving Permission	Refusing Permission
➢ Do youn mind if I leave now? ➢ May I come in? ➢ Can I..... ➢ May I..... ➢ Is it okay if.....? ➢ Could I.....? ➢ Would you mind if I.....? ➢ Would it be alright if.....?	• Yes, of course. • Yes, that's fine. • Yes, why not. • Not at all. • Yes, you can. • Sure. • Go ahead. • Yes, you may. • I don't mind. • No problem. • Yes, please do. • Sure, no problem. • Please feel free.	- Sorry, but..... - I'm afraid you can't. - You're not allowed to. - No, I'm sorry. You can't. - I'm afraid not. - No, I think. - No, you cannot. - You couldn't do that. - Sorry, you're not permitted. - No, please don't. - I'm sorry, but that's not possible.. - I am really sorry.

The example of the expression of asking for permission, giving permission and refusing permission on dialogue.

(Ali and Lisa are classmate. They met in a park near Lisa's house)

Ali : Hi Lisa.

Lisa : Hi Ali. Wow, is it a new motorcycle, Al?

Ali : Yes it is. By the way, is it okay if I park my motorcycle here?

Lisa : No, it is not okay, I'm sorry that is not allowed. It's too close to the intersection. The vehicles on the right side can not see it.

Ali : What about there?

Lisa : Oh yeah, it is okay then. It's behind my house. Anyway, what brings you here?

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Ali : I remember that you have a digital camera. May I borrow it for few days?

Lisa : Sure, Al.

Ali : Thanks a lot Lis.

Lisa : Anytime

You are staying at your friend's house. Ask for permission in these situation!

1. You are thirsty and want some water.
2. You are very tired and want to rest.
3. You are little cold and want the fan switched off.
4. You want to see an interesting program on TV.
5. You want to make a phone call.

Complete the dialogue using the right expression of asking for permission, giving permission and refusing permission!

(Sisil and Dwi are sibling. They are at home)

Sisil : Rani has two tickets for the Noah concert on tomorrow Sunday night. (a).....?

Dwi : Where is the concert?

Sisil : It's at Gor Kaliwates.(b) .....?

Dwi : Ok. (c).....

Sisil : And (d).....stay at Rani's house after the concert?

Dwi : (e).....

Sisil : Why not?

Dwi : Because it's Daddy's birthday on Monday. Remember?

Sisil : Oh, yeah. I remember.

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Make a short dialogue based on the situations given in the cuecards!

1. Situation : You ask for someone to take his/her picture. You : ..... Your mother : .....(giving permission)
2. Situation : You ask for permission to your grandfather to use your grandfather's car. You : ..... Your father ..... (refusing permission)
3. Situation : You ask for permission to your friend to use his/her calculator. You :..... Your friend : (giving permission)
4. Situation : You ask for permission to someone next to you to open the window, because you are feeling hot. You : ..... Your friend : (giving permission)
5. Situation : You ask for permission to your mother to stay at your friend's house after doing the group work. You : ..... Someone : (refusing permission)

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Answer Key

A. 1. Could you give me some water?

2. Is it okay f I lay down here?
3. Could you please to turn off the fan?
4. Would you mind if I turn on the TV?
5. May I borrow your cell phone?

B. Dialogue between Sisil and Dwi

a. Can I go with her?
b. Is it okay?
c. Ok, no problem.
d. Can I stay
e. No, sorry you can not.

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POSTTEST

Work in pairs. Choose one of these cuecards, and then make a dialogue using expression of asking for permission, giving permission and refusing permission based on situation in the cuecard. Perform it in front of the class!

1. You (A and B) are colleagues in the office. A asks for permission to turn on the air conditioner because she/he is feeling hot. B gives his/her permission.
2. You are (mother and son/daugher) in the house. Son/daughter asks for permission to play video games because he/she has finished his/her homework. Mother gives her permission.
3. You (A and B) are strangers in the train. A asks for permission to close the window because is raining outside. B gives his permission.
4. You are teacher and student. The students asks for permission to go home earlier, because he/she is feeling unweel. The teacher gives permission.
5. You (A and B) are friends. A asks for permission to use B's calculator because A forget to bring his/hers. B gives the permission.
6. You are mother and son/daughter. Son/daughter asks for permission to go to his/her friend's house to do homework together. Mother gives her permission.
7. You are father and son/daughter. Son/daughter asks for permission to drive father's motorcycle to grandma's house. Father gives permission.
8. You (A and B) are boss and secretary. The secretary asks for permission to come late to work because of traffic jam. The boss gives permission.
9. You(A and B) are siblings. A asks for permission to B's raincoat because of raining outside. B gives permission.
10. You(A and B) are friends. A visit B's house and A wants to call his/her mother. A asks for permission to use B's cellphone. B gives permission.
11. You(A and B) are strangers. A asks for permission to borrow a novel from a stranger (B) who sit beside you in the train. B gives the permission.

