A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ENGLISH TENSE MASTERY AT SMP NEGERI 10 JEMBER IN THE 2004/2005 ACADEMIC YEAR

THESIS

Proposed as One of the Requirements to Obtain the S1 Degree at the English Education Program of the Language and Arts Department of the Faculty of Teacher Training and Education, Jember University

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MOTTO

Let your faith and prayer be the saviour,
as those are hard, except for the ones who believe.

(Q.S. Al Baqoroh 45)

DEDICATION

This thesis is honourably dedicated to:

- ❖ My Mom (Arbiati) and Dad (Alm. Nunung Suwandrio), I indebt for your affection, sacrifice, and endless pray. This thesis is mere a little thing that I can pay for the everything you have given.

- ❖ My consultants, Dra. Wiwiek Eko Bindarti, MPd and Drs. Annur Rofiq, M.A, MSc. I do really thank and give my deepest regard for your time, knowledge, guidance, and patience that had leaded me to compile and finish my thesis.

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APPROVAL OF CONSULTANTS

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At last, I realize that this thesis is far from being perfect, but hopefully, it is useful either for readers or researchers, especially in the field of education. Therefore, any constructive criticism as well as advice for this thesis are really expected and truly appreciated

Jember, December 2004   The Writer

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ABSTRACT

Indira Salindri, 2004. **A Descriptive Study on the Second Year Students' English Tense Mastery at SMP Negeri 10 Jember in the 2004/2005 Academic Year.**

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants   : (1) Dra. Wiwiek Eko Bindarti, MPd.
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     English tense mastery is very important for the students because by mastering it, they will be capable of coping with the four skills of language. Later, it will lead them to better English achievement. However, English tense is difficult to learn by most Indonesian students because there are no tense in their native language. Based on the consideration above, the researcher conducted the study of the second year students' English tense mastery at SMP Negeri 10 Jember in the 2004 / 2005 Academic Year. The problem of this research was " to what extent is the second year students' English tense mastery at SMP Negeri 10 Jember in the 2004 / 2005 Academic Year." This research was intended to describe the second year students' English tense mastery. The respondents of this research were taken by using proportional random sampling, in which 40-second year students in six classes were taken randomly as the respondents. The primary data of this research was taken by administering structure test of tense to the students, while interview and documentation were implemented to obtain the supporting data. The collected primary data were analysed quantitatively by using percentage formula. The result showed that the second year students' English tense mastery at SMP Negeri 10 Jember in the 2004 / 2005 academic year were categorized as *fair* (67.18%). It showed that the students need to enhance their tense mastery. It can be done by drilling and doing exercises frequently.

Key Words   : English Tense Mastery

I. INTRODUCTION

This chapter presents some aspects that underlie the topic of the research. It consists of the background of the research, the research problem, operational definition of the terms, objectives of the research, and the significances of the research.

1.1 Background of the Research

English as an international language has been used by many people all over the world. Its role is very important to many aspects of life such as education, science, economics, trade, and so forth for communication. This is in line with what Fardhani (1997:1) says that learning a language is intended to enable the learners to use it in communication both in oral or in written forms.

Language consists of skills namely listening, speaking, reading and writing, thus teaching English should involve those four skills. As stated in The 1994 Basic Course Outline of the English Curriculum (Depdikbud,1994:170), the goal of teaching English in Junior High School is to develop the students' ability to communicate in English involving the skills of listening, speaking, reading, and writing. And those skills should be given integratively.

Instead of the skills, the language components such as grammar and vocabulary should also be taught, because they cannot be separated from the four language skills. Grammar, accordingly, is very significant to learn in order to make students able to communicate in English. Ur (1998:55) clarifies that the learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself. It means that in learning the language, students should also learn grammar. Therefore, it is clear that grammar has an immense role in language, as a means to learn the four English language skills and it helps students to gain good communication in English.

One example of the importance of grammar can be seen in writing. This skill is closely related to grammar. Chaffe (1989:151) states that the sentence

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pattern we use when we speak or write reflects the connection of our thought. On the other hand, in writing, the students' activity is to express their ideas by selecting words and putting them together in a written or printed form. To run this activity, students need grammar. As stated by Fairbairn & Winch (1996:108) that grammar is a set of rules to help students to construct sentences that make sense and are in acceptable English. This idea is supported by Brammer & Sadley (1981:407) who explain that when learning grammar, the students learn a set of rules for making sentences. To establish the rules in making sentences, the students usually apply tenses, which contain verbs that indicate the time of the action or state of being that verbs express (Webster,1997:1379). In brief, when students are writing, they should consider the grammar they are using since it is very essential to arrange their idea in order.

The foundation of grammar is tense. It organizes the existence of the time and verb of a sentence. Every sentence that is produced in communication must be structured orderly based on tense patterns. In addition, the students will develop these tense patterns to make various sentences, such as reported speech, passive voice, conditional sentences, etc. Nugroho (2003:41) in his study concludes that mastering tenses is the most important factor among others that influences passive voice mastery. Further, the students will be able to master passive voice if they master tense well. The fact above is clear enough to say that without mastering the tense well the students will not be able to produce sentences that are grammatically correct. As a result, they fail to communicate with each other correctly.

Hence, it can be said that tense is urgent to be learned. Students who master the tense well, will be capable of coping with the four skills of language. Later, their tenses mastery will lead them to be better in English achievement.

However, English tense is rather difficult to learn by most Indonesian students because there is no tense in their native language. English has three main time divisions, past, present, and future (Allen,1974:74) in which all of them are adjusted by tenses. It also has the changing of verbs that follow the time of occurrence. Meanwhile Indonesian does not have tense that shows the changing of

1.2 Research Problem

Research Problem is formulated as follows:

To what extent is the second year students' English Tense mastery at SMP Negeri 10 Jember in the 2004 / 2005 academic year?

1.3 Operational Definition of the Variable

Operational definition is needed to avoid misunderstanding or different interpretation between the writer and the readers about the variable or the concept used in this title. The variable that is defined operationally in this research is English tense mastery.

1.3.1 English Tense Mastery

In this research, English tenses mastery can be defined as students' English tense achievement manifested in the form of the students' scores through test. The tenses that is covered in this research are:

a. Simple Present tense

b. Present Continuous tense

c. Simple Past tense

d. Simple Future tense

1.4 Objectives of the Research

Considering the background and the problems of the research, the objective of this research can be formulated as follows:

To describe quantitatively the second year students' English Tense mastery at SMP Negeri 10 Jember in the 2004 / 2005 academic year.

1.5 Significances of the Research

It is expected that the results of the research will give significant inputs for:

1. The English teacher

    The result of this research may serve as information for the teacher to know the extent of students' tenses mastery. Henceforth, this information can be used to increase the students' tense mastery.

2. The other researcher

    The results of this research can be used as a reference for other researchers who want to conduct further research which focuses on English tense by using another design, such as a classroom action research to develop students' English tense mastery.

II. REVIEW OF RELATED LITERATURE

In this chapter, there are some related concepts that serve as a guide to review the theory to be discussed. They are: the definition of tense, the kinds of English tense, the relation between tense and time, the sequence of tense, the method of teaching tense, and significance of tenses mastery.

2.1 The Definition of Tense

There are many points of views about tense that are proposed clearly by the language experts. In general, their definitions are approximately the same, in which they define tense as something that arranges the correlation and correspondence between time occurrence and verb action. Some of the definitions are quoted briefly below.

Tense is characteristic of verbs that indicates the time of action or state of being that a verb expresses, also tense indicates analytic category based on this characteristic. English tenses are categorized as present, past, future, present perfect, past perfect, and future perfect (Webster, 1997: 1379).

In traditional grammar, tense is regarded as the category of the whole sentence, or in logical terms of the whole proposition, since it is the truth-value of the proposition as a whole, rather than just some property of the verb, that must be matched against the state of the world at the appropriate time point (Comrie, 1985:12).

Veit (1986:149) states that a tense is frequently described as the property that relates to the time a verb action is performed. Further, he claims that in English, unlike many other languages, verbs by themselves have only two distinct, present and past. In other words, the obvious distinction occurred in English tenses is the form of present verb and past verb.

Meanwhile Frank (1972:47) defines tense as a special verb ending or accompanying auxiliary verb signal the time an event takes place. Tense is one of the grammatical properties of the verb, which are shared with no other part of

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speech. By learning the grammatical properties of verb, then we will be capable of communicating in English because verb is the most complex part of speech.

According to Bramer & Sadley (1981:414), tense is something closely related to time, and in general such a relationship exists. It is a concept of form, not of meaning.

Hornby (1975:78) states that tense is a verb form or series of verb forms used to express a time relation. It may indicate whether an action, activity, or state in the past, present or future, and it varies in different languages.

The statements above are clear enough and it can be concluded that tense is a form of verbs expressed following the time relation. Every language has its own tense and it may differ from one to another. For instance, Indonesian has different tense from that of English, in which Indonesian does not have verb division based on the time occurrence like that of English's.

2.2 English Tense

As stated by Allen (1974:74) that English has three main time divisions, past, present, and future. Following those time divisions, there are several kinds of English tenses that should be learned by the students in order to make them capable in English.

This research focuses on four kinds of English tenses; there are simple present tense, present continuous tense, simple past tense, and simple future tense. Those are chosen based on the 1994 English Curriculum for the second year students of SMP.

2.2.1. Simple Present Tense

In all uses of the present tense there is a basic association with the present moment of time or the moment of speech (Leech,1971:1). Thus, it is used for the action, which is done everyday, usually, sometimes, often, etc. Moreover, Frank (1972:68) classifies the use of simple present tense as follows:

1. To express general time

   In such a use, the simple present tense is usually "timeless". It has no terminal points of time. It can include the past, present, and the future. It is commonly used to express general truth and custom.

   Example:
   - ✧ The sun rises in the east. (General truth)
   - ✧ She always comes late. (Custom)
   - ✧ Englishmen drink tea in the afternoon. (Custom)

2. To express present time

   The simple present tense indicates present time with many non-action verbs, especially those expressing state or condition.

   The verbs commonly indicate:
   - ✧ Perception

     Example: Her skin feels smooth.

     I hear my brother crying.
   - ✧ A mental state or condition

     Example: We expect to go there next week.

     I hope that you can come.
   - ✧ An emotional state

     Example: We love each other very much.

     She likes delicious meal.

3. To express future time.

   In expressing future time, the simple present tense emphasizes on the action that will definitely happen. As stated by Azar (1989:11) that the simple present tense says that something was true in the past, is true in the present, and will be true in the future. It usually uses time signal: tomorrow, next week, tonight, etc.

   Example: The plane leaves tomorrow morning.

   I arrive in Hong Kong on Saturday.

   The play begins tonight.

   According to the explanation above, the pattern of simple present tense can be drawn as follows (adapted from Azar,1989:7)

a. Affirmative (+):

$$S + V1(s/es) + (C)$$

Note: The subjects *I, You, We, They,* followed by V1

The subjects *He, She, It* followed by V1 + S/es

Example:

He <u>studies</u> English twice a week.

They <u>study</u> Biology in the Lab.

$$S + TO\ BE + (C)$$

Example:

Andi <u>is</u> a doctor.

We <u>are</u> students.

b. Negative (-):

$$S + DO/DOES + NOT + V1 + (C)$$

Example:

He does not study English twice a week.

They do not study Biology in the Lab.

$$S + TO\ BE + NOT + (C)$$

Example:

Andi is not a doctor.

We are not students.

c. Interrogative (?):

$$DO/DOES + S + V1 + (C)$$

Example:

Does he study English twice a week?

Do they study Biology in the Lab?

$$TO\ BE + S + (C)$$

Example:

Is Andi a doctor?

Are we students?

2.2.2 Present Continuous Tense

Azar (1989:11) states that the present continuous tense expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future. To make it clear, Frank (1972:70) classifies the use of present continuous tense as follows:

1. To express a single temporary event that has a beginning and an end.
   Example: The play is beginning now.
              John and Mary are talking on the phone.

2. To signal future time if it is accompanied by a future time expression. The part of a plan of the future action is in the present, with the past possibly included.
   Example: She is writing a book this year.
              The gardener is cutting the grass tomorrow.

Based on the above explanation, the patterns of present continuous tense are (adapted from Azar,1989:8):

a. Affirmative (+):

$$S + TO\ BE + Ving + (C)$$

Example:

John is sleeping right now.

We are eating together.

b. Negative (-):

$$S + TO\ BE + NOT + Ving + (C)$$

Example:

John is not sleeping right now.

We are not eating together.

c. Interrogative (?)

> TO BE + S + Ving + (C)
>
> TO BE + NOT + S + Ving + (C)

Example:

Is John sleeping right now?

Aren't we eating together?

2.2.3 Simple Past Tense

The simple past tense indicates that an activity or situation began and ended at a particular time in the past (Azar,1989:24). In addition, Frank (1972:68) defines the use of past tense as follows:

1. One event completed in the past.
    Example: I saw him last night.
              They left two hours ago.

2. Repeated events completed in the past and no longer happening.
    Example: Last year it rained frequently in this area.
              When I was young, I went swimming everyday.

3. Duration of an event completed in the past.
    Example: He lived in Jakarta for a week.
              Thousand years ago, people believed that the earth was flat.

Referring to the explanation above, the pattern of simple past tense can be described as follows (adapted from Azar,1989:13):

a. Affirmative (+):

> S + V2 + (C)

Example:

She came here yesterday.

You wrote this letter last week.

$$S + TO\ BE\ (past) + (C)$$

Example:

He was a student last year.

We were sad yesterday.

b. Negative (-):

$$S + DID\ NOT + V1 + (C)$$

Example:

She did not come yesterday.

You did not write this letter last week.

$$S + TO\ BE\ (past) + NOT + (C)$$

Example:

He was not a student last year.

We were not sad yesterday.

c. Interrogative (?):

$$DID + S + V1 + (C)$$

Example:

Did she come yesterday?

Did you write this letter last week?

$$TO\ BE\ (past) + S + (C)$$

Example:

Was he a student last year?

Were we sad yesterday?

Note:

In simple past tense, there are two past verbs that are usually used:

- Regular verbs

    Regular verbs are past verbs that are followed by ed/d at the end of the word.

    Example: study   studied

                clean   cleaned

                listen   listened

                etc.

- Irregular verbs

    Irregular verbs are past verbs that are not ending with ed/d.

    Example: see   saw

                run   ran

                sleep   slept

                etc.

2.2.4   Simple Future Tense

Allsop (1991:177) explains that simple future tense is used to express an action in a moment or period later than now, in which it will be definitely happen or not. There are three ways to express an action in future time:

- Subject followed with *will*
- Subject followed with *be going to*
- Subject followed with *shall*

The details are explained by Azar (1989:45) below:

1. To express a predication, either *will* or *be going to* is used.
    Example:
        Be careful, you will hurt yourself.
        According to the news, it is going to be cloudy tomorrow.

2. To express a prior plan, only *be going to* is used.
    Example:
        He is going to buy a car.

3. To express willingness, only *will* is used.
   Example:
   > John : The phone is ringing.
   > Mary: I will get it.

4. *Shall* is only used for the first person subject (I and we). It is used much more frequently in British than in American English.
   Example:
   > I shall move to London.
   > We shall go by car.

Concerning with the explanation above, the patterns of simple future tense are (adapted from Azar,1989:10):

a. Affirmative (+):

> **S + WILL + V1 + (C)**

Example:

> They will meet the President tomorrow.

> **I / WE + SHALL + V1 + (C)**

Example:

> We shall visit you this afternoon.

