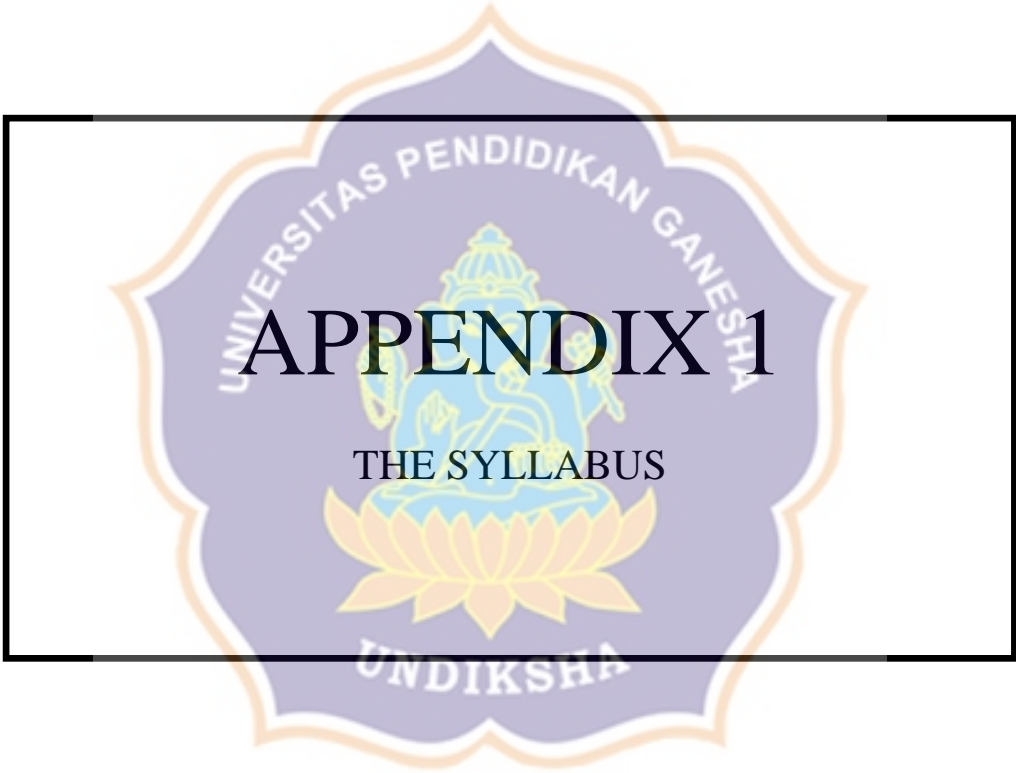




APPENDICES



APPENDIX 1

THE SYLLABUS

SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : SMK/MAK
Mata Pelajaran : Bahasa Inggris - Wajib
Kelas : X
Kompetensi Inti :


KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya


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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan					


Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p>					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam</p>					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p>					
<p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memapar 	<p>4 JP</p>	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>merespons pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i></p> <p>dan semacamnya</p> <p><i>Unsur</i></p>	<p>ya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa teks pemaparan jati diri 	<p>kan dan menanyakan jati diri</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri didepan kelas 		<p><u>majalah berbahasa Inggris</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>kebahasaan</i> :</p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p>	<p>dari berbagai sumber.</p> <ul style="list-style-type: none"> • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh 	<ul style="list-style-type: none"> • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>observasi: Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Kata tanya <i>What?</i> <i>Who?</i> <i>Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan,</p>	<p>balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>siswa dalam proses pembelajaran dalam setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan penilaian diri 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	perdamaian.		<p>dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap	Teks lisan dan tulis untuk memuji bersayap (extended)	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan 	2 JP	<ul style="list-style-type: none"> • Audio CD/ • SUARA GURU • Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>serta responsnya</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p><i>“Excellent! You really did it well, Tina.”</i></p> <p><i>“That’s nice, Anisa. I really like it.”</i> <i>“It was great. I like</i></p>	<p>memuji bersayap.</p> <ul style="list-style-type: none"> Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p>dan keruntutan struktur teksmemuji bersayap</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Bermain 		<p><u>ber</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/sourcefiles http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>it, thank you,</i>"</p> <p>Unsur kebahasaan:</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan 	<p>peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responsnya .</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).</p>	<ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responsnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
3.3.Menganalisis fungsi sosial,	Teks lisan dan tulisan	Mengamati • Siswa	KRITERIA PENILAIAN:	2 JP	• <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>untuk menunjukkan perhatian (care)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponsn</p>	<p>mendengarkan/menonton interaksi menunjukkan perhatian.</p> <ul style="list-style-type: none"> Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan</p>	<ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>CARA PENILAIAN:</p>		<ul style="list-style-type: none"> SUARA GURU Koran/majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatiandengan bahasa Inggris dalam konteks <i>simulasi, role-play,</i> dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam 	<p>KINERJA (praktik)</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa siswa.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>perhatian</p> <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			dan kepedulian dalam melaksanakan Komunikasi		
<p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	4 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/r

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to .., I will .., I'm going to ...;</i> tata bahasa, ucapan, tekanan kata, intonasi,</p>	<p>melakukan sesuatu</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakantentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p>	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan 		<p>resource files</p> <ul style="list-style-type: none"> http://learnenglish.britishcouncil.org/en/


Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan 	<p>dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam bahasa Indonesia</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
<p>3.5.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5.Menyusun teks</p>	<p>Teks lisan dan tulis untuk mengucapkan dan merespons ucapan selamat bersayap</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat 	<p>4 JP</p>	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/majalah berbahasa</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>lisan dan tulis untuk mengucapkan dan merespon ucapan selamatbersaya p (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(extended) <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. <i>Struktur text</i> Ungkapan baku dari sumber-sumber otentik. <i>Unsur kebahasaan</i> (1) Kata dan tata bahasa</p>	<p>tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, 	<p>bersayap</p> <ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) 		<p><u>Inggris</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta</p>	<p>kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespons ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan berbagai ucapan selamat 	<p>menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>observasi:</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	damai.	<p>terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa membuat kartu ucapan selamat • Siswa memperoleh 	<p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat • Kesungguhan siswa dalam proses 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>feedback dari guru dan teman sejawat</p> 	<p>pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. 		
<p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ 	4 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/source_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>Present Perfect Tense) <i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan</p>	<p>teks, dan unsur kebahasaan).</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris 	<p>penyampaian</p> <p>Cara Penilaian:</p> <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks 		<ul style="list-style-type: none"> http://learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p>	<p>dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara kalimat <i>PastSimple</i> 	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>n</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi</p>	<p>dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan dalam jurnal belajarnya permasalahan dalam 	<p>penilaian lainnya</p>		


Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya.			
3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i>	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	18 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/majalah berbahasa Inggris www.dail


Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang,</p>	<p>Membangun, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama</p>	<p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan 		<p>yenglish.com</p> <ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau</p>	<ul style="list-style-type: none"> Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai 	<p>kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</p> <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda</p>	<p>teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya 	<p>kesesuaian dalam menyampaikan dan menulis teks deskriptif</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah</p>	<ul style="list-style-type: none"> • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan memublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning 	<p>monolog teks deskriptif.</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladana</p>	<p>journal'</p> 	<p>lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>n tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>				
<p>3.8.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya. 4.11.Menangkap</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan) <i>Fungsi sosial</i> Memberikan informasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan 	<p>4 JP</p>	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/majalah berbahasa Inggris</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>makna pemberitahuan (<i>announcement</i>).</p> <p>4.12.Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperhatikan informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks Ungkapan</i></p>	<p>menirukan pengucapannya dan menuliskan teks yang digunakan.</p> <ul style="list-style-type: none"> Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/penyampaian <p>Cara Penilaian KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) didepan kelas 		<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata,</p>	<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman Siswa berlatih membuat teks <i>announcement</i> dalam kerja kelompok <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih</p>	<p>strategi yang digunakan.</p> <ul style="list-style-type: none"> Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan pemberitahuan secara tertulis dengan 	<p>komunikasi</p> <ul style="list-style-type: none"> perilaku tanggung jawab, peduli, kerjasama, dan cintadamai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menarik	<p>memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> • Membuat jurnal belajar (<i>learning journal</i>) 	<p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 		


Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri</p> <p>Bentuk: jurnal belajar</p>		
<p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membangun</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Menanya</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>recount</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, 	14 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>akan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan / peristiwa / kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan / kejadian / peristiwa</p>	<ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari 	<p>ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan / penyampaian <p>Cara Penilaian KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan / didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur 		<p>h.state.gov/files/ae/recount_source_files</p> <ul style="list-style-type: none"> http://learn.english.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian /peristiwa</p>	<p>teks</p> <ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa 	<p>teks dan unsur kebahasaan dalam teks recount</p> <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalammelaksa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>a yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara</p>	<p>saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan 	<p>nakan komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. Kumpulan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Siswa mempresentasikannya di kelas • Siswa membuat klipng teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan	Teks naratif lisan dan tulis berbentuk	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan/ 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	12 JP	<ul style="list-style-type: none"> • <u>Audio CD/VCD/DVD</u> • <u>SUARA</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p>	<p>diperdengarkan guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan 	<ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>KINERJA (praktik)</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk 		<p><u>GURU</u></p> <ul style="list-style-type: none"> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/files/ae/resourcefiles</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan</p>	<p>gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan / menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 	<p>teks naratif dalam kelompok / berpasangan / didepan kelas</p> <ul style="list-style-type: none"> • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempres entasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi social, 	<p>damai, dalam melakukan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda.</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<p>catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan 	<p>4 JP</p>	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • www.youtube • SUARA

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sederhana.	<p>mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas</p>	<p>pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</p> <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang 	<p>struktur teks naratif</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <p>- Perilaku</p>		<p><u>GURU</u></p> <ul style="list-style-type: none"> • <u>Koran/ majalah berbahasa Inggris</u> • <u>www.dail/english.com</u> • <u>http://americanenglish.state.gov/files/ae/resource_files</u> • <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempres entasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>pesan lagu yang didengar</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> • kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

APPENDIX 2

NEED ANALYSIS FROM SYLLABUS



Need Analysis from Syllabus

UNIT	Basic Competencies	Indicator	Learning Objectives	Assessment
1	3.5 Distinguishing social functions, text structures, and language features of announcement text, by giving and requesting information related to school activities, according to the context of their use	3.5.1 To identify the purpose of two different announcement texts	By reading 2 different announcement texts individually, the students are able to identify the different purpose of two different announcements	Short Answer (Essay)
		3.5.2 To explain the structures of Imperative sentence	By reading imperative sentence individually, students are able to explain the aim, features and structure of imperative sentence	Short Answer (Essay)
		3.5.3 To Make Imperative sentence based on the situation given	By studying imprative sentence, students are able to make imperative sentence individually based on the situation given	Short Answer (Essay)
	4.5.1 Understanding contextually meaning related to social function, text structures, and language features of	4.5.1.1 to interpret a dialogue about a written announcement text by answering some questions	By reading an announcement individually, students are able to answer some questions given	hort Answer (Essay)
		4.5.1.2 to interpret a dialogue about	By listening a dialogue about	

	announcement text	an oral announcement text by answering some questions	announcement, students are able to get information and topic of the announcement text individually	Short Answer (Essay)
4.5.2 Arranging oral and written announcement text, short and simple, based on social functions, text structure, and language features correctly and in context	4.5.2.1 To arrange a written announcement text based on the situation given by the teacher	By given a situation for a group work, students are able to make a written announcement text	Producing Announcement Text (Essay)	
	4.5.2.2 To compare an announcement text made by 1 student to another student	By given a situation for a group work, students are able to compare announcement text to other group's	Short Answer (Essay)	
	4.5.2.3 To make an oral announcement text based on the situation given by the teacher	By given a situation, students are able to present an oral announcement text In the form of video or audio individually	Performing Announcement (Oral)	

UNIT	Basic Competencies	Indicator	Learning Objectives	Assessment
2	3.6 Applying social functions, text structures, and language features of oral and written transactional interaction texts that involve the act of giving and asking for information related to circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, according to the context of its use. (Note the linguistic elements simple past tense vs. Present perfect tense)	3.6.1 To classify the sentences of simple past tense and present perfect tense based on the conversation given	By reading a dialogue, the students are able to determine kinds of verb, simple past tense, and present perfect tense in a table given individually	Short Answer (Essay)
		3.6.2 To complete past tense and past participle of the infinitive verbs given in the table	By reading the infinitive verbs, students are able to change it into past tense and past participle individually	Short answer {essay}
		3.6.3 To use verbs that involve simple past tense and present perfect tense	By completing the verbs in the table, the students are able to make 5 sentences in simple past tense and present perfect tense individually	Short answer {essay}
	4.6 Arranging oral and written transactional interaction texts, short and simple, which involve the act of giving and	4.6.1 To make a written text with simple past tense and past perfect tense about past activities/events	By given a situation, students are able to work in pair make written text with simple past tense and past perfect tense about past activities/event	Short answer {essay}
		4.6.2 To create	By given a situation,	Performing a dialogue

<p>asking for information related to circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, based on social functions, text structures, and language features correctly and in context</p>	<p>dialogue that involves simple past tense and present perfect tense answering some questions</p>	<p>students are able to make a conversation of giving and asking for information with their partner in the form of video announcement text individually</p>	<p>(simple past tense + present perfect tense) orally</p>

UNIT	Basic Competencies	Indicator	Learning Objectives	Assessment
3	3.7 Distinguishing social functions, text structures, and language features from several oral and	3.7.1 To identify specific information by listening an audio of recount text entitled Bandung as Sea Fire	By listening an audio of Recount Text, students are able to answer some questions in the form of T/F individually	Short Answer (Essay)

	written recount texts by giving and asking for information regarding historical events in accordance with the context of their use	3.7.2 To identify social function, texts structures and language features of recount text in a table given	By reading the table, students are able to fill the social function, text structures, and language features of recount text with their partner	Short answer {essay}
4.7.1 Understanding contextually meaning related to social function, text structures, and language features of oral and written recount texts related to historical events		4.7.1.1 To categorize a jumble recount text entitled Puputan Margarana based on the social function, text structures, and language features of recount text	By reading a jumble recount text, students are able to categorize the text based on social function, text structures, and language features of recount text in a group work	Short answer (essay)
		4.7.1.2 To identify the specific information of recount text entitled Puputan Margarana	By reading a recount text in a group work, students are able to answer some questions given	Short answer (essay)
		4.7.1.3 To identify the main idea of recount text by listening an audio entitled Spending a holiday in Malaysia	By listening to an audio of Recount Text students are able to explain main idea of the text in a group work and record their voice	Performing the main idea orally through an audio
	4.7.2 Arranging short and simple oral and written recount texts, related to historical	4.7.2.1 To arrange a draft of recount text based on the table given by the teacher	By given a draft of recount text students are able to make their most interesting experience individually	Short answer (essay)

	events, based on social functions, text structures, and language features, correctly and in context	4.7.2.2 To develop a complete recount text consisting of 4-5 paragraphs	By making a draft of recount text, students are able to develop it into 4-5 paragraphs individually	Short answer (essay)
		4.7.2.3 To present the draft of recount text in the form of video/audio	By developing a draft of recount text, students are able to present it in the form of video/audio individually	Performing the recount text orally through video/audio

UNIT	Basic Competencies	Indicator	Learning Objectives	Assessment
4	3.8 Distinguishing social functions, text structures, and language features from several oral and written narrative texts by giving and asking for information related to simple folk legend, according to the context of its use	3.8.1 To identify the specific information in the form of listening an audio of a simple narrative text	By listening an audio of Simple narrative text, the students are able to answer some questions given individually	Short Answer (Essay)
		3.8.2 To identify the specific information by reading a narrative text entitled the Legend of Kebo Iwa	by reading the narrative text students are able to answer some questions given in a group work	Short answer {essay)