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12. You(A and B) are boss and secretary. The secretary asks for permission to go home earlier because his/her mother is sick. The boss refuses the permission because the secretary does not finish his/her work yet.
13. You(A and B) are sibling. A asks for permission to B's new skirt. B refuses the permission because the skirt is new.
14. You are grandfather and grandchild. Grandchild asks for permission to drive his/her grandfather's car. Grandfather refuses the permission because grandchild has no a drive licency yet.
15. You(A and B) are friends. A asks for permission to borrow B's novel. B refuses it, because she/he did not finished read it yet.
16. You(A and B) are strangers in the bus. A asks for permission to open the window because he/she is feeling hot, B refuses it, because he/she feels cold.
17. You(A and B) are friends. A asks for permission to come to B's house this afternoon. B refuses it because he/she wants to go to his/her grandma's house.
18. You(A and B) are strangers. A asks for permission to take his/her picture. He/she refuses it because he/she feels uncomfortable.
19. You are father and son/daughter. Son/daughterask for permission to go out and play with his/her friends. Father refuses because it is raining outsite.
20. You(A and B) are strangers. A asks for permission to smoke beside him/her. B refuses it becuase he/she has asthma.

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A. CODING SYSTEM

1. Written in = Error in Pronunciation
2. Written in = Error in Fluency

   Error in fluency consist of three aspects, they are:

   a. . = pauses (one indicates that the speaker pause her speech in one second)

   b. **(x)** = repetition (X is a word that repeated by the speaker)

   c. **[x]** = filler (x is a word the become a filler in the speech)
3. Written in = Error in Content
4. /xxx/ = turning section

The students' speaking test was scored based on the Hughes' rating scores of speaking test as follows:

Scoring Rubric of Speaking Test Adapted from Hughes' Scoring Rubric

Aspects	Score	Criteria
Fluency	1	Speech is so halting and incomplete
	2	Speech is very slow and frequently produce incomplete sentences
	3	Speech is frequently hesistant and sentences may be left uncompleted
	4	Speech is occasionally hesistant, complete sentences are used
	5	Speech is effortless and smooth
Pronunciation	1	Pronunciation are incomprehensible in every single word
	2	Frequently error pronunciation happen
	3	Pronunciation is influenced by mother tongue, lead misspronunciation
	4	Mother tongue still influences pronunciation, but only few errors happen
	5	Pronunciation slightly influenced by mother tongue, but most of the utterances are correct
Content	1	Content of speech almost entirely incomprehensible
	2	Difficult to understand and inaccurate
	3	Few of misunderstanding and produce incoherent sentences
	4	Occasionally lead misunderstanding, a few sentences need correction
	5	Understanable, a few misunderstanding

(Adapted from Hughes, 2003: 131-132)

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Scoring Table Based on Hughes' Rating Score

Student	Indicators				Final Score
	F	P	CS	Obtained Score	Ob. score / Max. Score x 100

1. **Pair number 17 (Devita & Nuril)**

Devita :/ Hi Ril, how are you?/

Nuril :/ I am fine, ... **[det]** **ðəs** are you. And you?/ →[Θæŋk]

Devita :/ I am fine too./

Nuril : /May I (may I) **kɒm** to your house to have afternoon?/ →[kʌm]

Devita : /I am really sorry, because i want to go to my grandmother's house./

Nuril : /Oh, that's okay./

2. **Pair number 16 (A. Mukit & Anam)**

Mukit : /Hello, excuse me!/

Anam : /Oh hi./

Mukit : /May (may) I close the window?/

Anam : /No, you can't./

Mukit : /But, I am feeling hot./

Nam : /And ..... (and) I am feeling **kʊlt** here./→[kəʊld]

Mukit : /Okay./

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3. **Pain number 15 (Dewi Ulfatus Z & Riska Agustin Y)**

Dewi :/ Hi Riska./

Riska : /Hi Dewi, how are you?/

Dewi : /I am **fər** and you?/→[faɪn]

Riska :/ I am fine too. By the way what do you do?/

Dewi : /I am reading novel./

Riska :/ It is very good. May I borrow you novel?/

Dewi : /Syorry, I am still reading it./→[‘sɒri]