> **S + BE GOING TO + V1 + (C)**

Example:

> I am going to start a new job next Monday.

b. Negative (-):

> **S + WILL NOT + V1 + (C)**

Example:

> They will not meet the President tomorrow.

$$I / WE + SHALL + NOT + V1 + (C)$$

Example:

We shall not visit you this afternoon.

$$S + TO BE + NOT + GOING TO + V1 + (C)$$

Example:

I am not going to start a new job next Monday.

c. Interrogative (?):

$$WILL + S + V1 + (C)$$

Example:

Will they meet the President tomorrow?

$$SHALL + I / WE + V1 + (C)$$

Example:

Shall we visit you this afternoon?

$$TO BE + S + GOING TO + V1 + (C)$$

Example:

Are you going to start a new job next Monday?

2.3 The Relation Between Tense and Time

The word tense and time must not be confused. Both of them have close relationship, but they are different. As stated by Bramer & Sadley (1981:414), *tense* is something closely related to time, and in general such a relationship does exist. However the students have a trouble in mixing up tense and time. In this case, it is necessary to highlight the difference between tense and time to avoid misunderstanding and misconception of the definition and the usage of verbs that are following time occurrence.

Hayden, et al (1956:17) define tense and time clearly. They claim tense as the form of the verb used, e. g. go, went, gone. Meanwhile, time is a concept that exists in the mind of the speaker, and it is not grammatical structure, e. g. past, present, future. Thinking about the tense, we must think the time as well. Hornby (1975:51) defines *time* as a concept with which all mankind is familiar, divided into past, present, and future. This is the basic element of tense, the element that differentiates the use of each tense. In brief, to make good sentences that are grammatically correct, we have to know the time occurrence, because with different time, there are different tenses and sentences as well.

2.4 The Sequence of Tense

In constructing a sentence, which has more than one clause (main clause and subordinate clause), students are often difficult to choose what tenses are going to use. Waldhorn & Zeiger (1981:50) say that violating tense sequence often effect awkward or ambiguous constructions. However, using verbs in correct sequence is often difficult, especially for those people whose cradle tongue is not English or whose cradle tongue does not use a similar tense system This is complicated by the fact that context, idiom, and style play important role in determining tense sequence as grammatical rules. Before determining correct verb sequence, the students must be able to identify independent and dependent clauses in a sentence. In this case, the tense sequence is re-explained in general, especially that as a factor, which affecting the students' tenses mastery.

MacFadyen (1996) proposed the rules of tense sequence in general as follows:

Present tenses in sequence

In general, present tenses may be followed by a wide variety of tenses as long as the sequence fits the logic of the sentence.

Example:

1. As in item no. 21 of structure test on tenses.

   <u>Anto isn't working at the moment</u> because <u>he is sick</u>
         independent clause   dependent clause
      (present continuous tense)   (simple present tense)

2. As in item no. 27 of structure test on tenses.

Every night those men wake up at 2 a.m, and walk around the building
| Independent clause | Independent clause |
| (simple present tense) | (simple present tense) |

Past tenses in sequence

When the verb in the independent clause is the past tense, the verb in dependent clause is usually in a past tense as well. The verb in dependent clause should accurately reflect the temporal relationship of the two clauses.

Example:

1. Mr. Andi arrived at 2.00 a.m but his wife had closed the door
   independent clause   dependent clause
   (simple past tense)   (past perfect tense)

2. The teacher was telling about romantic story when I came
   independent clause   dependent clause
   (past continuous tense)   (simple past tense)

In writing an English sentence, which has more than one clause, the students have to be able to choose the verb tenses they are going to use. The failure of determining verbs tenses makes the sentence not understandable.

2.5 The Method of Teaching Tense

The methods that are usually used in giving the lesson are intended to make the lesson understandable. Generally, according to Fachrurrazy (1994:5) there are two methods in teaching structure, especially tense, in which along the teaching learning process students are learning set of patterns.

The methods are:

I. Deductive

- Rule / explanation / pattern

  The teacher gives the rule / explanation / pattern of the tense first. It might be given as clearly as possible.

- Example

  Having given the rules, students are given the example of each tense, which usually in a form of sentences.

- Exercise

    Finally, to know the students' understanding, they have to do exercises dealing with the tense materials.

2. Inductive

    - Example

        In contrast with the deductive, in inductive method, firstly teacher gives examples of model sentences containing tense materials.

    - Exercise

        Next, students are given exercises which are done based on examples.

    - Generalization / rule / pattern

        Finally, from the examples and exercises, students are asked to make generalization. In other words, students make their own conclusion about the rules / patterns of tenses by seeing the examples and exercises.

In teaching tenses, both methods can be used and might have the same results on students' understanding. It was proved by Lutfi (2000:42) on his study, which found that the teaching of grammar either by using inductive method or deductive method had similar effects on the students' writing ability. The study also revealed that those two methods had similar effects on the students' understanding of the present and past tense.

2.6 Significance of Tense Mastery

As stated earlier, tense is the foundation of grammar. It is important that the students learn tense in order to make them capable to communicate in English. A study by Rustanti (1997:54) noted that there is positive significant correlation between mastering English tenses and writing achievement. In her study she gave two kinds of tests. The first was an objective test that was intended to measure the students' mastery of tenses. The second was subjective test that measured the students' achievement in writing, which were given to the same students. The result said that students, who got high score in tenses test, also got high score in writing test. It can be concluded that mastering the tenses is very significant for

3.2 Area Determination Method

The research was done at SMP Negeri 10 Jember. This area was determined by using purposive method. It means that the research area was chosen based on some considerations. The considerations are explained as follows.

1) The research was possible to be conducted
2) The English teacher at SMP Negeri 10 Jember has taught the four English tenses in teaching structure.
3) There has been no research, which focuses on students' English tenses mastery in that school.

3.3 Respondents Determination Method

The population of this research was the second year students of SMP Negeri 10 Jember in 2004 / 2005 academic year. They were dispersed in six classes and each class consisted of approximately 44 students. Thus, the total number of the second year students at SMP Negeri 10 Jember was 269 students.

According to Arikunto (1998:112) if the students are more than 100, it will be workable to take 10 – 15 % or 20 – 25 % or more of them as the respondents of the research. It is commonly called random sampling.

In order to make it fair, proportional sampling was used, in which the respondents were taken equally in each class. As stated by Arikunto (1998:116), proportional sampling is used by taking proportional subjects in each strata or area, so that the sample will be representative.

In taking the samples, every individual in the population had an equal chance and independence to be a respondent. This research took 15% from the total population as the samples. Each class was represented by 15 % of the total number of students as respondents. The details can be seen below:

Table 1: The Number of Respondents in Each Class

Class	Number of Students	Number of Respondents
IIA	46	7
IIB	45	7
IIC	46	7
IID	45	7
IIE	44	6
IIF	43	6
Total	269	40

3.4 Data Collection Method

This research needed two kinds of data, primary data and supporting data. Primary data are data which directly relate to the object of the research (Ndraha,1981:78). Furthermore, Ndraha explains that supporting data are data which support and equip the primary data. The primary data in this research was the score of tenses mastery test while supporting data consisted of the number of the second year students at the school, the names of the respondents, the English Curriculum (see Appendix 2) that is used, and teaching learning process especially which concerned with tenses. Those supporting data were taken by using interview and documentation.

3.4.1 Test

Test is instruments that can be used to measure the students' ability and achievement (Arikunto,1998:198). Since the test in this research was intended to measure the students' tenses mastery, the test belongs to achievement test. According to Hughes (1989:19) achievement test is directly related to language courses, its purpose is to establish how successful individual students, group of students, or the courses themselves in achieving objectives. By giving achievement test, the researcher obtained the data about students' tense mastery.

In applying an achievement test, this research used teacher-made test, which means that the test was made by the researcher herself. Since it is a teacher-made test, it should able to test the students. Hughes (1989:3) claims that a good test should be valid and reliable. In line with this, Arikunto (1990:216) says that the test instrument, which belongs to teacher-made test, shall be tried out first to know the reliability coefficient and facility index. Therefore, before administering the test to the respondents, it should be tried out to non-respondents. From the try out, it had been known that the test instrument possible to test the respondents.

3.4.1.1 Test Validity

Hughes (1989:3) says that a test is said to be valid if it measures accurately what it is intended to measure. This research established content validity. A test is claimed to have content validity if the content of the test constitutes a representative samples of language skills, structure, etc. with which it is meant to be concerned (Hughes,1989:27). The material of the test was constructed in line with the 1994 English Curriculum for SMP. They covered all the indicators of the research. Besides, it was also consulted to the teacher of SMP Negeri 10 Jember and the textbook used there.

3.4.1.2 Test Reliability

A test is said to be reliable if it measures consistently, in which a student will get more or less the same score, whether the test is given on one particular day or on the next, or in other words, it has likely the same results when it is given at other time (Hughes,1989:3).

To estimate reliability, this research used split-half method to estimate the reliability of the test. In split-half method, the test items were divided into equal halves (usually odd items versus even items), and the scores of each person on the two halves were correlated to the reliability coefficient using product moment formula (McMillan, 2000:107). Furthermore, Fraenkel & Wallen (2000:178) say that the reliability coefficient is later calculated by using what is known as the Spearman – Brown formula (see Appendix 8)

Concerning to the grade of reliability estimation, Hamalik (1989:148) says that a test which has a high coefficient (at least 0.50), indicates good reliability, thus it enables to be tested to the students. Having conducted the try out test, it was found that the coefficient of test reliability showed 0.86, which means that the test had high reliability (≥0.50) and it did not need to be revised. The result of analysing the test reliability are enclosed in appendices 7 & 8.

3.4.1.3 Facility Index

The facility index measures the degree of difficulty of the test (Arikunto,1990:230). In other words, the facility index is useful to know whether the test is too easy, fair, or too difficult to do. This was calculated by counting how many students respond correctly to the items and dividing them by the total number of students (Daryanto,1989:51). The formula to count the facility index is as follows:

$$P = \frac{R}{T}$$

Note:

P : the facility index

R : the number of students who answer correctly

T : the total number of students

(Daryanto,1989:51)

Then the result of the calculation was consulted based on the categories below:

P	Categories
0.00 – 0.30	Difficult
0.31 – 0.70	Fair
0.71 – 1.00	Easy

(Daryanto,1999:182)

Moreover, Daryanto says that a good test should has mostly *fair* items. Therefore, in this research, the *fair* items were made with the biggest proportion. The rest of it, were three items for *easy* and an item for *difficult*.

Having been analysed the result of the try out, it was found that mostly, the items were categorized as *fair*. It did not need to revise, and neither did the time allocation, because the time was enough to test the students. The time for doing this test was 90 minutes. The result of analysing the facility index is enclosed in appendix 9

Dealing with the way of scoring, this test constituted an objectives test. Objective test is a test that does not require judgement in scoring process (Hughes, 1989:19). This research used a type of objective test namely multiple choice. It was based on consideration that multiple choices can test many materials in a short time and easy to score. The test consisted of 40 items that were distributed equally through each indicator. The test items covered 10 items of simple present tense, 10 items of present continuous tense, 10 items of simple past tense, and 10 items of simple future tense.

In determining the score, the right answer of each item was scored 2,5. Students who made wrong answer was marked null in each item. Thus, the total number of maximum score of tenses test was 100. If the students made wrong answer in all items, the score was null. It, then, was analysed based on the formula of the percentage.

3.4.2 Interview

Interview is a dialogue done by the interviewer to gather information from the interviewee (Arikunto, 1998:132). To gain the supporting data, the interview was applied. The researcher interviewed the English teacher of SMP Negeri 10 Jember and asked him a set of questions that was structured in details and systematically (see interview guide in Appendix 2). This kind of interview is commonly called structured interview.

3.4.3 Documents

As stated by Arikunto (1998:207), documents are the data that hold information in the form of note, transcript, book, agenda, report, etc. The data that was collected from documentation in this research were the names of respondents,

and the school curriculum and syllabus used by the English teacher at SMP Negeri 10 Jember.

3.5 Data Analysis Method

The method that was used to analyse the data was quantitative statistical method. It calculated the percentage of the second year students' tenses mastery. The statistical percentage formula was as follows:

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

Note:

Σ : the percentage of the students' tense mastery.

n : the students' scores of the test items.

N: the total score of the test items.

(Ali, 1993:186)

In short, the steps in analysing the data are as follows:

a.   scoring the result of students' English tenses mastery test

b.   computing the scores using the above formula

c.   grouping the result based on its categories

The data, then, were grouped based on the category below:

Table 2: The Students' Categories Based on The Test Result

Score	Interpretation
85 % - 100%	Excellent
75 % - 84 %	Good
60 % - 74 %	Fair
40 % - 59 %	Poor
0 % - 39 %	Failed

(Adapted from Nurgiyantoro,2001:399)

IV. RESEARCH RESULT AND DATA ANALYSIS

This chapter presents the analysis of primary and supporting data. The analysis of primary data deal with the result of structure test on tenses. The supporting data deal with the result of interview and documentation. The data and additional information concerning to this chapter are available in appendices.

4.1 Primary data

4.1.1 The Result of Structure Test on Tenses

The primary data were gathered by administering structure test on tenses. It was administered on August 30th, 2004 by choosing 40 respondents from 6 classes who were chosen randomly. The test consisted of 40 items with equal number of items for each indicator. The indicators were simple present tense, present continuous tense, simple past tense, and simple future tense, so that each indicator had 10 items. Each correct item was scored 2.5, and consequently, the total score of the test was 100. The students' scores were then calculated and analysed by using percentage formula (see Chapter 3) to investigate the average percentage of each indicator. The data of students' tenses mastery are presented in the following table.

Table 3: The Data Analysis of Tenses Test Obtained by The Students

no	Tenses Mastery	
	n	N
1	92.5	100
2	87.5	100
3	87.5	100
4	85	100
5	82.5	100
6	80	100
7	80	100
8	80	100
9	77.5	100
10	77.5	100
11	75	100
12	75	100
13	75	100
14	75	100
15	75	100
16	72.5	100
17	70	100
18	70	100
19	67.5	100
20	67.5	100
21	67.5	100
22	65	100
23	65	100
24	65	100
25	62.5	100
26	60	100
27	60	100
28	60	100
29	57.5	100
30	57.5	100
31	57.5	100
32	57.5	100
33	57.5	100
34	57.5	100
35	55	100
36	52.5	100
37	50	100
38	47.5	100
39	42.5	100
40	37.5	100
Total	2687.5	4000

Note: The scores are listed based on the students' rank

N: the total score of students' correct answer

n: the students' score

The table shows that the total scores of the second year students' tenses mastery are 2687.5. It is then calculated by the percentage formula to know the percentage of the total mean scores of the students.

The calculation is as follows:

$$\Sigma = \frac{n}{N} \text{ x } 100\%$$

$$\Sigma = \frac{2687.5}{4000} \text{ x } 100\%$$

$$\Sigma = 67.18\%$$

To describe their mastery in tenses, the percentage was then consulted to the classification in Table 2. It was known that the students' tenses mastery was in the category of *fair*.

Table 4 : The Frequency of Students' Scores

No	Score	Frequency (Students)	Interpretation
1.	85 – 100	4	Excellent
2.	75 – 84	11	Good
3.	60 – 74	13	Fair
4.	60 – 59	11	Poor
5.	0 – 39	1	failed
	Total	40	

Table 5 : Number of Students Who Answer the Items Correctly

Item Number	Number of Students Who Answer the Items Correctly
1	28
2	21
3	32
4	26
5	14
6	23
7	23
8	25
9	30
10	22
11	28
12	27
13	24
14	22
15	19
16	20
17	28
18	29
19	26
20	26
21	25
22	25
23	19
24	23
25	30
26	27
27	28
28	28
29	5
30	27
31	27
32	22
33	21
34	22
35	20
36	27
37	20
38	23
39	29
40	23

4.2 Supporting Data

4.2.1 The Result of Interview

The interview was conducted with one of the English teachers of SMP Negeri 10 Jember to support the primary data and had been done before and during the research. The result of the interview is reported as follows.