		3.8.3 To identify social function, texts structures and language features of narrative text in a table given	By reading the table, students are able to fill the social function, text structures, and language features of narrative text in a group work	Short answer {essay)
<p>4.8.1</p> <p>Understanding contextually meaning related to social functions, text structures, and language features of simple oral and written narrative, texts related to folk legend</p>	4.8.1.1 To catagorize the part of a narrative text entitled Bali Strait Legend based on the generic structures	By reading a narrative text, students are able to catagorize the part based on the generic structures individually	Short answer (essay)	
	4.8.1.2 To present the narrative text entitled Bali Strait Legend in the form of audio/video	By reading the narrative text, students are able to tell the main idea and the story based on their understanding individually in the form of audio/video	Performing the main idea orally through an audio/video	
<p>4.8.2</p> <p>Arranging short and simple oral and written narrative texts, related to folk legend, based on social functions, text</p>	4.8.2.1 to write a narrative text related to folk legend by using students' imaginary	By using student's imaginary related to folk legend, students are able to write a narrative text in 3-5 paragraphs based on social functions, text structures, and language features,	Short answer (essay)	

	structures, and language features, correctly and in context		correctly and in context in a group work	
		4.8.2.2 To present the narrative text they have made in the form of video	By writing a narrative text, students are able to present it in the form of video with their group	Performing the narrative text orally through video

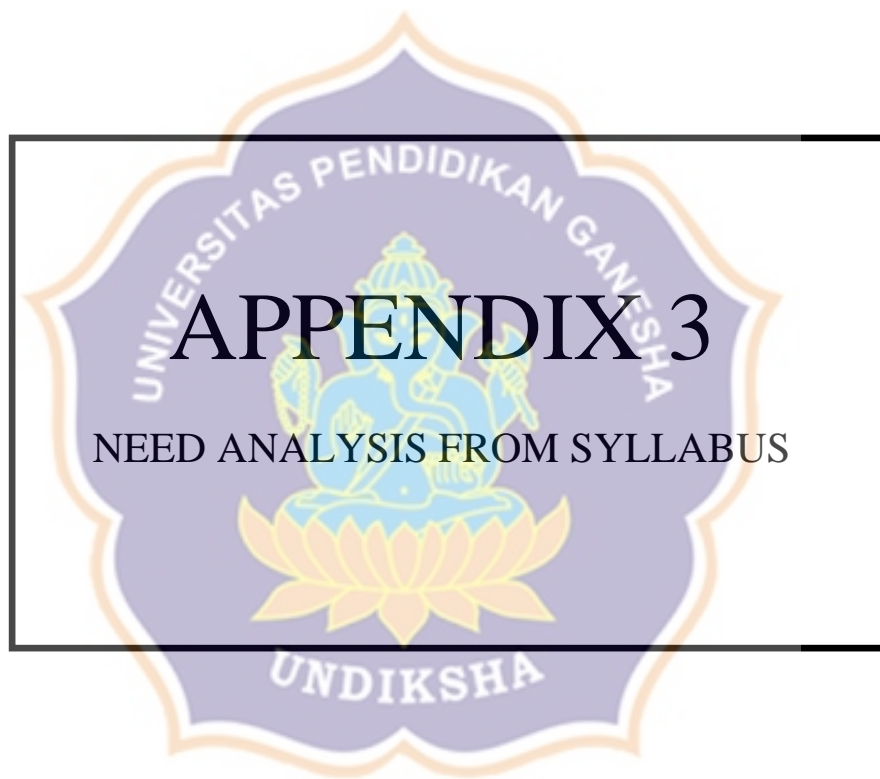


UNIT	Basic Competencies	Indicator	Learning Objectives	Assessment
5	3.9 Interpreting social functions and linguistic elements of song lyrics related to the lives of adolescents of SMA / MA / SMK / MAK	3.9.1 To complete lyrics of a song	By listening a song, the students are able to fill the missing word in the lyrics Individually	Short Answer (Essay)
		3.9.2 To identify the specific information by studying a lyric of a song	By reading a lyric, students are able to answer some questions individually	Short answer {essay)
	4.9 Understanding the meaning of song lyrics contextually related to social functions and language	4.9.1 To identify moral value of the song	By reading the lyric, students are able to identify the moral value of the song in the form of video entitled Under the Same Sun individually	Performing the main idea of the lyrics orally through video



	<p>features related to the lives of adolescents of SMA / MA / SMK / MAK</p>	<p>4.9.2 To present one of their's favourite songs in accordance with the social fuctions, text structures, and language features of the song in the form of video/audio</p>	<p>By preparing one of their favourite songs, students are able to present it individually in the form of video/audio in accordance with the social fuctions, text structures, and language features of the song</p>	<p>Performing the main idea student'orally through an audio/video</p>
--	---	--	--	---





APPENDIX 3

NEED ANALYSIS FROM SYLLABUS

INTERVIEW GUIDE

Name of Respondent :

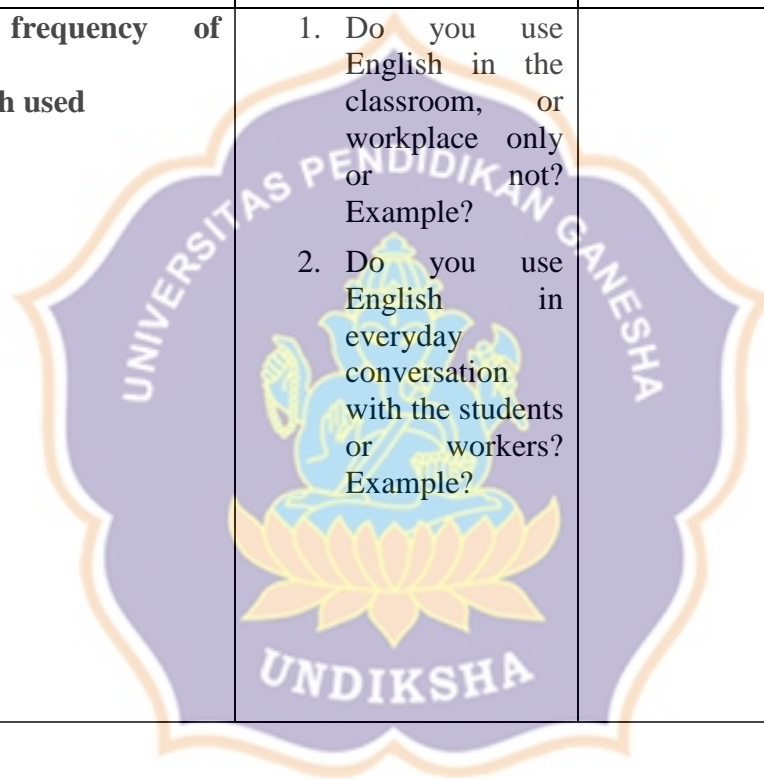
Date and Time :

Aims : to analyze language function and expression used by Drafter

No.	Aspects to be Observed	Questions	Result of Interview
1	The importance of English for Drafter	<ol style="list-style-type: none">1. Is the language used for study? Example?2. Is the language used for work? Example?3. Is the language used for training? Example?4. Is the language used for those three fields above? Example?5. Is the language used for some other purposes? Example?	
2	The function of English for Drafter	<ol style="list-style-type: none">1. Is the language used differently based on its medium? Example?2. Is the language used differently based on its channel? Example?3. Is the language used differently based on its type	

		of text? Example?	
3	The content area of English used for Drafter	<ol style="list-style-type: none"> 1. How English that is used by students of Drafterure engineering department differentiates with the others other departments? Example? 2. What kinds of English that is used by Drafter? Example? 	
4	The participants affect the used of English	<ol style="list-style-type: none"> 1. Is there any difference kind of English that is used to talk to Native speaker and Non Native? Example? 2. Is there any different kind of English that is used to talk to different level of knowledge of receiver? Example? 3. Is there any different kind of English that is used based on the relationship? Example? 	
5	The usage of English according to setting & context	<ol style="list-style-type: none"> 1. How is the difference of English used in different setting? Example? 	