Riska : /Oh, it’s okay./

4. **Pair number 11 (Firgi & Syamsul)**

Firgi : /Hello, **əkyʊs** me!/→[ɪk’sju:z]

Samsul: /Hi./

Firgi : /May I borrow **yʊ** novel?/ →[jɔ:(r)]

Samsul: /Sure/

Firgi : /Thank you./

Samsul: /You are welcome./

5. **Pair number 3 (Nanda & Adit)**

Nanda : / Hello, excuse me./

Adit : /Oh hi./

Nanda :/ [mi] May I close the window?/

Adit : /Yes, you may./ →[meɪ]

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Nanda : /Thanks, you are so **kənt**./→[kaınd]

Adit : /Am I? Thank you./

6. Pair number 1 (Lisyani & Riska)

Riska : / Hi, Lis./

Lisyani: / Hi, Ris/

Riska : / What do you do?/

Lisyani: / I am doing mork/ →[wɜ:k]

Riska : /This room is so hot/

Lisyani: /Yes, nyu is hot/ →[naʊ]

Riska : /May I trun on the fan?/ →[tɜ:n]

Lisyani: /Of course/

Riska : /Thank you, (nyu is nyu is) now it is not hot anymore/

Lisyani: /Yes, we can continue our work/

Riska : /Sure/

7. Pair number 12 (Rifal & Fauzan)

Rifal : / **əkyʊs** me, Boss/ →[ık'sju:z]

Fauzan: /Yes, come in/

Rifal : /es it okay if I go hɒm erliyer today?/→[is] [həʊm] ['ɜ:lier]

Fauzan: /No, you can not/

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8. **Pair number 19 (Hafi & Iqbal)**

Hafi : /Father, may I go to my friend's house?/

Iqbal : /No, you can not/

Hafi : /Why?/

Iqbal : /Biku:s, it is raining outset/ →[bɪ'kɒz] [ˌaʊt'saɪd]

Hafi : /Okay/

9. **Pair number 10 (Daniel & Frian)**

Daniel : /Hello, excuse me mbun/

Frian : /Hi, Daniel/

Daniel : /May I borrow your cellphone?/

Frian : /Go ahead/

Daniel : /Thank you/

Frian :/You are welcome/

10. **Pair number 13 (Istafila & Astutik)**

Istafila : /Hello, sibling/

Astutik: /Hello, sister. It is a nəʊ skət./→[nju:] [skɜ:t]

Istafila : /Yes/

Astutik: /May I to borrow nəʊ skət/ →[nju:] [skɜ:t]

Istafila : /Yes, you can borrow nəʊ skɪr/ →[nju:] [skɜ:t]

Astutik: /Thank you sister/

11. **Pair number 2 (Ira & Novi)**

Ira : /Mom/

Novi : /What is going on?/

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Ira : /My homework is finished. May I play video game?/

Novi : /Yes, no problem/

Ira : /Thanks mom/

Novi : /But, don't forget to pray/

Ira : /Okay mom/

12. Pair number 14 (Sucik & Nur)

Sucik : /Excuse me, grandmother/

Nur : /Oh yes, what is going on?/

Sucik : /Wow, it is a car?/

Nur : /Yes/

Sucik : /Can I borrow the ker grandmother?/ →[kɑ:(r)]

Nur : /No, (ken) you can't/

Sucik :/ Why grandma?/

Nur : /Bacause, you don't have a dɑifer's lisɜs/ →[draɪver] ['laɪsns]

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Score for pair number 17:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Devita	5	5	4	14	14/15 x 100	93

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Nuril	4	4	4	12		80

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Devita	4	5	5	14	14/15 x 100	93

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Nuril	3	3	3	9		60

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Score for pair number 16:

Rater 1:

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Mukit	3	3	4	10	10 / 15 x 100	67

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Anam	4	4	4	12		80

Rater 2 :

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Mukit	3	3	4	10	10 / 15 x 100	67

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Anam	3	4	4	11		73

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Score for pair number 15:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Dewi	4	4	4	12	12/15 x 100	80

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Agustin	4	4	4	12		80

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Dewi	3	4	4	11	11/15 x 100	73

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Agustin	4	4	4	12		80

Score for pair number 11:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Firgi	4	4	4	12	12/15 x 100	80

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Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Samsul	3	4	4	11		73

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Firgi	3	4	4	11	$\frac{11}{15}$ x 100	73