The English tenses given to the second year students in the first term (as stated in the 1994 curriculum of SMP Negeri 10 Jember) were present continuous tense, simple future tense, simple present tense, simple past tense and present perfect tense. But at the time when the researcher came to the school, the present perfect tense was not given yet. Meanwhile the students had just studied simple present tense, simple past tense, simple future tense, and present continuous tense in their first year. Therefore, the indicators used in this research were simple present tense, present continuous tense, simple past tense, and simple future tense.

In teaching tenses, the teacher usually taught them deductively, by giving the patterns first before giving examples / exercises to the students. They were taught in integration with the four language skills and components. The teacher commonly taught tenses, if they were directly revealed in the textbook (usually in the form of language focus). Therefore, it could not be said when the exact time to teach tenses. The teacher also taught them when students asked, or if the students seemed to forget about the tenses they had learned.

English was taught twice a week with the time allocation of 2 x 45 minutes for each meeting. There were two kinds of books used by the teacher. They were *Buku bahasa Inggris untuk SLTP kelas 2* published by PT. Intan Pariwara, and *English for Junior High School: book 2 for The Second Year*, published by Depdikbud, as the supplementary book. They were chosen based on the consideration that the contents were relevant to the 1994 English curriculum of Junior High School.

4.2.2 The Result of Documentation

The research was conducted at SMP Negeri 10 Jember, located at Jl. Nusa Indah no. 25 Jember. The total number of the second year students in 2004 / 2005 academic year was 269 students dispersed in 6 classes. It was taken 40 of them randomly as the respondents (see Chapter 3). The names of the respondents can be seen in Appendix 10.

The school is still using 1994 curriculum rather than competence based curriculum (CBC) for the second year students (see Chapter 1). As stated there, the English tenses used for the second year students were simple present tense, present continuous tense, simple past tense, simple future tense, and present perfect tense. Those tenses (except for present perfect tense) were the continuation, since the students had learned them previously in the first year.

The detail of 1994 Supplementary Basic Course Outline of Curriculum of Junior High Schools is enclosed in Appendix 11.

4.3 Discussion of The Structure Test on Tenses

The percentage of the mean score of the students' English tenses mastery that covers simple present tense, present continuous tense, simple past tense, and simple future tense at SMP Negeri 10 Jember in 2004 / 2005 academic year was 67.18%. It was in the interval of 60 – 74% categorized as fair. From Table 3, it can be seen that there were only a few students who got good score. From the data above, it can be concluded that the second year students of SMP Negeri 10 Jember in 2004 / 2005 academic year had difficulty in mastering English tenses, especially simple present tense, present continuous tense, simple past tense, and simple future tense.

From the result of the test, it is found that 25 students are in the interval between *failed* and *fair*. Only 11 students are interpreted as good and 4 students as excellent (see Table 4). This may give unsatisfactory result. The test instrument of this research was intended to measure the students' tenses mastery. The chief reason that caused the result above, is because there is no tense in the students' native language (Indonesian).

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From the result of the test, it is found that 25 students are in the interval between *failed* and *fair*. Only 11 students are interpreted as good and 4 students as excellent (see Table 4). This may give unsatisfactory result. In constructing the test instrument, there was a bit error, in which the frequency of fair (see Appendix 9), was mostly in category of . It was, therefore, affecting the result of this research. The test instrument of this research was intended to measure the

students' tenses mastery. The chief reason that caused the result above, is because there is no tense in the students' native language (Indonesian).

Tense is a form of verb used to indicate the time (past, present, and future). Many languages use tenses to talk about time, others have no tenses, but they can still talk about time using different method (Essberger, 2004). Indonesian does not have tenses. According to Singgih (1990:37), to denote tenses, Indonesian usually uses words or tense marker or it can be identified by the context and adverb of time.

Example: (item test number 4)

- Mr. Hartono and his family went to Carita beach last weekend.

Pak Hartono dan keluarganya pergi ke pantai Carita akhir pekan lalu.

Compare with the form of its simple present tense:

- Mr. Hartono and his family go to Carita beach this morning.

Pak Hartono dan keluarganya pergi ke pantai Carita pagi ini.

The form of English sentences of simple past tense and simple present tense are different. The verb in simple present tense is in the first form and in simple past tense is in the second form (*go* and *went*). While in Indonesian, to denote the action that happens in the past, present, or future, it usually uses words or time signal. The sentences in simple past tense and simple present tense in the examples above, are indicated by time occurrence (*lalu* and *pagi ini*)., in which the verbs are constant. This feature makes the students being confused to determine the appropriate verb in a sentence.

In English, the way to write verbs in different form based on the tense in sentences, is commonly called conjugation. this is in line with what Almatsier (1999:51) said, that English verbs have conjugation that the students had never learned before. Study the following Figure.

Figure 1: Kinds of English Verbs

Base Verb	Past Verb	Past Participle	Present Participle
catch	caught	caught	catching
put	put	put	putting
walk	walked	walked	walking

(Essberger, 2004)

The figure shows that there are four main verb forms used in the English sentence. The verbs have their own function and it should be memorized well by the students. The functions are clearly seen by following examples (item test number 17):

1. Mary's cat catches a rat. (Simple present tense)
2. Mary's cat caught a rat. (Simple past tense)
3. Mary's cat has caught a rat. (Present perfect tense)
4. Mary's cat is catching a rat. (Present continuous tense)

The conjugation of verbs is a new for the students, since they have never learned it in their native language. They need to think hardly to determine the appropriate verb in a sentence. From the examples above, it can be seen that the base verb is used for present tense, past verb is for past tense, past participle is for perfect tense, and present participle is for continuous tense. Base verb is the basic verb without any additional form. Present participle is the modification of base verb added with –ing form. Both past verb or past participle are different from others. They are changed and have additional verb forms. The verbs are unstable, as we commonly called them irregular (e.g. Figure 1, Line 2, Col. 2 & 3) and regular verbs (e.g. Figure 1, Line 3, Col. 2 & 3). In order to make the students familiar with the verb conjugation especially with past verb and past participle, they have to memorize and use them in sentences as often as possible. This activity is not easy for most of the students especially for the beginners (students of SMP) since they have to be aware with those four verbs and their usage in sentences.

Having scored the students' test, they mostly had the wrong answer on the test item number 29 (see Table 5).

Test item number 29:

There .... several deer in the zoo yesterday.

a. are   c. were

b. is   d. was

There were 23 students who answer option *d (was)* in their answer sheet. only 5 students had the right answer (option *c*). It could happen, because they thought that the subject (several deer) belong to single subject, in which *was* was used. This kind of test item related to agreement. There is an agreement says that both the single or plural form of deer is deer without the addition of –es / s. before conducting the research, the test item was proposed to the English teacher. He said that all the test items (include the agreement like in item number 23) were appropriate with the curriculum and they had been given (especially for the agreement) mostly in the students' first year.

The second failure that the students mostly had, is in the test item number 5 (see Table 5). The item served four simple past sentences as the option choice in which each of them had two clauses. They belonged to simple past tense sequence. As stated in chapter 2 (see page **?**), when the verb in the independent clause is the past tense, the verb in dependent clause is usually in a past tense as well. Therefore, the correct answer for item number 5 is *I saw Rudi but I didn't see Anto*. The result of the test showed that most of the students chosen option **a** (I saw Rudi but I didn't saw Anto) and **b** (I see Rudi but I didn't see Anto) as the answer for number 5. Following the rule in Chapter 2, the sentence can be analysed below:

I saw Rudi	but	I didn't see Anto
independent clause		dependent clause
(simple past tense)		(simple past tense)

V.   CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research. There are some suggestions for persons dealing with the students' tenses mastery as well.

5.1   Conclusion

Based on the data analysis, it can be concluded that the second year students' English tenses mastery of SMP Negeri 10 Jember is categorized as *fair* (67.18%).

5.2   Suggestions

Considering the result of this research, some suggestions are made to the following people:

5.2.1 The English Teacher

The English teacher is suggested to enhance the students' English tenses mastery because this is the basic knowledge of grammar. The teacher is also suggested to give more exercises and drillings dealing with the English tenses.

5.2.2 The Other Researchers

Finally, the studies about English tenses mastery need to be conducted further. Referring to the conclusion of this research, the other researchers are suggested to focus the study on English tenses mastery especially how to enhance the students' tenses mastery.

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Guideline of Instrument

A. The Guide of Interview

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1.	What kinds of tenses have you taught to your students?	The English teacher
2.	How do you teach tenses to your students?	
3.	Do you teach tenses in integration with other language skills or language components?	
4.	What books do you usually use in teaching tenses?	

B. Documents

NO	THE DATA TAKEN	DATA RESOURCES
1.	The list of respondents	Documents
2.	The number of the second year students	
3.	The school English Curriculum.	

Subject   : English

Level   : Second Year students of junior High School

Time   : 2 x 45 minutes

Test   : Structure Test on Tenses (Simple Present

Tense, Present Continuous Tense, Simple Past

Tense, Simple Future Tense)

Choose the correct answer by crossing the letter in the worksheet provided!

1. It sometimes ……. at night. You should bring an umbrella whenever you go.
    - a. raining
    - b. rain
    - c. rains
    - d. rained

2. What do you want to be ?
    - a. I want to be a teacher
    - b. I wants to be a teacher
    - c. I wanted to be a teacher
    - d. I wanting to be a teacher

3. Please don't be noisy. The baby ……….. right now.
    - a. slept
    - b. is sleeping
    - c. sleep
    - d. will sleep

4. Mr. Hartono and his family ……. to Carita beach last weekend.
    - a. goes
    - b. went
    - c. gone
    - d. to go

5. Choose the correct sentence :
    - a. I saw Rudi but I didn't saw Anto
    - b. I see Rudi but I didn't see Anto
    - c. I saw Rudi but I didn't see Anto
    - d. I see Rudi but I didn't saw Anto

6. Santi is going to …. a letter in the post office.
    - a. posts
    - b. posting
    - c. posted
    - d. post

7. Whose book is this ?…..it yours ?
    No, it isn't. It belongs to Ana.
    - a. Are
    - c. Was

b. Will   d. Is

8. I .....to buy the ticket yesterday.
    a. forget   c. forgets
    b. forgetting   d. forgot

9. We ....the museum next week.
    a. will open
    b. going to open
    c. opened
    d. are open

10. A : Can I see Mr. John, please ?
    B : Can you come back in thirty minutes ? He .....his dinner at the moment.
    a. have   c. is having
    b. having   d. had

11. . . . . . come back the day after tomorrow.
    a. I shall   c. I was
    b. I am   d. I be

12. A : Are they having lunch at home?
    B : No, ...
        They are having lunch at the restaurant.
    a. they are having lunch at home.
    b. they not are having lunch at home.
    c. they not having lunch at home.
    d. they are not having lunch at home.

13. Where .....the money ?
    a. are you going to save
    b. you are going to save
    c. do you going to save
    d. you do going to save

14. They .... the floor everyday.
    a. swept   c. sweep
    b. sweeps   d. are sweeping

15. Ali   : ....
    Indah: No, I won't come to the game. I have to see the doctor this evening.
    a. Have you come to the game this evening?
    b. Did you come to the game this evening?
    c. Do you come to the game this evening?
    d. Will you come to the game this evening?

16. Look, someone. . . . . the tree.
    a. is climbing   c. climbing
    b. climbs   d. climbed

17. Mary's cat. . . . . . . a rat two days ago.
    a. catch   c. is catching
    b. caught   d. will catching

18. Which one is the wrong answer?
    Don't go out. It is still raining . . . .
    a.   tomorrow
    b.   right now
    c.   at the moment
    d.   now

19. We are going to . . . . .Jakarta at four o'clock tomorrow.
    a. leaves   c. leave
    b. left   d. leaved

20. Andi is a diligent boy. He always . . . . . early.
    a. gets up   c. get up
    b. get ups   d. gets ups

21. Anto . . . . . at the moment because he is sick.
    a. is working   c. working
    b. isn't working   d. not working

22. A : Where did you buy this bag ?
    B :. . . . .
    a. I buy it in Matahari Department store yesterday
    b. I bought it in Matahari Department store yesterday
    c. I did buy it in Matahari Department store yesterday
    d. I did bought it in Matahari Department store yesterday

23. A :. . . . .
    B : No, he wasn't. He was in the zoo last Sunday.
    a. Were he in your house last Sunday ?
    b. Did he in your house last Sunday ?
    c. Does he in your house last Sunday ?
    d. Was he in your house last Sunday ?

24. . . . . The people are waiting for him outside.
    a. Will John sleeping right now ?
    b. John sleeping right now ?
    c. Is John sleeping right now ?
    d. Is John sleep right now ?

34. I washed this cloth ………
    a. tomorrow   c. everyday
    b. right now   d. yesterday

35. …….. the girls ……. in the street now?
    a. Are - walking   c. Are - walk
    b. Is - walking   d. Did - walk

36. A week ……… seven days
    a. have   c. is having
    b. has   d. will have

37. Which one is the wrong sentence?
    a. I am going to finish my job two hours later.
    b. I will be ten years old next year.
    c. I will celebrate my birthday two days ago.
    d. I shall probably be busy the day after tomorrow.

38. Because of my busy day, I …….. to Kebun Raya Bogor last holiday.
    a. don't going   c. don't go
    b. didn't go   d. didn't went

39. A :This bag is very beautiful. Will you buy it for me ?
    B : …………………………..
    a. Yes, I am   c.   Yes, I won't
    b. Yes, I will   d.   Yes, I don't

40. Miss Yana …………us English tomorrow because she has gone to Bali and
    she will come back next week.
    a. will teach   c. won't teach
    b. teaches   d. doesn't teach

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of The Second Year Students' English Tenses Mastery at SMP Negeri 10 Jember in 2004 / 2005 Academic Year.	To what extent is the second Year students' English Tenses mastery at SMP Negeri 10 Jember in 2004 / 2005 academic year.	The students' English Tenses mastery	The students' scores of the test covering 5 tenses: 1. Simple present tense 2. Present continuous tense 3. Simple past tense 4. Simple future tense	*Respondents:* The second year students of SMP Negeri 10 Jember in 2004 / 2005 academic year. *Informant:* English teacher *Document*	*Research design:* Descriptive quantitative research *Area determination method:* Purposive method *Respondent determination method:* Proportional random sampling *Data collection method:* Primary data: test Supporting data: 1. interview 2. document *Data analysis method:* $$E = \frac{n}{N} \times 100\%$$ Note: E: the percentage of the students' tenses mastery n: the students' obtained scores the test items N: the total score of the test items

Guideline of Instrument

A. The Guide of Interview

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1.	What kinds of tenses have you taught to your students?	The English teacher
2.	How do you teach tenses to your students?	
3.	Do you teach tenses in integration with other language skills or language components?	
4.	What books do you usually use in teaching tenses?	

B. Documents

NO	THE DATA TAKEN	DATA RESOURCES
1.	The list of respondents	Documents
2.	The number of the second year students	
3.	The school English Curriculum.	

Appendix 3

Subject   : English

Level   : Second Year students of junior High School

Time   : 2 x 45 minutes

Test   : Structure Test on Tenses (Simple Present
Tense, Present Continuous Tense, Simple Past
Tense, Simple Future Tense)

Choose the correct answer by crossing the letter in the worksheet provided!