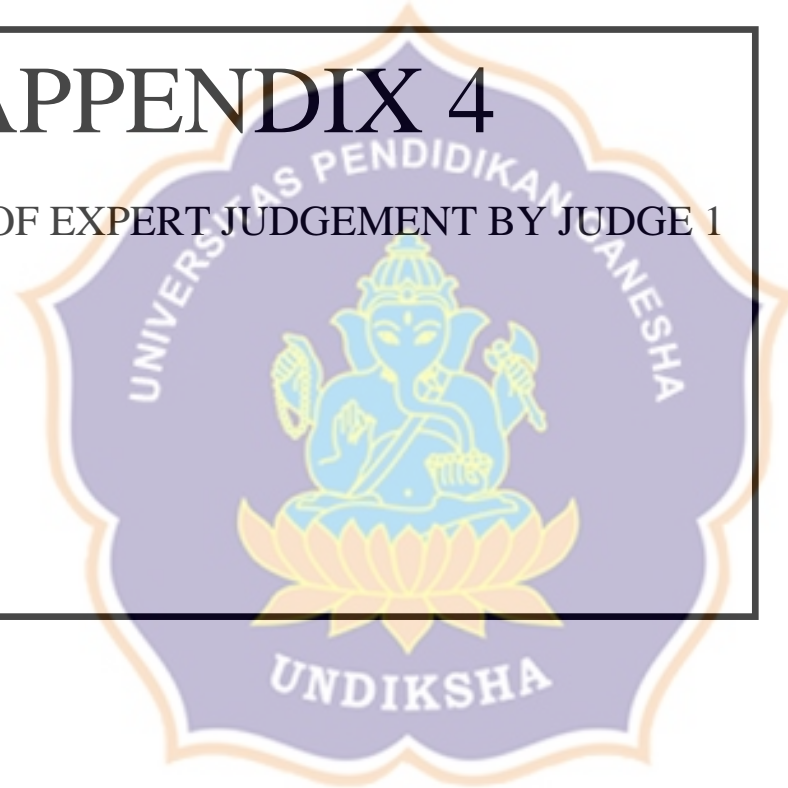
		<p>2. How is the difference of English used in different context of humanity? Example?</p> <p>3. How is the difference of English used in different linguistics context? Example?</p>	
6	The frequency of English used	<p>1. Do you use English in the classroom, or workplace only or not? Example?</p> <p>2. Do you use English in everyday conversation with the students or workers? Example?</p>	





APPENDIX 4

THE RESULT OF EXPERT JUDGEMENT BY JUDGE 1



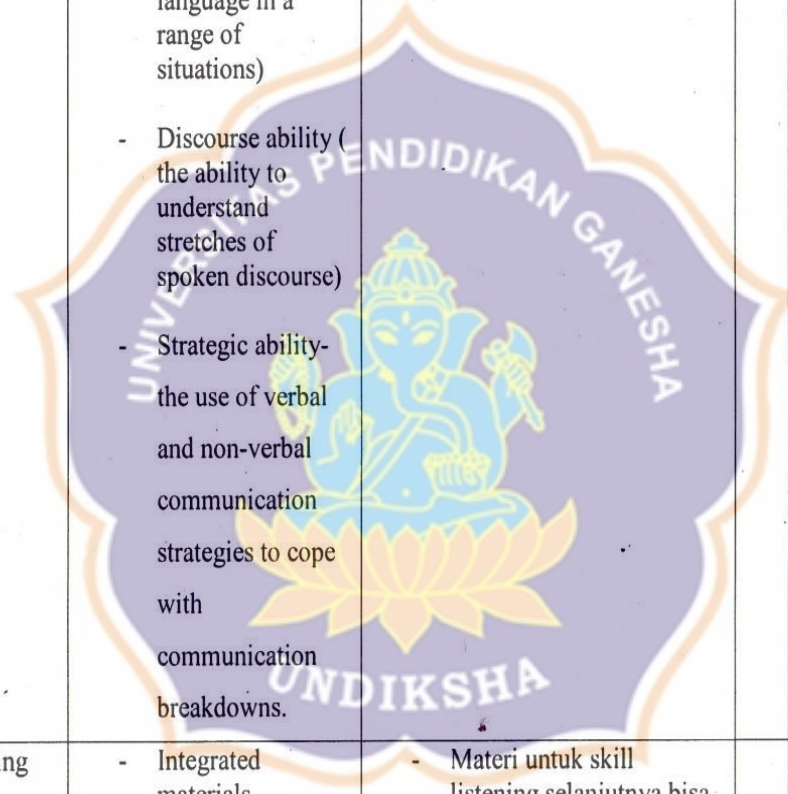
EXPERT JUDGEMENT

Instrumen Penilaian Materi Pembelajaran ESP untuk kelas X Teknik Gambar Bangunan SMKN Bali Mandara

Please read the instruments below carefully and give your comment son them!

Principles	Dimensions	Indicators	Scores					Comments / Suggestions
			1	2	3	4	5	
1. Teaching materials should have clear set of learning goals and objectives.	<ul style="list-style-type: none"> - Indicators - Objectives of learning 	<ul style="list-style-type: none"> - Materi dikembangkan berdasarkan KI dan KD - KD dikembangkan menjadi indikator-indikator - Indikator dikembangkan ke dalam topik-topik pembelajaran 					✓ ✓ ✓	You need to clarify each objective is reached by which task. Numbering for KI chapter 11, 11, 11 ✓ recheck all the objective
2. Teaching materials should contain learning tasks, which allow for students' schemata or background knowledge or experience activation.	<ul style="list-style-type: none"> - Real life tasks and activities - Cognitive dimension - Prior knowledge 	<ul style="list-style-type: none"> - Pembelajaran dimulai dengan contoh-contoh autentik (task 1 page 1, task 2 page 2, task 3 page 4, page 16, page 47) - Materi pembelajaran disesuaikan dengan topik arsitektur (task 2 page 2, 					✓ ✓	Task 3 need example read my comment on your product the numbering in indicator is not ok No cover in your product, no info about architecture

		task 6 page 9, task 7 page 11)						
3. Learning tasks in the materials should allow students to explore their specialized needs and interests.	<ul style="list-style-type: none"> - Tasks for self learning - Identification tasks 	<ul style="list-style-type: none"> - Mengidentifikasi gagasan utama atau tujuan dari sebuah text / gambar (task 1 page 1, task 5 page 7, task 1 page 28, task 3 page 32, task 4 page 37, task 2 page 49, task 3 page 56) - Siswa menghasilkan tulisan sesuai dengan jenis teks yang diminta (task 7 page 7, task 9 page 13) 				✓	Task 3 chapter 4 tidak ada di objective Objective no c chapter 4 does not have task	
4. Learning tasks in the materials should enable students to develop their language skills for authentic communication and content competence.	<ul style="list-style-type: none"> - Performance tasks - Language skills (listening, reading, speaking, writing) - Linguistic ability (the ability to know and language forms) 	<ul style="list-style-type: none"> - Siswa membuat percakapan pada materi tertentu sesuai dengan situasi yang diberikan (task 7 page 11, task 9 page 13, task 4 page 23, task 5 page 25) 				✓	objective "explain main idea", but in the task "retell" Chapter 3 no c	
						✓	Your grammar Spacing.	