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Samsul	4	4	5	13		87

Score for pair number 3:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Nanda	4	5	4	13	$\frac{13}{15}$ x 100	87

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Adit	4	5	4	13		87

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Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Nanda	4	5	5	14	14/15 x 100	93

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Adit	3	5	5	13		87

Score for pair number 1:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Lisyani	4	4	4	12	12/15 x 100	80

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Riska	4	5	4	13		87

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Lisyani	3	3	5	11	11/15 x 100	73

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Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Riska	4	4	5	13		87

Score for pair number 12:

Rater 1:

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Rifal	4	3	3	10	10 / 15 x 100	67

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Fauzan	4	4	3	11		73

Rater 2 :

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Rifal	3	3	3	9	9 / 15 x 100	60

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Fauzan	3	5	3	11		73

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Score for pair number 19:

Rater 1:

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Hafi	4	4	4	12	12 / 15 x 100	80

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Iqbal	3	4	4	11		73

Rater 2 :

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Hafi	3	4	4	11	11 / 15 x 100	73

Student	Indicators				Obtained score x 100 / Maximum score	Final Score
	P	F	CS	Obtained Score		
Iqbal	3	3	5	11		73

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Score for pair number 10:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Daniel	4	5	4	13	13/15 x 100	87

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Frian	4	5	3	12		80

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Daniel	5	5	4	14	14/15 x 100	93

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Frian	4	4	4	12		80

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Score for pair number 13:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Istafila	3	3	4	10	10/15 x 100	67

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Astutik	4	4	4	12		80

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Istafila	3	3	3	9	9/15 x 100	60

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Astutik	3	3	4	10		67

Score for pair number 2:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final score
	P	F	CS	Obtained Score		
Ira	4	5	4	13	13/15 x 100	87

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Student	Indicators				Obtained score / Maximum score x 100	Final score
	P	F	CS	Obtained Score		
Novi	4	5	4	13		87

Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final score
	P	F	CS	Obtained Score		
Ira	3	4	5	12	12/15 x 100	80

Student	Indicators				Obtained score / Maximum score x 100	Final score
	P	F	CS	Obtained Score		
Novi	4	4	5	13		87

Score for pair number 14:

Rater 1:

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Sucik	4	5	4	13	13/15 x 100	87

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Nur	4	4	4	12		80

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Rater 2 :

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Sucik	4	4	5	13	13/15 x 100	87

Student	Indicators				Obtained score / Maximum score x 100	Final Score
	P	F	CS	Obtained Score		
Nur	3	3	5	11		73

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Appendix 8

The Result of Posttest

Students' Number	Aspects of Evaluation						Score		Total Score		Final Score
	P		F		Cs		T1	T2	T1	T2	
	T1	T2	T1	T2	T1	T2					
1	3	3	3	3	4	4	10	10	66,67	66,67	66,67*
2	4	3	5	5	4	5	13	13	86,67	86,67	86,87
3	4	3	4	4	4	4	12	11	80	73,33	76,66
4	3	4	4	4	4	5	11	13	73,33	86,67	80
5	4	3	4	3	4	4	12	10	80	66,67	73,33
6	4	3	4	4	4	4	12	11	80	73,33	76,66
7	4	3	4	4	4	4	12	11	80	73,33	76,66
8	4	3	5	4	4	5	13	12	86,67	80	83,33
9	4	3	4	3	4	5	12	11	80	73,33	76,66
10	4	4	5	5	4	5	13	14	86,67	93,33	90
11	4	4	5	4	3	4	12	12	80	80	80
12	4	5	5	5	4	4	13	14	86,67	93,33	90
13	4	3	4	5	3	3	11	11	73,33	73,33	73,33
14	3	3	4	3	4	5	11	11	73,33	73,33	73,33
15	4	4	5	4	4	5	13	13	86,67	86,67	86,67
16	4	3	4	3	4	5	12	11	80	73,33	76,66
17	4	3	4	3	4	5	12	11	80	73,33	76,66
18	4	3	4	4	4	4	12	11	80	73,33	76,66
19	4	3	3	3	3	3	10	9	66,67	60	63,33*
20	4	4	5	4	4	5	13	13	86,67	86,67	86,67
21	3	3	3	3	4	4	10	10	66,67	66,67	66,67*
22	3	3	3	3	4	3	10	10	66,67	60	63,33*
23	4	4	5	4	4	5	13	13	86,67	86,67	86,67
24	5	4	5	5	4	5	14	14	93,33	93,33	93,33

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Appendix 8