1. It sometimes ……. at night. You should bring an umbrella whenever you go.
   - a. raining
   - b. rain
   - c. rains
   - d. rained

2. What do you want to be ?
   - a. I want to be a teacher
   - b. I wants to be a teacher
   - c. I wanted to be a teacher
   - d. I wanting to be a teacher

3. Please don't be noisy. The baby ………. right now.
   - a. slept
   - b. is sleeping
   - c. sleep
   - d. will sleep

4. Mr. Hartono and his family ……. to Carita beach last weekend.
   - a. goes
   - b. went
   - c. gone
   - d. to go

5. Choose the correct sentence :
   - a. I saw Rudi but I didn't saw Anto
   - b. I see Rudi but I didn't see Anto
   - c. I saw Rudi but I didn't see Anto
   - d. I see Rudi but I didn't saw Anto

6. Santi is going to …. a letter in the post office.
   - a. posts
   - b. posting
   - c. posted
   - d. post

7. Whose book is this ?…..it yours ?
   No, it isn't. It belongs to Ana.
   - a. Are
   - c. Was

b. Will   d. Is

8. I …..to buy the ticket yesterday.
    a. forget   c. forgets
    b. forgetting   d. forgot

9. We …….the museum next week.
    a. will open
    b. going to open
    c. opened
    d. are open

10. A : Can I see Mr. John, please ?
    B : Can you come back in thirty minutes ? He …..his dinner at the moment.
    a. have   c. is having
    b. having   d. had

11. … . . . come back the day after tomorrow.
    a. I shall   c. I was
    b. I am   d. I be

12. A : Are they having lunch at home?
    B : No, ………………
      They are having lunch at the restaurant.
    a. they are having lunch at home.
    b. they not are having lunch at home.
    c. they not having lunch at home.
    d. they are not having lunch at home.

13. Where …..the money ?
    a. are you going to save
    b. you are going to save
    c. do you going to save
    d. you do going to save

14. They ……... the floor everyday.
    a. swept   c. sweep
    b. sweeps   d. are sweeping

15. Ali   : …………………………………
    Indah: No, I won't come to the game. I have to see the doctor this evening.
    a. Have you come to the game this evening?
    b. Did you come to the game this evening?
    c. Do you come to the game this evening?
    d. Will you come to the game this evening?

16. Look, someone. . . . . the tree.
    a. is climbing   c. climbing
    b. climbs   d. climbed

17. Mary's cat. . . . . . a rat two days ago.
    a. catch   c. is catching
    b. caught   d. will catching

18. Which one is the wrong answer?
    Don't go out. It is still raining . . . .
    a.   tomorrow
    b.   right now
    c.   at the moment
    d.   now

19. We are going to . . . . .Jakarta at four o'clock tomorrow.
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    b. left   d. leaved

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    a. gets up   c. get up
    b. get ups   d. gets ups

21. Anto . . . . . at the moment because he is sick.
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    b. isn't working   d. not working

22. A : Where did you buy this bag ?
    B :. . . . .
    a.   I buy it in Matahari Department store yesterday
    b.   I bought it in Matahari Department store yesterday
    c.   I did buy it in Matahari Department store yesterday
    d.   I did bought it in Matahari Department store yesterday

23. A :. . . . .
    B : No, he wasn't. He was in the zoo last Sunday.
    a. Were he in your house last Sunday ?
    b. Did he in your house last Sunday ?
    c. Does he in your house last Sunday ?
    d. Was he in your house last Sunday ?

24. . . . . The people are waiting for him outside.
    a. Will John sleeping right now ?
    b. John sleeping right now ?
    c. Is John sleeping right now ?
    d. Is John sleep right now ?

25. A : ....
    B : He likes swimming and jogging.
    a. What kinds of sports do he like ?
    b. What kinds of sports does he like ?
    c. What kinds of sports did he like ?
    d. What kinds of sports is he like ?

26. I don't submit my homework this day. I .... it tomorrow.
    a. submit   c. submits
    b. submitted   d. shall submit

27. Every night those men wake up at 2 am, and ......around the building.
    a. walk   c. walks
    b. is walking   d. walked

28. I'm sorry, I..........come to your party yesterday.
    a. did   c. don't
    b. didn't   d. do

29. There .... several deer in the zoo yesterday
    a. are
    b. is
    c. were
    d. was

30. A : Are Wahyu and John wearing uniform right now?
    B :..............
    a. No, he isn't   c. No, he is
    b. No, they aren't   d. No, they are

31. They .... doctors. They do not work in hospital.
    a. aren't   c. do
    b. don't   d. are

32. Several years ago, my father ......a rich man. He got only a little money for
    his salary.
    a. isn't   c. was
    b. wasn't   d. didn't

33. A: ....
    B: I am reading a novel
    a. What are you doing now?
    b. What you are doing now?
    c. What you doing now?
    d. What you doing now are?

34. I washed this cloth ………
    a. tomorrow   c. everyday
    b. right now   d. yesterday

35. …….. the girls ……. in the street now?
    a. Are - walking   c. Are - walk
    b. Is - walking   d. Did - walk

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    a. don't going   c. don't go
    b. didn't go   d. didn't went

39. A :This bag is very beautiful. Will you buy it for me ?
    B : …………………………..
    a. Yes, I am   c.   Yes, I won't
    b. Yes, I will   d.   Yes, I don't

40. Miss Yana …………us English tomorrow because she has gone to Bali and
    she will come back next week.
    a. will teach   c. won't teach
    b. teaches   d. doesn't teach

THE ANSWER KEY

1.	C	21.	B
2.	A	22.	B
3.	B	23.	D
4.	B	24.	C
5.	C	25.	A
6.	D	26.	D
7.	D	27.	A
8.	D	28.	B
9.	B	29.	B
10.	C	30.	B
11.	A	31.	A
12.	D	32.	B
13.	A	33.	A
14.	C	34.	D
15.	D	35.	B
16.	A	36.	A
17.	B	37.	C
18.	A	38.	B
19.	C	39.	B
20.	A	40.	C

Nama : ....
Kelas / no. absent: ....

1. a	b	c	d	21. a	b	c	d
2. a	b	c	d	22. a	b	c	d
3. a	b	c	d	23. a	b	c	d
4. a	b	c	d	24. a	b	c	d
5. a	b	c	d	25. a	b	c	d
6. a	b	c	d	26. a	b	c	d
7. a	b	c	d	27. a	b	c	d
8. a	b	c	d	28. a	b	c	d
9. a	b	c	d	29. a	b	c	d
10. a	b	c	d	30. a	b	c	d
11. a	b	c	d	31. a	b	c	d
12. a	b	c	d	32. a	b	c	d
13. a	b	c	d	33. a	b	c	d
14. a	b	c	d	34. a	b	c	d
15. a	b	c	d	35. a	b	c	d
16. a	b	c	d	36. a	b	c	d
17. a	b	c	d	37. a	b	c	d
18. a	b	c	d	38. a	b	c	d
19. a	b	c	d	39. a	b	c	d
20. a	b	c	d	40. a	b	c	d

Distribution of Test Items

Indicators	Number of items	Total
Simple Present Tense	1, 2, 7, 14, 20, 25, 27, 29, 31, 36	10
Present Continuous Tense	3, 10, 12, 16, 18, 21, 24, 30, 33, 35	10
Simple Past Tense	4, 5, 8, 17, 22, 23, 28, 32, 38, 34	10
Simple Future Tense	6, 9, 11, 13, 15, 19, 26, 37, 39, 40	10

Analysis of Test Reliability

no	x	y	x^2	y^2	XY
1	17	20	289	400	340
2	17	20	289	400	340
3	18	18	324	324	324
4	15	19	225	361	285
5	15	19	225	361	285
6	16	17	256	289	272
7	17	16	289	256	272
8	15	16	225	256	240
9	14	17	196	289	238
10	15	14	225	196	210
11	15	15	225	225	225
12	13	16	169	256	208
13	17	12	289	144	204
14	14	15	196	225	210
15	15	14	225	196	210
16	13	16	169	256	208
17	14	15	196	225	210
18	12	17	144	289	204
19	16	12	256	144	192
20	13	14	169	196	182
21	13	15	169	225	195
22	14	14	196	196	196
23	12	16	144	256	192
24	13	15	169	225	195
25	14	13	196	169	182
26	12	14	144	196	168
27	11	15	121	225	165
28	13	11	169	121	143
29	14	11	196	121	154
30	14	11	196	121	154
31	12	13	144	169	156
32	9	12	81	144	108
33	11	10	121	100	110
34	11	8	121	64	88
35	9	10	81	100	90
36	8	11	64	121	88
37	7	9	49	81	63
38	8	8	64	64	64
39	7	8	49	64	56
40	6	8	36	64	48
	519	554	7091	8114	7474

NOTE: x: odd items

y: even items

Analysis of Test Reliability

Test Items

NS	ODD (X)		Total 1	EVEN (Y)		Total 2	Total 1+2
	(items 1,3,5,…,39)			(items 2,4,6,…,40)			

Total 1 column (ODD X): 17, 17, 18, 15, 15, 16, 15, 15, 17, 14, 15, 14, 13, 15, 13, 16, 12, 14, 13, 14, 12, 9, 11, 11, 11, 9, 12, 14, 14, 13, 14, 11, 9, 8, 7, 8, 7, 6 … Σ = 519

Total 2 column (EVEN Y): 20, 18, 19, 19, 17, 16, 16, 17, 16, 16, 15, 14, 15, 12, 14, 15, 12, 14, 13, 16, 15, 11, 11, 11, 11, 10, 8, 10, 14, 13, 15, 14 … Σ = 554

Total 1+2 column: 37, 37, 36, 34, 33, 33, 31, 33, 30, 30, 30, 29, 29, 28, 28, 28, 28, 29, 29, 28, 27, 27, 27, 26, 26, 25, 25, 25, 22, 21, 19, 19, 19, 16, 16, 15, 14 … Σ = 1073

Σ (ODD column sums): 26, 27, 20, 26, 39, 18, 26, 24, 28, 25, 26, 26, 34, 28, 11, 26, 28, 27, 26, 28

Σ (EVEN column sums): 27, 27, 28, 26, 27, 28, 28, 28, 27, 28, 23, 27, 28, 38, 26, 28, 28, 27

Note: NS = Number Of Students

$$rxy = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\} - \{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$rxy = \frac{40 \times 7474 - (519)(554)}{\sqrt{\{(40 \times 7091) - (519)^2\} - \{(40 \times 8114) - (554)^2\}}}$$

$$rxy = \frac{298960 - 287526}{\sqrt{\{283640 - 269361\} - \{324560 - 306916\}}}$$

$$rxy = \frac{11434}{\sqrt{14279 \times 17644}}$$

$$rxy = \frac{11434}{\sqrt{251938676}}$$

$$rxy = \frac{11434}{15872,57}$$

$$rxy = 0,72 \qquad \text{(Product Moment)}$$

$$r = \frac{2 \times rxy}{1 + rxy}$$

$$r = \frac{2 \times 0,72}{1 + 0,72}$$

$$r = \frac{1,44}{1,72}$$

$$r = 0,837 \qquad \text{(Spearman - brown)}$$

Analysis of Facility Index $$(P = \frac{R}{T})$$

NI	R	T	P	Interpretation
1	26	40	0,65	Fair
2	27	40	0,68	Fair
3	27	40	0,68	Fair
4	27	40	0,68	Fair
5	20	40	0,5	Fair
6	28	40	0,7	Fair
7	26	40	0,65	Fair
8	26	40	0,65	Fair
9	39	40	0,96	Easy
10	27	40	0,68	Fair
11	18	40	0,45	Fair
12	25	40	0,63	Fair
13	26	40	0,65	Fair
14	28	40	0,7	Fair
15	24	40	0,6	Fair
16	26	40	0,65	Fair
17	28	40	0,7	Fair
18	28	40	0,7	Fair
19	25	40	0,63	Fair
20	27	40	0,68	Fair
21	26	40	0,65	Fair
22	28	40	0,7	Fair
23	26	40	0,65	Fair
24	28	40	0,7	Fair
25	34	40	0,85	Easy
26	28	40	0,7	Fair
27	28	40	0,7	Fair
28	27	40	0,68	Fair
29	11	40	0,28	Difficult
30	28	40	0,7	Fair
31	36	40	0,65	Fair
32	27	40	0,68	Fair
33	28	40	0,7	Fair
34	38	40	0,95	Easy
35	27	40	0,68	Fair
36	26	40	0,65	Fair
37	26	40	0,65	Fair
38	28	40	0,7	Fair
39	28	40	0,7	Fair
40	27	40	0,68	Fair

Note : NI = Number of Item
T = The Total Item of The Test
R = The Number of Students that Answer the Item Correctly

(Daryanto, 1999:132)

The Names of Respondents

No	Name	Class
1	Alfin Zenetra	II A
2	Diajeng Ayu Kusuma W.	II A
3	Indri Irawati	II A
4	Nur Aini	II A
5	Robby Bagus C.H.	II A
6	Shafrul Awaludin A.	II A
7	Tiara Selvida C.	II A
8	Alri Sandra Y.	II B
9	Chrisna Cassandra R.	II B
10	Ghufron Hilman Huda	II B
11	Iwan Fals	II B
12	Mohamad Joyo	II B
13	Siti Holiva	II B
14	Yeni Wulandari	II B
15	Aulia Amanah	II C
16	Fathur Rozi	II C
17	Junaedi	II C
18	Nur Izsiati	II C
19	Rani Dwi Nerpati	II C
20	Rezka Wahyu P.	II C
21	Yoyok Budiono	II C
22	Ajeng Sekar Astuti	II D
23	Eko Efendi	II D
24	Kiki Oktavia	II D
25	Marfiana Alberisa E.	II D
26	Nurul Komariah	II D
27	Septa Haris M.	II D
28	Yulian Sanjani P.	II D
29	Angga Ferdiansyah	II E
30	Edo Sujarwa	II E
31	Fitria Wulandari	II E
32	Ika Wahyu Agustina	II E
33	Martiningsih	II E
34	Weni Puji Febrianti	II E
35	Andrik Suryadi	II F
36	Devi Agustina	II F
37	Lutfi Oktavianto	II F
38	Prima Pisesa	II F
39	Soni Iswahyudi	II F
40	Yatim Beni Darmawan	II F

PENYEMPURNAAN/PENYESUAIAN KURIKULUM 1994 SLTP (SUPLEMEN GBPP)

MATA PELAJARAN : BAHASA INGGRIS

DEPARTEMEN PENDIDIKAN NASIONAL
JAKARTA, 2000

PENDAHULUAN

Dalam pelaksanaan Kurikulum 1994 guru mengalami beberapa kesulitan dalam konteks pembelajaran di kelas. Untuk mengurangi kesulitan tersebut dilakukan penyesuaian kurikulum yang bertujuan untuk membantu guru dalam memahami Kurikulum 94.

Penyesuaian kurikulum dilakukan berdasarkan GBPP Mata Pelajaran Bahasa Inggris Kurikulum 1994 SLTP/MTs dengan mempertimbangkan hasil pengkajian yang telah dilakukan oleh guru, ahli materi dan ahli pendidikan; dan kritik serta saran dari para praktisi dan ahli materi yang mengungkapkan adanya masalah dalam pembelajaran bahasa Inggris yang meliputi:

- Struktur dan organisasi materi/substansi yang terlalu terbuka/bebas;
- Beberapa contoh ungkapan komunikatif yang tidak sesuai dengan tema;
- Tumpang tindih beberapa keterampilan fungsional;
- Beberapa rumusan tujuan pembelajaran kurang jelas.

Penyesuaian kurikulum dilakukan secara bertahap dan pada tahapan ini penyesuaian kurikulum mencakup penyesuaian rumusan tujuan pembelajaran, penyesuaian contoh ungkapan komunikatif yang disesuaikan dengan tema, pengurangan keterampilan fungsional yang berulang, dan perubahan format penyajian yang diharapkan akan memudahkan pemahaman guru terhadap kurikulum.