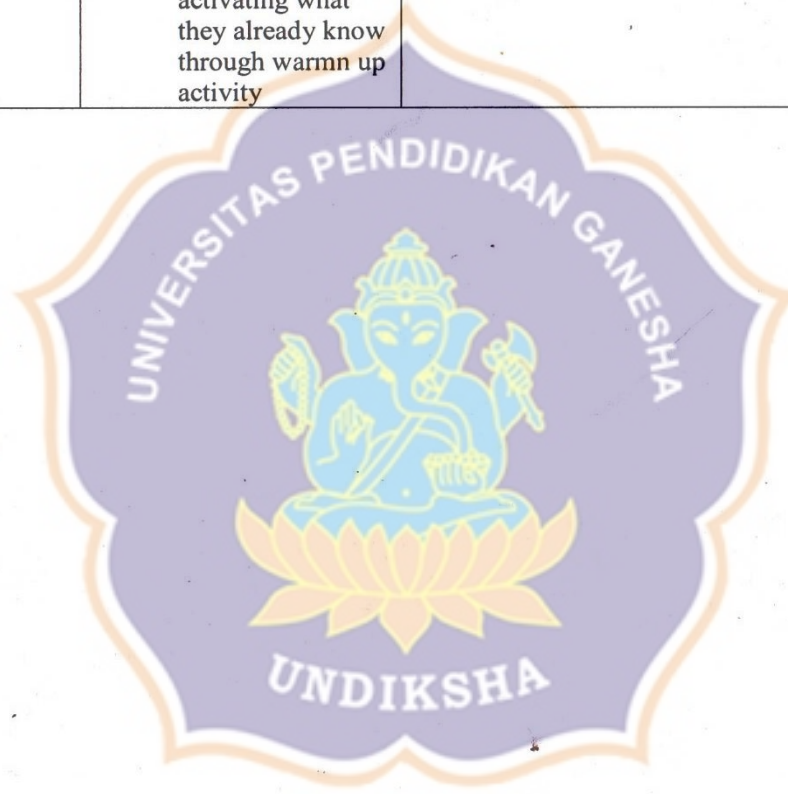


	<ul style="list-style-type: none">- Sociolinguistic ability (the ability to use appropriate language in a range of situations)- Discourse ability (the ability to understand stretches of spoken discourse)- Strategic ability- the use of verbal and non-verbal communication strategies to cope with communication breakdowns.						✓	
5. In the materials, learning tasks should integrate language skills emphasized.	<ul style="list-style-type: none">- Integrated materials- Integrated	<ul style="list-style-type: none">- Materi untuk skill listening selanjutnya bisa digunakan untuk speaking (task 5 page 38)					✓	Good

Integrating language skills allows learners to see how a language is mutually complimentary.	assessment	<ul style="list-style-type: none"> - Dalam reading, fokus tidak hanya pada penemuan informasi terkait teks tetapi juga unsur kebahasaan seperti grammar, vocabulary dan structure (page 16, task 2 page 20) 				✓	
6. Learning tasks in the materials should be as authentic as possible.	<ul style="list-style-type: none"> - Autentic performance tasks with authentic topic 	<ul style="list-style-type: none"> - Materi berhubungan dengan kehidupan nyata siswa (task 4 page 6, task 7 page 11, task 9 page 13, task 6 page 41, task 2 page 49, task 3 page 56, task 5 page 61) 				✓	
7. Teaching materials should have impact on learner language development.	<ul style="list-style-type: none"> - Tasks based on real life requirements - particular skill or sub-skill through a set of learning tasks or activities - develop student's language skills as they go through entire learning-teaching process 	<ul style="list-style-type: none"> - Tugas-tugas diarahkan sesuai dengan kehidupan nyata (tugas-tugas membuat produk yang berhubungan dengan materi, membuat percakapan, menceritakan kembali dan mempresentasikan di depan kelas). - Sistem penilaian berbasis proses dan berkelanjutan (lihat : penggunaan rubric 			✓		<p>← should be in poin six above ✓ authentic)</p> <p>rubric narrative Please re-check</p>

		penilaian yang sama untuk skill yang sama digunakan secara berkelanjutan)						
8. teaching materials should inform what roles leaners and teacher play in and out the classrooms	<ul style="list-style-type: none"> - Contracting at the beginning of the course - As collaborators, learners engage in collaborative learning tasks in which they need to negotiate things so as to complete particular learning tasks - As explorers, students are involved in seeking for what language skills and competence they need to connect one another - Input activators, 	<ul style="list-style-type: none"> - Siswa diberitahukan tujuan pembelajaran di awal pelajaran (KI, KD dan indikator dibuat di setiap awal bab buku). 					✓ no page number for KI KD 'pair' in objective but 'group' in task.	

	<p>students engage in activating what they already know through warmn up activity</p>							
--	---	--	--	--	--	--	--	--



Singaraja,

Expert 1/2

(L. Diah Surya A)

Instrumen Penilaian Materi Pembelajaran ESP untuk kelas X Teknik Gambar Bangunan SMKN Bali Mandara


Please read the instruments below carefully and give your comment son them!

Principles	Dimensions	Indicators	Scores					Comments / Suggestions
			1	2	3	4	5	
1. Teaching materials should have clear set of learning goals and objectives.	<ul style="list-style-type: none"> - Indicators - Objectives of learning 	<ul style="list-style-type: none"> - Materi dikembangkan berdasarkan KI dan KD - KD dikembangkan menjadi indikator-indikator - Indikator dikembangkan ke dalam topik-topik pembelajaran 					<ul style="list-style-type: none"> ✓ ✓ ✓ 	
2. Teaching materials should contain learning tasks, which allow for students' schemata or background knowledge or experience activation.	<ul style="list-style-type: none"> - Real life tasks and activities - Cognitive dimension - Prior knowledge 	<ul style="list-style-type: none"> - Pembelajaran dimulai dengan contoh-contoh autentik (task 1 page 1, task 2 page 2, task 3 page 4, page 16, page 47) - Materi pembelajaran disesuaikan dengan topik arsitektur (task 2 page 2, 				<ul style="list-style-type: none"> ✓ ✓ 		

EXPERT JUDGEMENT



		task 6 page 9, task 7 page 11)						
3. Learning tasks in the materials should allow students to explore their specialized needs and interests.	<ul style="list-style-type: none"> - Tasks for self learning - Identification tasks 	<ul style="list-style-type: none"> - Mengidentifikasi gagasan utama atau tujuan dari sebuah text / gambar (task 1 page 1, task 5 page 7, task 1 page 28, task 3 page 32, task 4 page 37, task 2 page 49, task 3 page 56) - Siswa menghasilkan tulisan sesuai dengan jenis teks yang diminta (task 7 page 7, task 9 page 13) 				✓		
4. Learning tasks in the materials should enable students to develop their language skills for authentic communication and content competence.	<ul style="list-style-type: none"> - Performance tasks - Language skills (listening, reading, speaking, writing) - Linguistic ability (the ability to know and language forms) 	<ul style="list-style-type: none"> - Siswa membuat percakapan pada materi tertentu sesuai dengan situasi yang diberikan (task 7 page 11, task 9 page 13, task 4 page 23, task 5 page 25) 				✓	✓	

	<ul style="list-style-type: none"> - Sociolinguistic ability (the ability to use appropriate language in a range of situations) - Discourse ability (the ability to understand stretches of spoken discourse) - Strategic ability- the use of verbal and non-verbal communication strategies to cope with communication breakdowns. 					✓	
<p>5. In the materials, learning tasks should integrate language skills emphasized.</p>	<ul style="list-style-type: none"> - Integrated materials - Integrated 	<ul style="list-style-type: none"> - Materi untuk skill listening selanjutnya bisa digunakan untuk speaking (task 5 page 38) 				✓	

<p>Integrating language skills allows learners to see how a language is mutually complimentary.</p>	<p>assessment</p>	<ul style="list-style-type: none"> - Dalam reading, fokus tidak hanya pada penemuan informasi terkait teks tetapi juga unsur kebahasaan seperti grammar, vocabulary dan structure (page 16, task 2 page 20) 					<p>✓</p>	
<p>6. Learning tasks in the materials should be as authentic as possible.</p>	<ul style="list-style-type: none"> - Autentic performance tasks with authentic topic 	<ul style="list-style-type: none"> - Materi berhubungan dengan kehidupan nyata siswa (task 4 page 6, task 7 page 11, task 9 page 13, task 6 page 41, task 2 page 49, task 3 page 56, task 5 page 61) 					<p>✓</p>	
<p>7. Teaching materials should have impact on learner language development.</p>	<ul style="list-style-type: none"> - Tasks based on real life requirements - particular skill or sub-skill through a set of learning tasks or activities - develop student's language skills as they go through entire learning-teaching process 	<ul style="list-style-type: none"> - Tugas-tugas diarahkan sesuai dengan kehidupan nyata (tugas-tugas membuat produk yang berhubungan dengan materi, membuat percakapan, menceritakan kembali dan mempresentasikan di depan kelas). - Sistem penilaian berbasis proses dan berkelanjutan (lihat : penggunaan rubric 				<p>✓</p>	<p>2</p>	

		penilaian yang sama untuk skill yang sama digunakan secara berkelanjutan)						
8. teaching materials should inform what roles leaners and teacher play in and out the classrooms	<ul style="list-style-type: none"> - Contracting at the beginning of the course - As collaborators, learners engage in collaborative learning tasks in which they need to negotiate things so as to complete particular learning tasks - As explorers, students are involved in seeking for what language skills and competence they need to connect one another - Input activators, 	<ul style="list-style-type: none"> - Siswa diberitahukan tujuan pembelajaran di awal pelajaran (KI, KD dan indikator dibuat di setiap awal bab buku). 					✓	

	students engage in activating what they already know through warm up activity								
--	---	--	--	--	--	--	--	--	--



Singaraja,

Expert 1/2

(Ketua Tim Ad. An)



APPENDIX 6

THE RESULT OF EXPERT JUDGEMENT BY
JUDGE 3

EXPERT JUDGEMENT

Instrumen Penilaian Materi Pembelajaran ESP untuk kelas X Teknik Gambar Bangunan SMKN Bali Mandara
Desain Pemodelan dan Informasi Bangunan (DPiB)

Please read the instruments below carefully and give your comments on them!