Oleh karena itu, guru dalam membuat perencanaan pembelajaran dan penyusunan materi penilaian, serta pengawas dalam mengadakan pembinaan hendaknya mengacu pada Kurikulum 1994 SLTP/MTs Mata Pelajaran Bahasa Inggris dan dokumen ini.

PENYESUAIAN KURIKULUM 1994 MATA PELAJARAN BAHASA INGGRIS SLTP/MTS.

I. PENDAHULUAN

A. Rasional

1. Prinsip-prinsip Kurikulum Bahasa Inggris 1994 tetap dipertahankan, yaitu:

   a. tujuan pengajaran bahasa Inggris tetap ditujukan pada pengembangan kemampuan berkomunikasi dalam bahasa Inggris meliputi keterampilan membaca, menyimak, berbicara dan menulis secara seimbang karena tujuan ini sesuai dengan kebutuhan era globalisasi dan informasi abad 21;

   b. penguasaan unsur-unsur bahasa digunakan untuk mendukung kemampuan berkomunikasi, baik lisan maupun tertulis;

   c. silabus bahasa Inggris merupakan gabungan dari bentuk silabus fungsional, situasional, keterampilan dan struktural, sehingga organisasi materi tidak didasarkan pada unsur bahasa tetapi didasarkan pada tema dan keterampilan fungsional;

   d. pendekatan tetap menggunakan pendekatan kebermaknaan/komunikatif;

   e. sistem penilaian menggunakan penilaian integratif (dapat lebih dari satu keterampilan/komponen) dan komunikatif, bukan pada penguasaan unsur-unsur bahasa.

   f. Tidak semua tujuan pembelajaran dapat diukur ketercapaiannya melalui tes (misalnya membaca untuk mendapatkan rasa senang).

2. **Organisasi**

   Untuk mempermudah guru dalam melaksanakan GBPP 1994 Penyesuaian Kurikulum ini dibuat dalam bentuk matrik.

   a. Bab I, Pendahuluan di GBPP, tetap dipertahankan

   b. Bab II, Program Pengajaran, disajikan dalam bentuk matrik yang terdiri dari lima kolom yaitu:

      1) Kolom 1 berisi tujuan kelas;
      2) Kolom 2 berisi daftar tema/sub tema;
      3) Kolom 3 berisi daftar keterampilan fungsional;
      4) Kolom 4 berisi daftar contoh ungkapan komunikatif;
      5) Kolom 5 berisi daftar kegiatan pembelajaran.

   Kolom 1 dan 5 tidak dibaca paralel, sedangkan kolom 2, 3, dan 4 dibaca paralel. Kosakata tidak dimasukan dalam matrik namun dicantumkan sebagai lampiran.

BAHASA INGGRIS-SLTP

B. PENJELASAN PROGRAM PENGAJARAN

1. Tujuan Pembelajaran

Yang dimaksud dengan kosakata baru dalam rumusan tujuan termasuk kata yang pernah diperkenalkan lewat teks tetapi akan diperluas maknanya. Misalnya, kata interest berarti 'minat' pada waktu kata ini pertama kali diperkenalkan lewat teks. Tetapi kata ini dapat dianggap kata baru bila diberi arti lain, misalnya 'suku bunga'.

2. Daftar Tema

• Tema berfungsi untuk memberikan konteks bukan sebagai materi pengajaran yang harus dikuasai.

• Tema-tema (dicetak miring) wajib dicakup dalam setiap caturwulan . Di bawah setiap tema terdapat contoh anak tema yang dapat dipilih. Bila perlu guru dapat menambahkan anak tema yang merupakan rincian dari tema yang ada.

• Pengelompokan tema ke dalam tiga cawu tidak dimaksudkan mengurangi keluwesan bagi guru untuk mengurutkan bahan pelajaran. Guru dapat mencakup tema pada cawu sebelumnya bila hal tersebut diyakini akan membantu proses pembelajaran siswa. Namun demikian, perlu diingat bahwa bila tema pada cawu sebelumnya dicakup, hendaknya anak temanya berbeda dengan cawu sebelumnya.

• Untuk setiap caturwulan, tema yang sama dapat dicakup berkalikali dengan cara mengambil anak tema yang berbeda.

3. Penggunaan Bahasa dan unsur Bahasa

• Dua hal yang perlu dijelaskan pada bagian ini adalah penggunaan bahasa dan unsur bahasa. Penggunaan bahasa berkenaan dengan keterampilan keterampilan fungsional dalam berbahasa. Unsur bahasa yang dipakai untuk mengungkapkan keterampilan-keterampilan fungsional tersebut meliputi pola kalimat, kosakata, lafal, dan ejaan. Dalam Suplemen ini unsur-unsur bahasa tersebut tidak diajarkan secara terpisah melainkan terpadu di dalam ungkapan komunikatif. Dengan demikian penggunaan bahasa dan unsur bahasa disajikan bersama dalam bentuk keterampilanketerampilan fungsional beserta ungkapan komunikatifnya.

• Pemilihan keterampilan-keterampilan fungsional untuk bahan pelajaran sedapat mungkin disesuaikan dengan tema. Fungsi yang sama dapat diungkapkan melalui tata bahasa atau ungkapan komunikatif yang berbeda atau sebaliknya. Untuk membantu proses pembelajaran siswa, hendaknya ungkapan komunikatif yang lebih mudah diperkenalkan lebih dahulu daripada yang lebih sulit untuk fungsi yang sama. Dengan kata lain fungsi yang sama diperkenalkan lewat ungkapan komunikatif yang berbeda dalam kelas yang berbeda.

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- Keterampilan-keterampilan fungsional beserta contoh-contoh ungkapan komunikatifnya disajikan dalam daftar menurut urutan caturwulan. Apabila ungkapan komunikatif yang ada akan diubah, hendaknya pola kalimat atau butir tata bahasanya dipertahankan. Apabila ada keterampilan fungsional yang belum dapat dicakup dalam caturwulan pertama atau kedua, keterampilan fungsional tersebut harus dicakup dalam caturwulan berikutnya (caturwulan 2 atau 3). Istilah "ukapan" dalam kolom keterampilan fungsional mencakup aspek "receptif" (membaca dan menyimak) dan "produktif" (berbicara dan menulis), dan pencantuman istlah tata bahasa seperti "tenses" hanya untuk membantu guru, bukan untuk diajarkan kepada siswa.

- Untuk penciptaan konteks yang utuh, bahan pelajaran caturwulan 1 dapat mencakup keterampilan fungsional bersama pola kalimatnya yang terdapat pada caturwulan 2 dan 3, dan bahan pelajaran caturwulan 2 dapat mencakup keterampilan fungsional bersama pola kalimatnya yang terdapat pada caturwulan 1 dan 3, tetapi tidak mendapatkan penekanan. Jadi pencakupannya hanya untuk memenuhi tuntutan kontekstualisasi bahan.

- Untuk kepentingan pengulangan bahan yang telah dipelajari, keterampilan fungsional dan pola kalimat yang pernah dicakup pada caturwulan sebelumnya dapat dicakup lagi dalam bahan caturwulan yang sedang diberikan.

- Ungkapan-ungkapan komunikatif yang terdapat dalam contoh hanya sebagai contoh, guru dapat menambah dengan ungkapan komunikatif yang lain sesuai dengan keterampilan fungsional yang dikembangkan.

- Apabila dalam contoh ungkapan komunikatif terdapat kata/frasa yang digarisbawahi, tekanan diberikan padakata/frasa tersebut. Apabila dalam contoh ungkapan komunikatif tidak ada kata/frasa yang digarisbawahi, tekanan diberikan pada keseluruhan kalimat.

4. Daftar Kosakata

Penyesuaian kurikulum ini memuat daftar kosakata per tema yang berisi kata-kata yang disarankan untuk dipelajari dalam kaitannya dengan tema-tema tersebut. Kata-kata tersebut juga dapat diajarkan dalam tema yang lain dalam kelas yang sama. Guru atau penulis buku boleh menggunakan kata-kata lain yang diambilkan dari kelompok kosakata tema lain atau dari sumber lain yang dianggap perlu untuk memberikan konteks secara wajar. Sumber lain tersebutdapat berupa daftar kosakata di kelas yang lebih tinggi atau daftar kosakata selain yang ada dalam Penyesuaian Kurikulum. Kedudukan kosakata dalam penyesuaian kurikulum ini adalah untuk membantu guru atau penulis buku dalam memilih bahan yang sesuai dengan tema.

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5. **Kegiatan Pembelajaran**

- Daftar kegiatan pembelajaran berisi alternatif kegiatan pembelajaran yang dapat dipakai oleh guru dalam mengembangkan ketrampilan berbahasa siswa. Dalam melakukan kegiatan pembelajaran, hendaknya siswa benar-benar memahami makna bahasa yang digunakan.

- Kegiatan pembelajaran yang mungkin dilakukan untuk mencapai suatu tujuan pelajaran dapat beragam sesuai dengan keragaman situasi dan kondisi. Guru dapat memilih kegiatan-kegiatan yang sesuai dengan tingkat kemampuan siswa.

- Untuk mengatasi kesulitan pembelajaran bahasa, guru dapat menjelaskan unsur-unsur bahasa: tata bahasa, kosakata, lafal, dan ejaan secara khusus. Penjelasan hendaknya dirinci dengan contoh-contoh penggunaan dalam konteks yang jelas dalam tema yang telah dipilih.

II. PROGRAM PENGAJARAN

KELAS I (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5

Dengan penguasaan kosakata awal lebih kurang 500 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut.	Caturwulan 1
	
	• *Jati diri*
	  - Perkenalan
	  - Gambaran fisik seseorang
	  - Gambaran sifat seseorang
		Ungkapan perkenalan diri sendiri.
		
		Ungkapan perkenalan seseorang kepada orang lain.
		
		Ungkapan salam pada waktu bertemu/minta diri.
			• Hello, I'm Liza Pribadi
			• What's your name?
			• How do you do? My name's Rosman Siregar. I live in Cijantung.
			
			• This is Tuti.
			• Rusli, meet Anwar.
			
			• "Hi, Ali ! How are things?"
			• "Good morning, sir. How are you?"
			• "Morning, Toni !How's life?"
			• "Well, I can't stay. Bye-bye."
			• "See you tomorrow !"
				a. Membaca
				• Membaca sekilas untuk mendapatkan gambaran umum tentang teks.
				• Menjodohkan gambar dengan kata/frasa yang sesuai.
				• Mencocokkan data dalam tabel dengan gambar.
				• Memilih diagram atau ilustrasi yang cocok dengan isi teks.
				• Membaca bersuara kata-kata yang tertulis pada gambar dengan tekanan yang tepat.
				• Membaca kalimat dengan lafal yang baik dengan memperhatikan ucapan, jeda dan intonasi.
				• Mencari sinonim dan antonim kata yang ada dalam teks.

a. Membaca
Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan, dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang panjangnya sampai kira-kira 100 kata dengan keterampilan sebagai berikut:
1) menemukan informasi tertentu;
2) mendapatkan gambaran umum tentang isi bacaan;
3) menemukan pikiran utama yang tersurat;
4) menemukan pikiran utama yang tersirat;
5) menemukan semua informasi rinci yang tersurat;
6) mendapatkan informasi yang tersirat;
7) menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks.
	• *Kehidupan Sekolah*
	  - Di sekolah
	  - Di kelas
	  - Di perpustakaan
		Ungkapan terima kasih.
		
		Ungkapan permintaan maaf.
		
		Ungkapan perintah.
			• Thank you/Thank you, Susi.
			• Thanks a lot.
			
			• Sorry !
			• I'm very sorry.
			• That's alright.
			
			• Sit here !
			• Be quiet !
			• Look at me !
				• Memilih diagram atau ilustrasi yang mengungkapkan isi teks bacaan.
				• Memilih satu judul dari sejumlah judul yang tersedia untuk teks terkait.
				• Memberi judul suatu teks.
				• Menentukan pernyataan yang sesuai dengan informasi yang terkandung dalm teks dari sejumlah pernyataan dalam bahasa Indonesia yang disediakan.
				• Menjawab pertanyaan berdasarkan

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konteks.
8) Mendapatkan rasa senang

Catatan:
Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.

b. **Menyimak**
1) Mengidentifikasi benda-benda yang namanya disebutkan oleh guru;
2) Melaksanakan perintah yang diberikan secara lisan;
3) Memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi).

c. **Berbicara**
1) Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari;
2) Bertanya dan menjawab pertanyaan secara sederhana;
3) Melakukan percakapan pendek dan sederhana dengan lancar.

d. **Menulis**
1) Menyalin kalimat sederhana yang telah dipelajari dengan ejaan dan tanda baca yang benar;

- Di kantin
- Di laboratorium
- Kebun sekolah
- Kegiatan sekolah
- Kegiatan Pramuka
- Tata tertib sekolah

• *Lingkungan kehidupan keluarga*
- Anggota keluarga
- Rumah dan perlengkapannya
- Kegiatan keluarga
- Kegiatan sehari-hari
- Tetangga
- Binatang peliharaan
- Harta milik

Caturwulan 2
• *Kebutuhan sehari-hari*

Ungkapan kemampuan/ketidakmampuan.

Ungkapan kepemilikan.

Ungkapan hubungan kesejajaran

Keterangan orang, objek dan peristiwa yang jumlahnya lebih dari satu.

Ungkapan tentang informasi faktual (mengidentifikasi, menanyakan, menguraikan, dan menceritakan).

Ungkapan kebiasaan melakukan sesuatu.

Ungkapan tentang keinginan.

• Mr. Harun can speak English well.
• I can't swim.

• Do you have any rulers?
• I have two dictionaries.
• Whose book is that?
• That's Amir's book.
• That's not my book.

• I need a pen and a ruler
• My brother and I go to the same school

• These are my sisters.
• Mr. Bob has two children.
• Women usually like cooking.

• Who are these boys ?
• They are my brothers
• Are they students ?
• Yes, they are

• We always have breakfast at 7.
• My father usually goes to the office by bus.
• I sometimes help my mother in the kitchen.

• I want a cup of tea.
• I'd like an ice-cream.

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informasi dalam teks.
• Membuat kesimpulan dari bacaan sederhana yang tersedia.
• Mengelompokkan kata-kata yang berkaitan dari segi makna (jaringan kosakata).
• Menentukan pernyataan benar-salah.
• Mencari informasi tentang hal tertentu dalam bacaan.
• Membaca suatu teks dalam buku, majalah, atau koran yang memuat suatu peristiwa dan kemudian mencari bila dan dimana peristiwa tersebut terjadi.
• Menggunakan kamus untuk mendapatkan informasi tentang makna kata dan idiom.
• Menerka arti kata, frasa, atau kalimat berdasarkan konteksnya.
• Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, dan sebagainya.

b. **Menyimak**
• Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar.
• Melakukan perintah yang diberikan secara lisan.
• Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi).
• Menjawab pertanyaan-pertanyaan

2) Menulis kalimat sederhana yang diimlakkan; 3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi; 4) Membuat kalimat sederhana.	- Makanan dan minuman - Pakaian - Rekreasi	Ungkapan tentang kebutuhan. Ungakapan rasa suka/tidak suka	• I need thick clothes. • I like orange juice • I don't like milk • I enjoy fishing • I hate fish and never eat any	yang idajukan guru atau lawan bicara. • Mendengarkan iklan/teks pendek dan menuliskan jawabansingkat atas pertanyaan yang berkaitan dengan iklan tersebut. c. *Berbicara* • Melafalkan dengan tepat kata-kata kunci yang berkaitan dengan tema tertentu. • Melafalkan dengan ucapan, jeda, dan intonasi yang tepat kalimat yang berkaitan dengan tema tertantu. • Mencari informasi pribadi dari sejumlah tema yang mempunyai pilihan, minat, atau kesukaan yang sama. • Melakukan tanya-jawab tentang kegemaran, minat, umur, keluarga. • Membandingkan suatu pilihan dengan pilihan orang lain yang sama atau tidak sama berdasarkan gambar yang diberikan. • Melakukan tanya-jawab untuk melengkapi tabel tentang nama-nama orang yang bertugas dalam keluarga, misalnya siapa yang berbelanja. • Tukar-menukar informasi tentang keluarga, misalnya mengenai jumlah anggota keluarga, tempat tinggal mereka, kapan dan dimana mereka bertemu. • Melaporkan informasi tentang
• *Pekerjaan* - Di tempat kerja - Jenis pekerjaan - Suasana pekerjaan		Ungkapan tentang profesi seseorang. Ungkapan tentang keberadaan sesuatu/seseorang. Ungkapan tentang kejadian/kegiatan/peristiwa pada waktu lampau.	• Tom's father is a doctor. • I'm a student. • There are about 5 doctors in the public health service. • Is there a secretary in the office? • There are not any typists in the room. • The clerk was late this morning. • Our teacher entered the room just now. • The manager left the office at 3 p.m yesterday.	
• *Berbelanja* - Di pasar - Di toko/swalayan - Barang dagangan		Ungkapan tentang kejadian yang akan datang Ungkapan yang menyatakan jumlah benda/orang.	• Mother will go shopping this evening. • I will buy some fruits tomorrow. • There are a lot of people in the market. • I need a few Australian apples.	

- keadaan keluarga seseorang kepada seluruh kelas.
- Bercerita tentang suatu gambar/ foto yang mengingatkan kepada seseorang.
- Tanya-jawab berdasarkan bacaan/ gambar/foto/diagram tertulis.
- Melakukan tanya-jawab tentang kegiatan yang disenangi/tidak disenangi dari daftar yang diberikan.
- Bermain peran: (1) sebagai turis yang menanyakan arah suatu tempat, misalnya menanyakan tempat berbelanja yang terdekat; (2) dalam menyampaikan salam dan berpamitan; (3) dalam berterima kasih; dan (4) dalam berkenalan.

d. *Menulis*

- Menyalin paragraf pendek yang bernemtuk narasi atau deskripsi.
- Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
- Menuliskan kalimat yang diimlakkan dengan ejaan yang benar.
- Melengkapi percakapan, formulir, atau teks pendek.

- There was a little money left in my purse

Ungkapan yang menyatakan keharusan.

- You must pay for the goods before leaving.
- A: "Can I have some fruits?"
  B: "Oh, you must go to the green grocer."

Caturwulan 3
Permainan
- Permainan modern
- Permainan tradisional
- Permainan anak-anak

Ungkapan yang menyatakan pilihan.

- A: "Which game do you like to play, modern or traditional one?"
  B: "Traditional one, please."
- X: "Which one do you want?"
  Y: "The redone, please."

Pernyataan tentang kejadian/kegiat-an yang sedang berlangsung.

- "Is Nyoman playing marbles?"
  "Yes, he is."
- "Are children playing hide and seek?"
  "Yes, they are"
- "What are the boys doing?"
  "They are playing scrabbles."

Kegemaran/hobi
- Berkebun
- Koleksi perangko
- Berkemah
- Membaca
- Memasak
- Olah raga
- Seni

Ungkapan yang menyatakan kuantitas benda yang tidak dapat dihitung.

- Mother needs a bottle of cooking oil.
- I need two glasses of water to boil the eggs.
- Can you give me a piece of cheese?
- Do you have any milk?
- I don't have any milk. I have some creamer.

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Ungkapan tentang rasa suka/ tidak suka.	• "What is your hobby?" • "Collecting stamps. I like collecting stamps." • I don't like cooking.

KELAS II (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5
Dengan kemampuan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut. a. *Membaca* Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang panjangnya lebih kurang 100 kata dengan keterampilan sebagai berikut: 1) menemukan informasi terten- tu; 2) mendapatkan gambaran umum tentang isi bacaan; 3) menemukan pikiran utama yang tersurat; 4) menemukan pikiran utama yang tersirat; 5) menemukan semua informasi rinci yang tersurat; 6) mendapatkan informasi yang tersirat; 7) menafsirkan makna kata, fra- sa dan kalimat berdasarkan konteks.	Caturwulan 1 ● *Olahraga* - Fasilitas Olahraga - Alat Olahraga - Jenis Olahraga - Pertandingan Olahraga - Olahragawan ● *Kesehatan* - Tubuh Kita - Dokter dan Para- medik - Di Rumah Sakit - Obat-Obatan - Penyakit	Cara melakukan sesuatu. Ungkapan perbandingan antara 2 atau lebih benda/ orang . Ungkapan tawaran/penolak- an bantuan melakukan sesuatu. Ungkapan tentang suatu kegiatan Deskirpsi suatu keadaan/ perasaan. Ungkapan rasa simpati. Ungkapan tentang harapan.	● Rani drives very carefully. ● The horse runs very quickly. ● Yayuk plays tennis beautifully. ● Tyson is stronger than Lahoya. ● Hollifield is the strongest ● "Can I help you?" "Lovely." ● "Yes, please. " / "No, thank you. " ● We are having exercises this Sunday ● Do you always have exercises on Sundays ● Tom looks healthy. He looks like an athlete. ● "My mother is very seriously ill." "I'm sorry to hear that." ● "I hope you are OK." "Don't worry."	a. *Membaca* ● Menebak benda yang diiklankan dengan pertolongan ungkapan ver- bal berdasarkan iklan yang gambar bendanya dihilangkan. ● Mengelompokkan kata-kata/frasa berdasarkan sejumlah kata yang disediakan yang disusun secara acak. ● Menjodohkan sejumlah pokok ka- limat dengan predikatnya yang di- susun secara acak sehingga men- jadi kalimat yang bermakna. ● Memilih nama tokoh atau benda yang terdapat dalam daftar berda- sarkan deskripsi tentang tokoh atau benda tersebut. ● Memilih diagram yang sesuai de- ngan isi teks berdasarkan satu teks dan beberapa diagram. ● Membuat pertanyaan benar-salah tentang isi teks oleh sebagian siswa dan selebihnya menjawab pertanyaan tersebut berdasarkan teks yang disediakan. ● Menentukan kata-kata pokok/ utama yang ada dalam teks. ● Memilih pernyataan-pernyataan yang cocok dengan isi teks berda- sarkan beberapa pernyataan yang diberikan.

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8) Mendapatkan rasa senang Catatan: Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca. **b. Menyimak** 1) mengidentifikasi benda-benda yang namanya disebutkan oleh guru; 2) melaksanakan perintah yang diberikan secara lisan; 3) memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi). **c. Berbicara** 1) mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari; 2) bertanya dan menjawab pertanyaan secara sederhana; 3) melakukan percakapan pendek dan sederhana dengan lancar; 4) secara sederhana mengungkapkan pikiran, pendapat, dan perasaan. **d. Menulis** 1) menyalin kalimat sederhana yang telah dipelajari dengan ejaan dan tanda baca yang	Ungkapan permohonan dan responsnya. **Pakaian** - Jenis pakaian - Membuat pakaian - Bahan pakaian Ungkapan kejadian pada waktu yang akan datang. Ungkapan kejadian yang telah berlangsung. Ungkapan keinginan. Ungkapan tentang suatu kegiatan. **Caturwulan 2** **Kehidupan Desa/Kota** - Mata Pencaharian - Transportasi - Masyarakat Ungkapan yang menyatakan pilihan. Ungkapan tawaran dan responsnya. Ungkapan tawaran/penolakan/penerimaan melakukan	"Would you post this letter for me, please?" "I'm sorry, I'm very busy right now." "Shut the door., please !" "Sure." "Can you get me an aspirin, please?" "Certainly." The dressmaker will see you tomorrow. My sister has bought a new dress for the party. I need a white shirt. She's making a dress. He's wearing a cotton shirt I like living in the village better than in the country. "Do you want something to eat?" "Perhaps, later." "Would you like a drink?" "Yes, please." / "No, thanks." "Would you like any help?" "Yes, please." / "No, thank you."	• Menghitung jumlah kata tertentu yang terdapat dalam teks dan kemudian mengidentifikasi kata-kata lain yang mempunyai makna yang berkaitan. • Memilih diagram yang sesuai berdasarkan beberapa diagram yang disediakan. • Mencari halaman topik tertentu dengan menggunakan halaman indeks. • Mencari nomor telepon perusahaan/kantor tertentu dalam halaman petunjuk telepon. • Mencari makna kata tertentu dengan menggunakan kamus. • Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, dan sebagainya. **b. Menyimak** • Melakukan dan petunjuk yang diberikan secara lisan. • Mengidentifikasi benda/binatang dengan menunjukkan gambar. • Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. • Melengkapi suatu bagan berdasarkan informasi yang diberikan secara lisan. • Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. • Mendengarkan suatu percakapan

ejaan dan tanda baca yang benar;

2) menulis kalimat sederhana yang diimlakkan;

3) melengkapi percakapan sederhana (paling banyak 2 pertukaran peran, 4 baris);

4) melengkapi paragraf pendek yang berbentuk narasi dan deskripsi;

5) membuat kalimat majemuk setara dan bertingkat.

● *Rekreasi*
- Di Pantai
- Di Kebun Binatang
- Di Pegunungan

● an/penerimaan melakukan sesuatu.

● Ungkapan yang menyatakan jumlah.

● Ungkapan tentang rencana.

● Ungkapan tentang frekuensi peristiwa atau kegiatan

● Ungkapan perbandingan antara 2 benda/orang atau lebih.

● Deskripsi tentang sesuatu/ seseorang.

● Deskripsi suatu keadaan atau perasaan.

● "What can I do for you?" / "I.m OK." / "Nothing, thanks."

● Villagers have enough time to rest but urbans have none.

● There is no cart in the city but there are some in the village.

● I am going to spend my school holidays in Bali.

● I plan to go on a trip to Sumatra next month.

● Toni is going to visit the zoo next Sunday.

● My brother usually goes to the beach in the weekends.

● My father always tells the truth.

● This resort is as interesting as Kuta beach.

● Sengigi is more interesting

● The beach is clean and beautiful.

● I feel fresh in the mountain.

● The weather becomes foggy in the afternoon.

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dan menjawab pertanyaan-pertanyaan berdasarkan percakapan.

● Menjawab pertanyaan bentuk benar-salah berdasarkan informasi lisan.

c. *Berbicara*

● Bercerita tentang suatu kejadian yang sangat berkesan yang pernah dialami.

● Menyatakan kesetujuan atau ketidaksetujuan dan alasannya melalui tanya-jawab.

● Menanggapi suatu tawaran.

● Tanya-jawab tentang pengalaman dan pendapat mengenai sesuatu hal.

● Mengungkapkan pendapat, perasaan, pikiran melalui tanya-jawab, misalnya tentang fasilitas umum yang ada.

● Mengucapkan selamat pada seseorang.

● Bermain peran dalam: (1) memohon untuk meminjam sesuatu dengan sopan; (2) menawarkan diri untuk melakukan sesuatu; (3) memberikan informasi sederhana tentang sesuatu hal; (4) mengajukan dan menanggapi permohonan izin; dan (5) meminta maaf.

d. *Menulis*

● Menyusun kata-kata yang diberikan secara acak menjadi suatu

Topik	Pernyataan/Ungkapan	Contoh	Tujuan
Layanan Umum - Hotel - Kantor Pos - Bank - Wartel - Tempat Hiburan - Rumah Makan - Tempat Ibadah - Klinik	Pernyataan tentang peristiwa yang telah terjadi dan peristiwa yang terjadi di masa lampau.	• Budi has posted the letter. He posted it ten minutes ago.	kalimat. • Melengkapi percakapan pendek. • Menuliskan jawaban-jawaban atas pertanyaan berdasarkan gambar. • Menyusun seperangkat kalimat yang diberikan secara acak menjadi suatu paragraf berdasarkan gambar. • Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
	Pernyataan tentang kejadian yang telah berlangsung.	• Indri has been to Bandung. • Toto has gone out to cash a cheque.	

	Tanya jawab tentang keadaan objek atau seseorang	• "How old is Hamidah?"
		  "She is 14 years old."
		• "How heavy is this box?"
		  "It's 5 kilograms." / "I'm not sure."
		• "How far is the bank from here?"
		  "How good is the restaurant?"	

Caturwulan 3

Topik	Ungkapan	Contoh
Hiburan - Tarian - Film - Musik - Sandiwara	Ungkapan tawaran/penolakan bantuan.	• "What can I do for you?" • "I'm alright. Thank you." / "Turn on the radio, please."
	Ungkapan tentang permintaan/pemberian/penolakan izin.	• "Could I go to the movie with my friends?" • "Yes, certainly." / "I am afraid not." • "Can I go to the theater this evening?" • "Of course." / "I am afraid you can't."
	Ungkapan tentang harapan.	• Let's hope for the best.

• Hewan
  - Hewan Piaraan
  - Hewan Liar
  - Hewan Ternak
  - Hewan Lindung
	Deskripsi tentang sesuatu/ seseorang.	◆ A tiger is like a very large cat.
		◆ A mouse is a small grey animal.

	Keterangan tentang letak/ posisi suatu benda.	● The lion over there is hungry. ◆ The animal under the tree is a wild buffalo

• Geografi Indonesia
  - Kelautan
  - Keadaan Alam
  - Kekayaan Alam
  - Daratan
  - Angkasa
	Ungkapan tentang frekuensi peristiwa atau kegiatan.	● The fishermen catch fish twice a week.
		● It rains everyday during the wet season.

	Pernyataan tentang kejadian/ kegiatan yang berlangsung pada waktu lalu (dengan Irregular Verbs).	● Our country sold a lot of liquid gas to Japan last year.

KELAS III (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5
Dengan penguasaan lebih kurang 250 kosakata baru pada tingkat koskata lebih kurang 1000 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut. a. *Membaca* Siswa dapat membaca teks yang berbentuk narasi, deskripsi, dan percakapan dan berbentuk khusus seperti leaflet, selebaran, iklan, label obat, resep makanan, brosur dan surat pribadi yang panjangnya sampai kira-kira 200 kata untuk: 1) Mendapatkan gambaran umum tentang isi bacaan; 2) Menemukan informasi tertentu; 3) Menemukan pikiran utama yang tersurat; 4) Menemukan informasi yang tersirat; 5) Menemukan pikiran utama yang tersirat; 6) Menemukan semua informasi rinci yang tersurat; 7) Menafsirkan makna kata, frasa dan kalimat berdasarkan konteks.	Caturwulan 1 • *Teknologi Ringan* - Alat pertanian - Alat rumah tangga - Peralatan kesehatan - Media elektronik • *Perjalanan Wisata* - Perencanaan/persiapan - Akomodasi - Perlengkapan	Ungkapan kepastian/ketidakpastian. Ungkapan rasa setuju/tidak setuju. Ungkapan perbandingan kualitas orang, benda, atau peristiwa (-er, -est; more, most). Ungkapan menanyakan atau menyatakan pilihan.	• I'm sure you can operate it. • I doubt that. • I'm not certain. • I can't decide whether to use it or not. • I agree. • That's true. • You're right. • I don't agree • That's wrong. • I disagree. I'm afraid. • A hoe is bigger than an axe. • A typewriter is simpler than a computer. • The first blender is cheap. The second one is cheaper. The third one is the cheapest. • TV A is expensive. TV B is more expensive. TV C is the most expensive. • "Do you want to go by bus or by train?" "Up to you." • If I have much money, I will go to Europe or buy a new car.	a. *Membaca* • Menjodohkan nama pekerjaan dengan orangnya berdasarkan daftar orang dengan ciri-ciri kemampuan tertentu yang disediakan. • Mencari judul buku, nama pengarang, nama penerbit dan nama tempat penerbit berdasarkan daftar pustaka yang diberikan. • Mencari makna suatu lambang, singkatan, dan teknis yang terdapat dalam suatu teks. • Mencari sinonim atau antonim dari sejumlah kata dalam teks yang tersedia. • Menemukan kata-kata yang mempunyai kaitan makna dengan kata-kata yang dilingkari dalam teks yang diberikan (jaringan kosakata). • Melengkapi diagram berdasarkan teks yang diberikan dan kemudian menceritakan isinya. • Menjawab pertanyaan dengan tepat berdasarkan teks yang diberikan dan menjawab pertanyaan bentuk pilihan ganda. • Menemukan informasi khusus dalam suatu teks. • Menemukan dengan cepat informasi umum dalam suatu teks. • Mendapatkan informasi tentang

konteks.