Principles	Dimensions	Indicators	Scores					Comments / Suggestions
			1	2	3	4	5	
1. Teaching materials should have clear set of learning goals and objectives.	<ul style="list-style-type: none"> - Indicators - Objectives of learning 	<ul style="list-style-type: none"> - Materi dikembangkan berdasarkan KI dan KD - KD dikembangkan menjadi indikator-indikator - Indikator dikembangkan ke dalam topik-topik pembelajaran 				✓	✓	<p>Good !!!</p> <p>KI, KD, indicators, and objective of learning have linked each other but too much indicators and objectives of learning. Make them simpler. You should pay attention on time management.</p>
2. Teaching materials should contain learning tasks, which allow for students' schemata or background knowledge or experience activation.	<ul style="list-style-type: none"> - Real life tasks and activities - Cognitive dimension - Prior knowledge 	<ul style="list-style-type: none"> - Pembelajaran dimulai dengan contoh-contoh autentik (task 1 page 1, task 2 page 2, task 3 page 4, page 16, page 47) - Materi pembelajaran disesuaikan dengan topik arsitektur (task 2 page 2, 			✓		✓	<p>The offered tasks are interesting ^{enough} but those are like general English tasks mostly. There are just some even little tasks about the students' major. You should create more tasks related to their major.</p>


You could give a conversation between CEO & employee of contractor office. Make them feel the situation of the workplace.

		task 6 page 9, task 7 page 11)						
3. Learning tasks in the materials should allow students to explore their specialized needs and interests.	<ul style="list-style-type: none"> - Tasks for self learning - Identification tasks 	<ul style="list-style-type: none"> - Mengidentifikasi gagasan utama atau tujuan dari sebuah text / gambar (task 1 page 1, task 5 page 7, task 1 page 28, task 3 page 32, task 4 page 37, task 2 page 49, task 3 page 56) - Siswa menghasilkan tulisan sesuai dengan jenis teks yang diminta (task 7 page 7, task 9 page 13) 			✓		<p>Are you sure that the students could find out their specialized needs and interests by giving 1 or two tasks every chapter?</p> <p>In my opinion you have to give various examples, task, and genre as well. So, every student feels challenging because they have different tasks. and it is so much fun to find out their needs and interests</p>	
4. Learning tasks in the materials should enable students to develop their language skills for authentic communication and content competence.	<ul style="list-style-type: none"> - Performance tasks - Language skills (listening, reading, speaking, writing) - Linguistic ability (the ability to know and language forms) 	<ul style="list-style-type: none"> - Siswa membuat percakapan pada materi tertentu sesuai dengan situasi yang diberikan (task 7 page 11, task 9 page 13, task 4 page 23, task 5 page 25) 			✓		<p>I think that you have to come and observe students' ability in learning. All of them are different. Learning tasks should be various and challenging. One KD can divided into some tasks with different level of cognitive</p>	

So, low students will feel motivated to finish task based on their level as well as high students will feel challenging to do tasks which are more difficult.

←

ffm

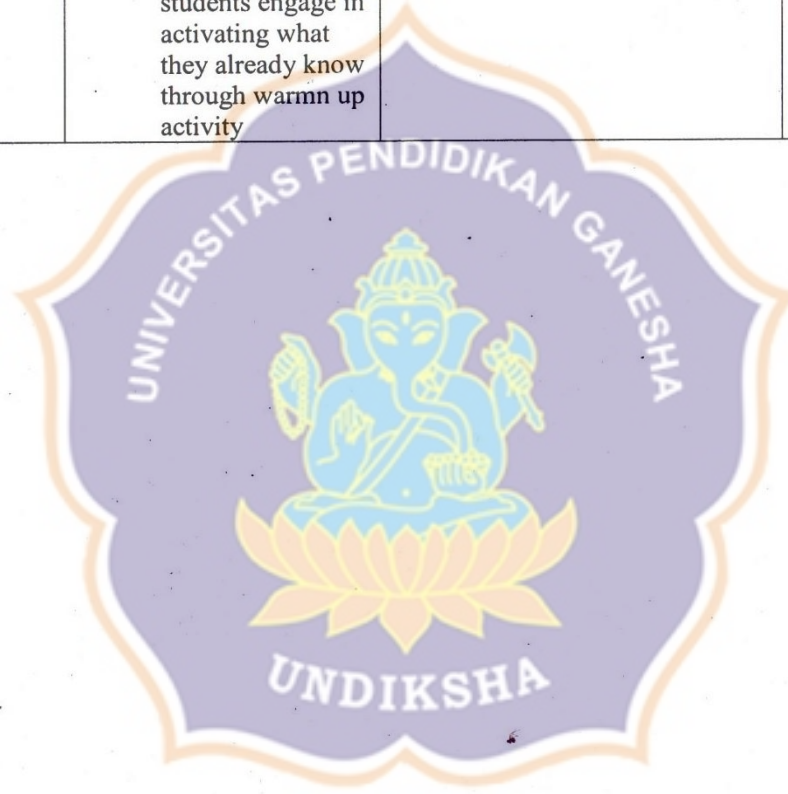
	<ul style="list-style-type: none"> - Sociolinguistic ability (the ability to use appropriate language in a range of situations) - Discourse ability (the ability to understand stretches of spoken discourse) - Strategic ability- the use of verbal and non-verbal communication strategies to cope with communication breakdowns. 					<p>✓ Most students feel shy or embarrassed to make a conversation because they don't understand what should they do. On the other hand, smart students will feel those tasks are easy.</p>
5. In the materials, learning tasks should integrate	- Integrated materials	- Materi untuk skill listening selanjutnya bisa digunakan untuk speaking		✓		Lack of vocabulary that related to DP1B.

[Handwritten signature]

<p>language skills emphasized. Integrating language skills allows learners to see how a language is mutually complimentary.</p>	<ul style="list-style-type: none"> - Integrated assessment 	<p>(task 5 page 38)</p> <ul style="list-style-type: none"> - Dalam reading, fokus tidak hanya pada penemuan informasi terkait teks tetapi juga unsur kebahasaan seperti grammar, vocabulary dan structure (page 16, task 2 page 20) 				<p>Most of vocabularies, story, examples are general English so why does this book have to design for OPIS only?</p>
<p>6. Learning tasks in the materials should be as authentic as possible.</p>	<ul style="list-style-type: none"> - Autentic performance tasks with authentic topic 	<ul style="list-style-type: none"> - Materi berhubungan dengan kehidupan nyata siswa (task 4 page 6, task 7 page 11, task 9 page 13, task 6 page 41, task 2 page 49, task 3 page 56, task 5 page 61) 				<p>For legend or folktale you might offer those stories but the tasks are boring.</p>
<p>7. Teaching materials should have impact on learner language development.</p>	<ul style="list-style-type: none"> - Tasks based on real life requirements - particular skill or sub-skill through a set of learning tasks or activities - develop student's language skills as they go through entire learning- 	<ul style="list-style-type: none"> - Tugas-tugas diarahkan sesuai dengan kehidupan nyata (tugas-tugas membuat produk yang berhubungan dengan materi, membuat percakapan, menceritakan kembali dan mempresentasikan di depan kelas). - Sistem penilaian berbasis proses dan berkelanjutan 				<p>plot no bad.</p>

	teaching process	(lihat : penggunaan rubric penilaian yang sama untuk skill yang sama digunakan secara berkelanjutan)						
8. teaching materials should inform what roles learners and teacher play in and out the classrooms	<ul style="list-style-type: none"> - Contracting at the beginning of the course - As collaborators, learners engage in collaborative learning tasks in which they need to negotiate things so as to complete particular learning tasks - As explorers, students are involved in seeking for what language skills and competence they need to connect one another 	<ul style="list-style-type: none"> - Siswa diberitahukan tujuan pembelajaran di awal pelajaran (KI, KD dan indikator dibuat di setiap awal bab buku). 				✓		<i>B many scoring rubric.</i>