8) Mendapatkan rasa senang

Catatan:

Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.

b. Menyimak

1) menanggapi pertanyaan yang diberikan secara lisan;

2) Memperoleh informasi tentang berbagai hal yang berkaitan dengan tema dari teks teks lisan (percakapan, narasi, deskripsi);

3) Memperoleh informasi untuk melengkapi formulir, bagan atau peta yang belum lengkap;

4) Menemukan informasi yang tersirat dalam percakapan pendek dan sederhana (4 pertukaran peran, 8 baris).

c. Berbicara

1) bertanya dan menjawab pertanyaan tentang berbagai hal yang berkaitan dengan tema;

2) melakukan percakapan pendek dengan lancar sesuai dengan tema;

3) secara sederhana menjelaskan tentang benda, orang, tempat dan rangkaian peristiwa;

Perjalanan

Kebudayaan
- Rumah adat
- Adat istiadat
- Tarian
- Nyanyian
- Kerajinan daerah
- Pakaian adat
- Upacara adat
- Ceritera rakyat

Ungkapan penegasan.

Ungkapan perbandingan kuantitas benda.

Pernyataan kadar kualitas.

Ungkapan tentang kebiasaan.

Ungkapan yang menunjukkan kata ganti orang/benda tak tentu.

Ungkapan yang berhubungan dengan orang, benda, atau tempat yang tidak/belum diketahui dengan pasti.

- Travelling by train is safer than bus, isn't it?
- To stay in a hotel needs much money, doesn't it?
- Tourists like to visit interesting objects, don't they?

- Travelling by plane needs more money than by bus.

- I like this traditional house. Its quite nice.
- Please teach me how to sing this song. It's too difficult.

- When the bride dan the groom enter the altar, everybody stands up
- Mother tells children stories before they go to bed.
- The girl starts to dance after the priest spread out holly water around

- "Does anyone here want to listen to my story?" "Well, no one does."

- I could not find a good story in this book. I have to find it somewhere else.
- What else do you want to know about the ceremony?

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makna kata dan idiom dalam kamus.

- Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan dan sebagainya.

b. Menyimak

- Melakukan perintah dan petunjuk yang diberikan secara lisan.
- Melengkapi peta, bagan, atau tabel berdasarkan informasi lisan.
- Mendengarkan kemudian menjawab pertanyaan-pertanyaan tentang isi percakapan tersebut.
- Memilih gambar-gambar yang diberikan berdasarkan informasi lisan.
- Menjawab pertanyaan-pertanyaan bentuk benar-salah berdasarkan informasi lisan.

c. Berbicara

- Bercerita berdasarkan gambar yang diberikan.
- Menceritakan suatu peristiwa penting secara sederhana.
- Bermain peran untuk merencanakan kegiatan.
- Memberikan pendapat tentang sesuatu hal.
- Menyatakan setuju/tidak setuju tentang suatu pendapat yang dikemukan orang lain.
- Bermain peran dalam: (1) memberikan informasi yang diminta; (2)

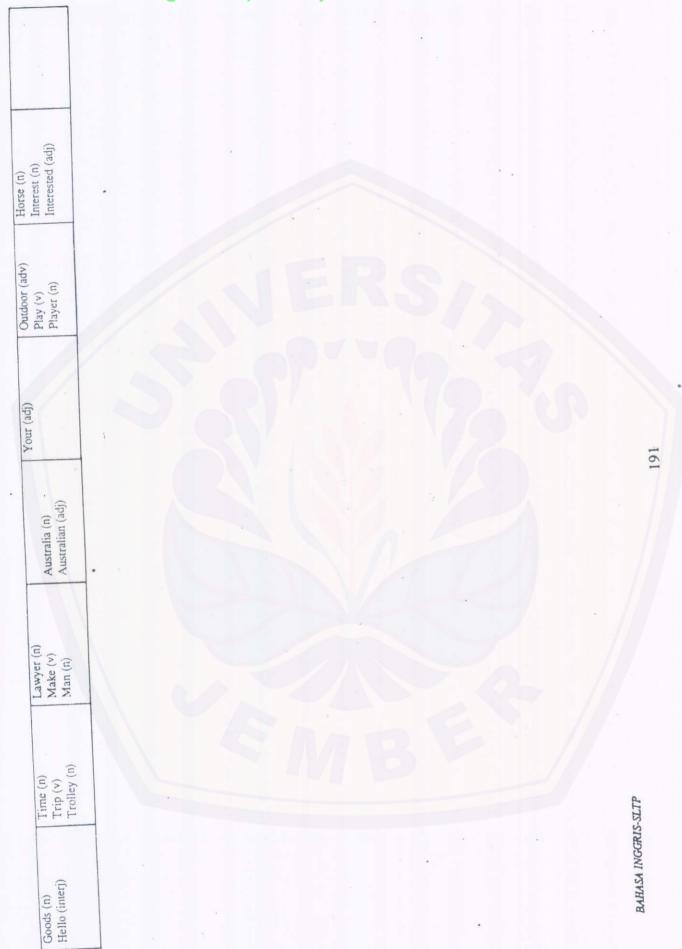|			
4) secara sederhana mengungkapkan pikiran, pendapat, dan perasaan. d. *Menulis* 1) menyusun kalimat (paling banyak 8) yang diberikan secara acak menjadi paragraf yang padu (koheren); 2) melengkapi percakapan sederhana dan singkat (+ pertukaran peran, 10 baris); 3) menulis paragraf pendek (paling banyak 8 kalimat) berbentuk narasi dan deskripsi tentang topik yang sangat sederhana; 4) menulis pesan dan surat sederhana.	Caturwulan 2 • *Transportasi* - Angkutan darat - Angkutan laut - Angkutan udara • *Media Masa* - Surat kabar - Majalah - Radio - TV	Ungkapan tentang kekaguman. Ungkapan tentang kesimpulan logis. Pernyataan yang menunjukkan jumlah sesuatu Ungkapan tentang dua hal yang dinyatakan dalam satu pernyataan. Ungkapan perbandingan keadaan. Tanya jawab tentang informasi faktual (mengidentifikasi, menanyakan, menguraikan, menceritakan).	• This bus is new and luxurious. What a comfortable bus it is ! • What a nice day ! Shall we go sailing? • Mary's work is excellent. What a clever girl! • There is always a traffic jam in the morning, so I try to leave earlier. • All of the private television stations broadcast the world news. • Both of the newspapers are daily printed. • Nothing is interesting in this magazine. Do you agree? • You will not only get information from a newspaper but you will also get pleasure. • The news programme is important not only to adults but also to children. • Both television and radio give us a lot of information. • This magazine is good and that one is better. • "Who publishes the newspaper?" • "Suara Merdeka does." • "Who watched 'Tom and Jerry' on TV"	menceritakan kembali dalam bahasa Inggris isi teks bahasa Indonesia yang dibacanya; dan (3) memberi komentar tentang suasana hati seseorang. • Memberi komentar tentang sesuatu hal. • Bercakap-cakap tentang suatu rencana yang akan dilaksanakan bersama. d. *Menulis* • Menyusun seperangkat kalimat yang diberikan secara acak menjadi: suatu paragraf yang padu. • Melengkapi percakapan sederhana. • Menulis suatu paragraf pendek berdasarkan gambar yang diberikan. • Menulis suatu paragraf tentang deskripsi suatu benda berdasarkan gambar. • Menulis suatu paragraf berdasarkan pengalaman. • Menulis suatu pesan (memo) untuk suatu keperluan. • Menulis surat kepada teman untuk suatu keperluan. • Menulis surat balasan berdasarkan surat yang diberikan.

• *Olah Raga Antar Bangsa* - Pekan olah raga nasional - Pekan olah raga internasional - Pekan olah raga ASEAN	raikan, menceritakan). Ungkapan perbandingan cara melakukan sesuatu atau terjadinya sesuatu.	last night?" • "We did." • Ruwiyati runs fast. However, she ran faster in the last Asian Games; so she got the gold medal! • Graff played tennis carefully but Hingis played more carefully.
	Pernyataan yang berhubungan dengan penekanan.	• The fight between the two boxers was so fantastic that viewers were satisfied.
Caturwulan 3 • *Tumbuhan dan Hewan* - Bagian tumbuhan - Taman bunga - Cagar alam - Kebun Raya - Hutan raya	Ungkapan tentang kemungkinan/ketidakmungkinan.	• "Perhaps the people have cut down the trees." • "It's possible that the plants are lack of fertilizer." • "I don't think Edelweiss can grow near the sea." • "There are not many people in the Safari Park. Maybe it is closed."
	Ungkapan tentang peringatan.	• Fire! • Look Out! • Be careful! You'll disturb the animals. • Watch out!

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Ungkapan tentang kuantitas yang berlebihan.	• Don't give too much water to that plant. It will die. • We rarely find wild animals in the jungle. Too many of them were hunted.
Ungkapan tentang kesenangan/ketidaksenangan.	• I'm very pleased with it. • That's good news. • I'm very annoyed.
Ungkapan tentang dua hal yang sama-sama positif/negatif.	• Cows are mammal, and so are buffaloes. • Buffaloes eat grass, and cows do too. • Orchids cannot grow in any soil and Edeiweiss cannot either. • A: "Have you been to Ujung Kulon National Park?" B: "No, I haven't." What about you? A: "Neither have I."
Ungkapan dua hal yang berlawanan.	• Indonesia has a tropical climate, but Japan is not. • Indonesia still imports rice although it is an agricultural country.
Ungkapan tentang hubungan logis kondisional.	• Look ! The sky is very dark. Well stay home if it rains.
Ungkapan tentang alasan.	• The population growth of Japan is relatively low because the country suceeded in carrying out the family planning.

• *Geografi Dunia*
- Keadaan alam
- Kekayaan alam
- Kependudukan

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LAMPIRAN DAFTAR KOSAKATA

KELAS I

Jati Diri

About (prep)	Her (pron)	September (n)	Better (adj)	Miss (n)	Worse (adj)	Downstairs (adv)	Part (n)
Address (n)	High (adj)	Sharp (adj)	Between (prep)	Mistake (n)	Worst (adj)	Elder (adj)	Pillow (n)
Age (n)	Him (pron)	Short (adj)	Blackboard (n)	Noun (n)	Worng (adj)	Electric (adj)	Plant (n)
April (n)	Hindu (n)	Speak (v)	Book (n)	Page (n)	Zero (n)	Electricity (n)	Refrigerator (n)
Asia (n)	His (adj)	Spell (v)	Boy-scout (n)	Pair (n)		Family (n)	Relative (n)
Asian (adj)	House (n)	Straight (adj)	Bring (v)	Past (prep)	*Lingkungan*	Fan (n)	Road (n)
August (n)	January (n)	Sunday (n)	Canteen (n)	Pen (n)	*kehidupan*	Fahter (n)	Room (n)
Be (v)	Juliy (n)	Tall (adj)	Chalk (n)	Pencil (n)	*keluarga*	Feed (v)	Sheet (n)
Birth (n)	June (n)	The (artic)	Class (n)	Pupil (n)		Floor (n)	Sister (n)
Birthday (n)	Letter (a,b,c...) (n)	Thin (adj)	Classroom (n)	Quarter (n)	Animal (n)	Flower (n)	Sleep (v)
Black (adj)	Like (v)	Thursday (n)	Clever (adj)	Question (n)	Aunt (n)	Fly (v)	Son (n)
Blue (adj)	Live (v)	To (to school) (prep)	Copy (v)	Repeat (v)	Baby (n)	Fly (n)	Stair (n)
Born (v)	March (n)	Town (n)	Desk (n)	Right (adj)	Bath (n)	Furniture (n)	Stay (v)
Boy (n)	May (n)	Tuesday (n)	Dictionary (n)	Rubber (n)	Bathroom (n)	Garage (n)	Table (n)
Buddhist (n)	Me (pron)	Village (n)	Do (v)	Ruler (n)	Bed (n)	Gas (n)	Take (v)
Call (v)	Mine (adj)	Wavy (adj)	Duster (n)	School (n)	Bedroom (n)	Grandchildren (n)	Telephone (n)
Can (v)	Monday (n)	Wednesday (n)	England (n)	School-boy (n)	Bicycle (n)	Grandfather (n)	Than (con)
Colour (n)	Month (n)	Week (n)	English (n)	School-girl (n)	Big (adj)	Grandmother (n)	Toilet (n)
Complete (name)(adj)	Mother (n)	White (adj)	English (adj)	School-yard (n)	Bird (n)	Grass (n)	Tree (n)
Country (n)	Mr. (n)	Woman (n)	Exam (n)	Scout (n)	Blanket (n)	Grow (v)	Turn off (v)
Curly (adj)	Mrs. (n)	Year (n).	Friend (n)	Sentence (n)	Breakfast (n)	Have (v)	Turn on (v)
Date (n)	Ms. (n)		Girl-scout (n)	Sit (v)	Brother (n)	Hot (adj)	TV (television) (n)
December (n)	Muslim (n)	*Kehidupan Sekolah*	Give (v)	Student (n)	Car (n)	Husband (n)	Uncle (n)
Eye (n)	My (adj)	Absent (adj)	Half (n)	Study (v)	Cat (n)	Insect (n)	Upstairs (adv)
Face (n)	Name (n)	Active (adj)	Here (adv)	Subject (n)	Chair (n)	Kitchen (n)	Usually (adv)
Fat (adj)	Nose (n)	Add (v)	Homework (n)	Teach (v)	Child (n)	Lamp (n)	Wall (n)
February (n)	November (n)	Adjective (n)	Hour (n)	Test (n)	Cinema (n)	Living room (n)	Wash (v)
Friday (n)	Numbers (1,2,3....) (n)	America (n)	In (prep)	Time-table (n)	Clean (v)	Look (v)	Watch (v)
Full (name) (adj)	October (n)	Answer (n)	Language (n)	Today (n)	Cow (n)	Lunch (n)	Water (n)
Girl (n)	Of (prep)	Ask (v)	Learn 9v)	Tomorrow (n)	Cupboard (n)	Motorbike (n)	Where (adv)
Glasses (n)	Old (adj)	Back (n)	Lesson (n)	Understand (v)	Daddy (dad) (n)	Mummy (mum) (n)	Wide (adj)
Green (adj)	Pronoun (n)	Behind (prep)	Library (n)	Up (adv)	Daughter (n)	Neighbour (n)	Wife (n)
				Verb (n)	Dinner (n)	Nephew (n)	Window (n)