	<ul style="list-style-type: none"> - Input activators, students engage in activating what they already know through warm up activity 							
--	---	--	--	--	--	--	--	--



Singaraja, 13 Maret 2020

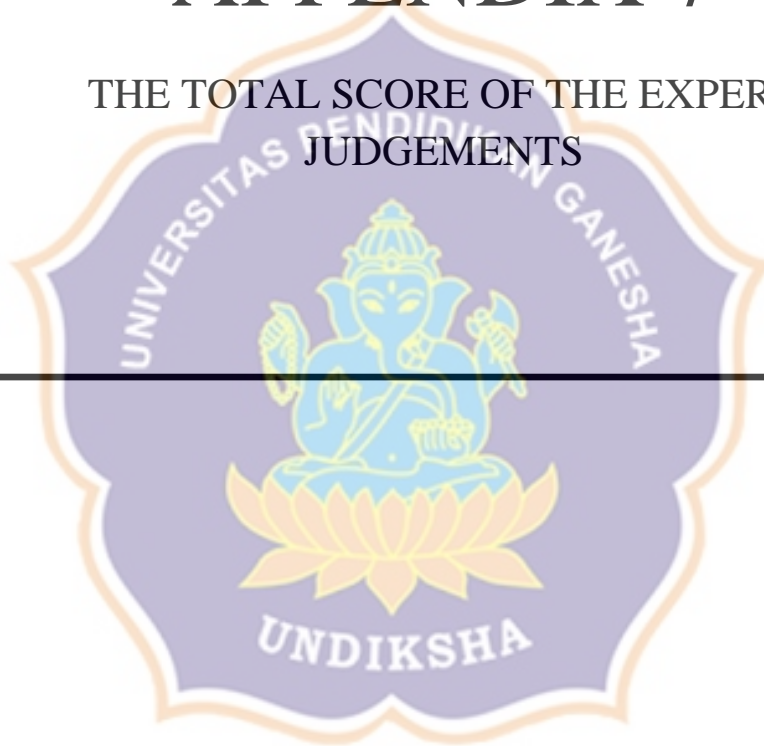
Teacher 

Putu Amelia Wardani, S.Pd



APPENDIX 7

THE TOTAL SCORE OF THE EXPERT
JUDGEMENTS



The Result of Expert Judges

No	Principles	Dimensions	Indicators	Judge			Total
				1	2	3	
1	Teaching materials should have clear set of learning goals and objectives.	Indicators	Materi dikembangkan berdasarkan KI dan KD	5	5	5	15
		Objectives of learning	KD dikembangkan menjadi indikator-indikator	4	5	5	14
			Indikator dikembangkan kedalam topik-topik pembelajaran	4	4	5	13
2	Teaching materials should contain learning tasks, which allow for students' schemata or background knowledge or experience activation.	Real life tasks and activities	Pembelajaran dimulai dengan contoh-contoh autentik (task 1 page 1, task 2 page 2, task 3 page 4, page 16, page 47)	3	4	4	11
		Cognitive dimension and prior knowledge	Materi pembelajaran disesuaikan dengan topik arsitektur (task 2 page 2, task 6 page 9, task 7 page 11)	4	4	5	13

3	Learning tasks in the materials should allow students to explore their Specialized needs and interests.	Tasks for self learning	Mengidentifikasi gagasan utama atau tujuan dari sebuah text / gambar (task 1 page 1, task 5 page 7, task 1 page 28, task 3 page 32, task 4 page 37, task 2 page 49, task 3 page 56)	3	4	4	11
		Identification tasks	Siswa menghasilkan tulisan sesuai dengan jenis teks yang diminta (task 7 page 7, task 9 page 13)	3	5	5	13
4	Learning tasks in the materials should enable students to develop their language skills for authentic communication and content competence.	Performance tasks	Siswa membuat percakapan pada materi tertentu sesuai dengan situasi yang diberikan (task 7 page 11, task 9 page 13, task 4 page 23, task 5 page 25)	4	4	5	13
		Language skills (listening, reading, speaking, writing)		3	4	5	12

		Sociolinguistic ability (the ability to use appropriate language in a range of situations)		4	5	4	13
5	In the materials, learning tasks should integrate language skills emphasized. Integrating language skills allows learners to see how a language is mutually complimentary.	Integrated materials	Materi untuk skill listening selanjutnya bisa digunakan untuk speaking (task 5 page 38)	3	5	5	13
		Integrated assessment	Dalam reading, fokus tidak hanya pada penemuan informasi terkait teks tetapi juga unsur kebahasaan seperti grammar, vocabulary dan structure (page 16, task 2 page 20)	3	5	5	13
6	Learning tasks in the materials should be as authentic as possible.	Autentic performance tasks with authentic topic	Materi berhubungan dengan kehidupan nyata siswa (task 4 page 6, task 7 page 11, task 9 page 13, task 6 page 41, task 2 page 49, task 3 page 56, task 5 page 61)	3	5	5	13
7	Teaching materials should have impact on learner language development.	Tasks based on real life requirements particular skill or sub-skill through	Tugas-tugas diarahkan sesuai dengan kehidupan nyata (tugas-tugas membuat produk yang berhubungan dengan materi, membuat	3	5	5	13

		a set of learning tasks or activities	percakapan, menceritakan kembali dan mempresentasikan di depan kelas).				
		develop student's language skills as they go through entire learning-teaching process	Sistem penilaian berbasis proses dan berkelanjutan (lihat : penggunaan rubric penilaian yang sama untuk skill yang sama digunakan secara berkelanjutan)	4	4	4	12
8	Teaching materials should inform what roles learners and teacher play in and out the classrooms	<ul style="list-style-type: none"> - Contracting at the beginning of the course - As collaborators, learners engage in collaborative learning tasks in which they need to negotiate things so as to complete particular learning tasks - As explorers, students are involved in seeking for what language 	Siswa diberitahukan tujuan pembelajaran di awal pelajaran (KI, KD dan indikator dibuat di setiap awal bab buku).	4	5	5	14

		skills and competence they need to connect one another					
		- Input activators, students engage in activating what they already know through warm up activity					
			Total	57	73	75	206

Based on the result of the expert judges, the standard of the product should be determined by the following formula:

Ideal Mean (Xi) : $\frac{1}{2}(\text{Maximum Ideal Score} + \text{Minimum Ideal Score})$ (Kristianto, 2017)

Standard Deviation (Sbi) : $\frac{1}{6}(\text{Maximum Ideal Score} - \text{Minimum Ideal Score})$