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							Young (adj)
Hair (n)	Religion (n)	Beside (prep)	Map (n)	We (pron)	Dog (n)	Niece (n)	Jog (v)
He (pron)	Saturday (n)	Best (adj)	Meaning (n)	When (adv)	Door (n)	Parent (n)	Listen (v)
Caturwulan 2							Love (v)
					Caturwulan 3		Modern (adj)
Kebutuhan Sehari-hari	It (pron)	Trousers (pair of) (n)	Meet (v)	Bad (adj)	Permainan	Prize (n)	Movie (n)
Afternoon (n)	Jeans (n)	t-shirt (n)	Minute (n)	Banana (n)	Arm (n)	Punish (v)	Music (n)
Bargain (v)	Kilo (n)	underwear (n)	Morning (n)	Bottle (n)	Around (adv)	Punishment (n)	News (n)
Basket (n)	Knife (n)	vegetable (n)	Motorbicycle (n)	Brown (adj)	Ball (n)	Put (v)	Paint (v)
Blouse (n)	Many (adj)	watch (v)	Note-book (n)	Cabbage (n)	Begin (v)	Quick (adj)	Perform (v)
Body (n)	Margarine (n)	wear (v)	Nurse (n)	Chemist (n)	Board (n)	Red (adj)	Pet (n)
Box (n)	Market (n)	work (v)	Office (n)	Chili (n)	Card (n)	Roll (n)	Picture (n)
Bread (n)	Meat (n)	yesterday (n)	Operator (n)	City (n)	Catch (v)	Run (v)	Pingpong (n)
Butcher (n)	Milk (n)		O'clock (part)	Coffee (n)	Circle (n)	Say (v)	Poem (n)
Buy (v)	Mouth (n)	Pekerjaan	Paper (n)	From (prep)	Circle (v)	Scrabble (n)	Poetry (n)
Carry (v)	Night (n)	Activity (n)	Per (month) (prep)	How (adv)	Dice (n)	Square (n)	Popular (adj)
Cashier (n)	Orange (n)	Apply (v)	Phone 9v)	Light (n)	Discover (v)	Strong (adj)	Radio (n)
Change (v)	Picnic (n)	At (prep)	Police (n)	Money (n)	Fall (v)	Tell (v)	Read (v)
Cheap (adj)	Plain (adj)	Bank (n)	Policeman (n)	Much (adv)	Find (v)	Throw (v)	Show (v)
Chicken (n)	Plate (n)	Busy (adj)	Postman (n)	Numbers(ordinary)(n)	Game (n)	Weak (adj)	Sing (v)
Clothes (n)	Pray (v)	Day (n)	Sailor (n)		Garden (n)	Win (v)	Soft (adj)
Coffee (n)	Rice (n)	Director (n)	Salary (n)	Open (v)	Group (n)	Word (n)	Song (n)
Customes (n)	Self-service (adj)	Doctor (n)	Secretary (n)	Pay (v)	Head (n)		Sport (n)
Dress (n)	Sell (v)	Driver (n)	Shop (n)	Piece (n)	Hide (v)	Kegemaran/Hobi	Stamp (n)
Drink (v)	Shirt (n)	Evening (n)	Soldier (n)	Pink (adj)	Hide and seek (n)	Badminton (n)	Story (n)
Earn (v)	Shoe (n)	Farmer (n)	Teacher (n)	Price (n)	Hit (v)	Camp (n)	Swim (v)
Eat (v)	Shorts (n)	File (n)	Typewiter (n)	Sale (n)	Hold (v)	Collect (v)	Swimming pool (n)
Egg (n)	Skirt (n)	Finish (v)	Typist (n)	Salt (n)	In pairs (adv)	Cook (v)	Tape recorder (n)
Expensive (adj)	Socks (n)	Front (in ...of) (prep)	Uniform (n)	Small (adj)	Indoor (adj)	Cycle (v)	Tonight (n)
Food (n)	Spoon (n)	Gardener (n)	Use (v)	Some (adj)	Inside (adv)	Dance (v)	Topic (n)
Free (adj)	Start (v)	Good (adj)	Very (adv)	Spend (v)	Jump (v)	detective (n)	Write (v)
Freezer (n)	Stocking (n)	Hairdresser (n)	Wage (n)	Thank (v)	Lose (v)	Draw (v)	Writing (n)
Fruit (n)	Sugar (n)	Hard (adj)	Waitress (n)	To (to buy) (v)	Mime (v)	Drawing (n)	
Get (v)	Supermarket (n)	Headmaster (n)	Weekday (n)	Tomato (n)	Off (adv)	Favourite (adj)	
Go (v)	Take off (v)	Hospital (n)	Work (n)	Want (v)	On (prep)	Football (n)	
Goodbye (interj)	Tea (n)	Job (n)		What (adj)	On (turn...) (adv)	Hand (n)	
	Thank you (interj)		Berbelanja	You (pron)			

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| Goods (n)
Hello (interj) | Time (n)
Trip (v)
Trolley (n) | Lawyer (n)
Make (v)
Man (n) | Australia (n)
Australian (adj) | Your (adj) | Outdoor (adv)
Play (v)
Player (n) | Horse (n)
Interest (n)
Interested (adj) | |

KELAS

Caturwulan 1

Olahraga

Bat (n)
Beat (Centre (n)
Court (n)
Field (n)
Goal (n)
Kick (v)
Lift (v)
Linesman (n)
Net (n)
Opponent (n)
Other (adj)
Partner (n)
Penalty (n)
Racket (n)
Referee (n)
Return (v)
Rule (n)
Serve (v)
Shuttle-cock (n)
Smash (v)
Spectator (n)
Sportsman (n)
Sports-shoe (n)
Stadium (n)
Team (n)
Throw (v)
Trainer (n)
Umpire (n)

Volley (n)
Whistle (n)
Why (adv)

Kesehatan

Accident (n)
Ambulance (n)
Break (v)
Clinic (n)
Cold (n)
Cut (v)
Dentist (n)
Disease (n)
Down (adv)
Get well (v)
Headache (n)
Health (n)
Hurt (v)
Ill (adj)
Injure (v)
Injury (n)
Lie down (v)
Medicine (n)
On (prep)
Operation (n)
Pain (n)
Patient (n)
Pill (n)
Short-sighted (adj)
Sick (adj)
Sorry (adj)
Stomach (n)

Temperature (n)
Toothbrush (n)
Toothpaste (n)
Well (adj)

Pakaian

Button (n)
Coat (n)
Collar (n)
Cotton (n)
Elastic (n)
Jacket (n)
Leather (n)
Material (n)
Nylon (n)
Orange (adj)
Pattern (n)
Plastic (n)
Pocket (n)
Pyjamas (n)
Ribbon (n)
Scissors (n)
Sew (v)
Sewing-machine (n)
Sleeve (n)
Tailor (n)
Tie (n)
Weave (v)
Wool (n)
Yellow (adj)
Zipper (n)

Caturwulan 2

Kehidupan Desa/ Kota

Bamboo (n)
Bike (n)
Bricklayer (n)
Car park (n)
Cart (n)
Countryside (n)
Crossroad (n)
Crowded (adj)
Downtown (n)
Farm (n)
Harvest (n)
Mechanic (n)
Noise (n)
Noisy (adj)
Park (n)
People (n)
Pond (n)
Poor (adj)
Public (adj)
Quiet (adj)
Rich (adj)
Scarecrow (n)
Society (n)
Stall (n)
Taxi (n)
Traffic (n)
Traffic light (n)
Train (n)
Truck (n)

Van (n)
Village (n)
Waterfall (n)

Rekreasi

Beach (n)
Boat (n)
Chess (n)
Classical (adj)
Drink (v)
Entertainment (n)
Gardening (n)
Gymnasium (n)
Hill (n)
Island (n)
Journey (n)
Lake (n)
Match (n)
Mountain (n)
Novel (n)
On board (prep)
Path (n)
River (n)
Sail (n)
Ship (n)
Sports kit (n)
Sun (n)
Wet (adj)
Zoo (n)

Layanan Umum

Arrive (v)
Borrow (v)
Bus (n)
Cash (v)
Coin (n)
Dial (v)
Guest (n)
Hotel (n)
Leave (v)
Lend (v)
Mail (n)
Make a call (v)
Out of order (adj)
Parcel (n)
Police station (n)
Post (v)
Post office (n)
Ring up (v)
Send (v)
Stamp (v)
Steal (v)
Telegraph (n)
Telephone (n)
Telephone box (n)
Thief (n)

Caturwulan 3

Hiburan

Act (v)
Actor (n)
Actress (n)
Advertisement (n)
Already (adv)
Audience (n)
Band (n)
Dance (n)
East (adj)
Enjoy (v)
Guitar (n)
Microphone (n)
Move (v)
Movie (n)
Musician (n)
Never (adv)
Note (n)
Pavement (n)
Piano (n)
Pop (adj)
Practise (v)
Season (n)
Stage (n)
Star (n)
Theater (n)
Ticket (n)
Train (v)
Yet (adv)

Hewan

Against (prep)

Beak (n)
Camel (n)
Cock (n)
Crocodile (n)
Dark (adj)
Deer (n)
Domestic (adj)
Duck (n)
Eagle (n)
Elephant (n)
Feather (n)
Fine (v)
Fish (n)
Goat (n)
Goose (n)
Hen (n)
Home (n)
Horse (n)
Law (n)
Light (not dark) (adj)
Monkey (n)
Mouse (n)
Parrot (n)
Pig (n)
Protect (v)
Rabbit (n)
Rhinoceros (n)
Shark (n)
Shake (n)
Tiger (n)
Whale (n)

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Geography Indonesia					
Archipelago (n)	Dry (adj)	Erupt (v)	North (adj)	Province (n)	Rise (v)	South (n)	Volcano (n)
Bay (n)	Earth (n)	Forest (n)	Ocean (n)	Rain (v)	Rock (n)	South (adj)	West (adj)
Bridge (n)	Earthquake (n)	Low (adj)	Pole (n)	Reptile (n)	Sea (n)	Tide (n)	Wind (n)
Desert (n)	Equator (n)	Moon (n)	Population (n)	Resource (n)	Soil (n)	Valley (n)	

KELAS III

Caturwulan 1

Teknologi Ringan

Assistant (n)
Axe (n)
Chop (v)
Computer (n)
Correct (adj)
Cultivate (v)
Dig up (v)
Diskette (n)
Drive (v)
File (n)
Fill (v)
Hammer (n)
Hoe (n)
Knife (n)
Know (v)
Maths (n)
Nail (n)
Out (prep)
Pliers (n)
Plough (v)
Plough (n)
Print (v)
Printer (n)
Project (v)
Record (v)
Saw (n)
Screw (n)
Screwdriver (n)
Shears (pair of) (n)
So (conj)
Spade (n)
Switch off (v)
Switch on (v)
Talk (v)
Then (adv)
Tractor (n)
Wood (n)

Kebudayaan

Ancient (adj)
Art (n)
Believe (v)
Celebration (n)
Ceremony (n)
Christian (adj)
Church (n)
Cloth (n)
Costume (n)
Craft (n)
Cultural (adj)
Culture (n)
Custom (n)
Dislike (v)
Folktale (n)
God (n)
Mosque (n)
Obey (v)
Offer (v)
Paint (n)
Ricefield (n)
Same (adj)
Sculpture (n)
Soul (n)
Temple (n)
Tradition (adj)
Traditional (n)
Wedding (n)
Worship (v)

Caturwulan 2

Perjalanan Wisata

Above (adv)
Across (adv)
Bag (n)
Building (n)
By (bus) (prep)
Camera (n)
Come (v)
Depart (v)
Europe (n)
Ever (adv)
Famous (adj)
Foreign (adj)
Forename (n)
Goods (n)
Guide (n)
Holiday (n)
Information (n)
Inn (n)
Motel (n)
Passenger (n)
Passport (n)
Restaurant (n)
Sailing (n)
See (v)
Souvenir (n)
Station (n)
Supply (v)
There (adv)
Tour (n)
Tourist (n)
Travel (v)
Visit (v)

Transportasi

Aeroplane (n)
After (prep)
Automobile (n)
Bus stop (n)
Cancel (v)
City bus (n)
Depart (v)
Difficult (adj)
Distance (n)
Distant (adj)
Far (adj)
Fare (n)
Fast (adj)
Feel (v)
Fresh (adj)
Harbour (n)
Just (adv)
Late (adv)
Mean (v)
Petrol (n)
Punctual (adj)
Railway (n)
Relax (v)
Ride (v)
Short (adj)
Slow (adj)
Stop (v)
Take (along time) (v)
Ticket office (n)
Tired (adj)
Transportation (n)
Vehicle (n)
Wait (v)
Walk (v)

Media Masa

Article (n)
Broadcast (v)
Channel (n)
Classified (adj)
Column (n)
Comment (n)
Continue (v)
Crime (n)
Describe (v)
Edit (v)
Editor (n)
Forget (v)
Gossip (n)
Government (n)
Headline (n)
Important (adj)
Journalist (n)
Magazine (n)
Manager (n)
National (adj)
Newspaper (n)
Often (adv)
President (n)
Press (n)
Programme (n)
Publish (v)
Recent (adj)
Regional (adj)
Subscribe (v)
Tune (v)
View (v)
Viewer (n)
Wave (n)

Digital Repository Universitas Jember

| Olahraga Antar Bangsa | | Caturwulan 3 | | | | Geografi Dunia | | | |

Olahraga Antar Bangsa

ASEAN (n)
Billards (n)
Championship (n)
Chance (n)
Cooperate (v)
Cooperative (adj)
Each (deter/pron)
Event (n)
Exercise (n)
FIFA (n)
Games (n)
Gymnastics (n)
Honour (n)
International (adj)

Local (adj)
Long (adj)
Marathon (n)
Medal (n)
Olympic (adj)
Recognize (v)
Relationship (n)
Runner (n)
Runner-up (n)
SEA Games (n)
Sometimes (adv)
Sports (n)
Stand (v)
Tennis (n)
Top (n)
Winner (n)

Caturwulan 3

Tumbuhan dan Hewan

Apple (n)
Botany (n)
Branch (n)
Brush (v)
Bud (n)
Bush (n)
Carbon dioxide (n)
Charcoal (n)
Cultivate (v)
Cultural (adj)
Culture (n)
Custom (n)

Describe (v)
Flower (n)
Jungle (n)
Leaf (n)
New (adj)
Nice (adj)
Oxygen (n)
Provide (v)
Range (n)
Root (n)
Seed (n)
Settle (down) (v)
Shower (n)
Smell (v)
Stem (n)

Support (v)
Survive (v)
Tame (adj)
Trunk (n)
Wild (adj)
Wildlife (n)
World (n)

Geografi Dunia

Africa (n)
America (n)
Area (n)
Asia (n)

Atmosphere (n)
Australia (n)
Bottom (n)
Continent (n)
Coast (n)
Coastal (adj)
Continent (n)
Climate (n)
Crater (n)
Eclipse (n)
Forecast (n)
Geography (n)
Globe (n)
Jungle (n)

Lagoon (n)
Latitude (n)
Lava (n)
Line (n)
Longitude (n)
Malaysia (n)
Malaysian (adj)
Mineral (n)
Monsoon (n)
Next to (prep)
Rain (n)
Rain (v)
Rainfall (n)

Shelf (n)
Singapore (n)
Slope (n)
Storm (n)
Stream (n)
Support (v)
Survive (v)
Territory (n)
Too (adv)
Valley (n)
Weather (n)

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Lampiran	: Proposal	
Perihal	: Ijin Penelitian	

Kepada : Yth. Sdr. Ke pa la
SMP Negeri 10 Jember
di. —
Jember

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melaksanakan penelitian dilembaga Saudara dengan Judul :

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Students' English Tenses Mastery at
SMP Negeri 10 Jember in 2004 / 2005
Academic Year.

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