X : Actual Score

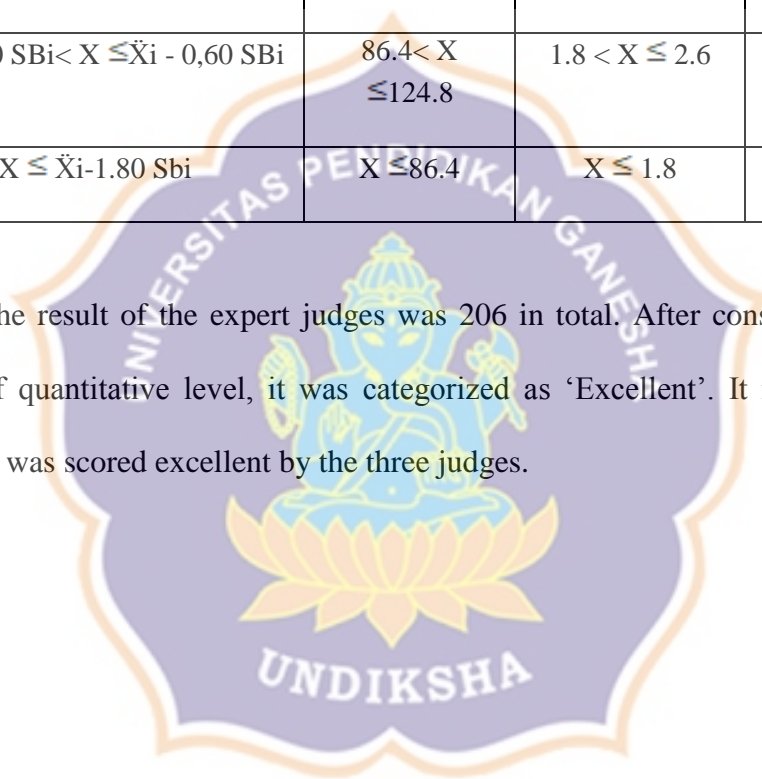
Ideal Mean : $\frac{1}{2} (240+48) = 144$

Sbi : $\frac{1}{6} (240-48) = 32$

Five Scales of Quantitative Level

Interval Score	Score	Mean Score ($\bar{X}/25$)	Category
$X > \bar{X}_i + 1.80 S_{Bi}$	$X > 201.6$	$X > 4.2$	Excellent
$\bar{X}_i + 0.60 S_{Bi} < X \leq \bar{X}_i + 1.80 S_{Bi}$	$163.2 < X \leq 201.6$	$3.40 < X \leq 4,2$	Good
$\bar{X}_i - 0.60 S_{Bi} < X \leq \bar{X}_i + 0.60 S_{Bi}$	$124.8 < X \leq 163.2$	$2.60 < X \leq 3.40$	Moderate
$\bar{X}_i - 1.80 S_{Bi} < X \leq \bar{X}_i - 0,60 S_{Bi}$	$86.4 < X \leq 124.8$	$1.8 < X \leq 2.6$	Bad
$X \leq \bar{X}_i - 1.80 S_{Bi}$	$X \leq 86.4$	$X \leq 1.8$	Worse

The result of the expert judges was 206 in total. After consulting the five scale of quantitative level, it was categorized as 'Excellent'. It means that the product was scored excellent by the three judges.





APPENDIX 8

THE DEVELOPED MATERIAL

(For teacher's handbook)

**SUPPLEMENTARY LEARNING FOR THE TENTH GRADE
OF ARCHITECTURE ENGINEERING DEPARTMENT
STUDENTS AT SMKN BALI MANDARA**

(For teacher's handbook)

By:

NOPE LUH SITA DEWI

1312021137



https://lh3.googleusercontent.com/proxy/6hyHqNSKB1pLFxOtklC8eXhF8Swwi-MI3rrS7WDhspAFXK65vSETKFO5EA6-llCccR6ojUJem-DsS4dvqOWVmIOzwktx9zRf8k369iJuBFi8DawgyPODDEb3n_4n5fLackSr



<https://www.cud.ac.ae/sites/default/files/general/2017/department/architecture-design---1920x1080.jpg>

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

JURUSAN BAHASA ASING

FAKULTAS BAHASA DAN SENI

UNIVERSITAS PENDIDIKAN GANESHA

SINGARAJA

2020

Table of Content

CHAPTER I: LET'S READ THE ANNOUNCEMENT

Core Competency.....	i
Basic Competency	ii
Indicators.....	ii
Objectives of Learning.....	iii
Task 1.....	1
Task 2.....	2
Task 3.....	5
Task 4.....	7
Task 5.....	9
Task 6.....	10
Task 7.....	12
Task 8.....	13
Task 9.....	14

CHAPTER II: CAN YOU TELL ME ABOUT IT?

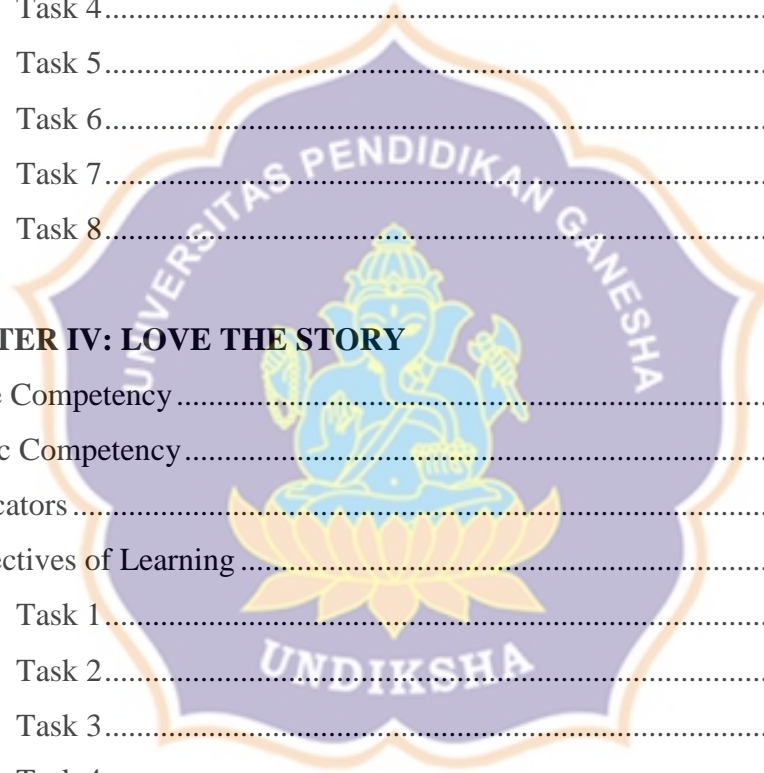
Core Competency.....	iv
Basic Competency.....	iv
Indicators.....	v
Objectives of Learning.....	v
Task 1.....	17
Task 2.....	20
Task 3.....	22
Task 4.....	24
Task 5.....	26

CHAPTER III: HEROIC DAY

Core Competency	vi
Basic Competency	vi
Indicators	vii
Objectives of Learning	vii
Task 1	29
Task 2.....	30
Task 3.....	33
Task 4.....	37
Task 5.....	38
Task 6.....	40
Task 7.....	42
Task 8.....	44

CHAPTER IV: LOVE THE STORY

Core Competency	viii
Basic Competency	viii
Indicators	ix
Objectives of Learning	ix
Task 1.....	48
Task 2.....	49
Task 3.....	53
Task 4.....	56
Task 5.....	59
Task 6.....	61
Task 7.....	65



CHAPTER V: LET'S SING A SONG

Core Competency	x
Basic Competency	x
Indicators	xi
Objectives of Learning	xi
Task 1	68
Task 2.....	70
Task 3.....	72
Task 4.....	74



LET'S READ THE ANNOUNCEMENT



Source: <https://anirohc.blogspot.com/2019/03/bab-6-giving-announcement.html>

Core Competency:

1. Spiritual (KI-1)

Respecting and appreciating the religion

2. Attitude (KI-2)

Respecting and appreciating honest behaviour, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts

3. Knowledge (KI-3)

Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture, related to real phenomena and event

4. Skill (KI-4)

Trying, processing, and presenting in concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective / story

Basic Competency:

3.5 Distinguishing social functions, text structures, and language features of announcement text, by giving and requesting information related to school activities, according to the context of their use

4.5.1 Understanding contextually meaning related to social function, text structures, and language features of announcement text

4.5.2 Arranging oral and written announcement text, short and simple, based on social functions, text structure, and language features correctly and in context

Indicators:

3.5.1 To identify the purpose of two different announcement texts

3.5.2 To explain the structures of Imperative sentence

3.5.3 To Make Imperative sentence based on the situation given

4.5.1.1 to interpret a dialogue about a written announcement text by answering some questions

4.5.1.2 to interpret a dialogue about an oral announcement text by answering some questions

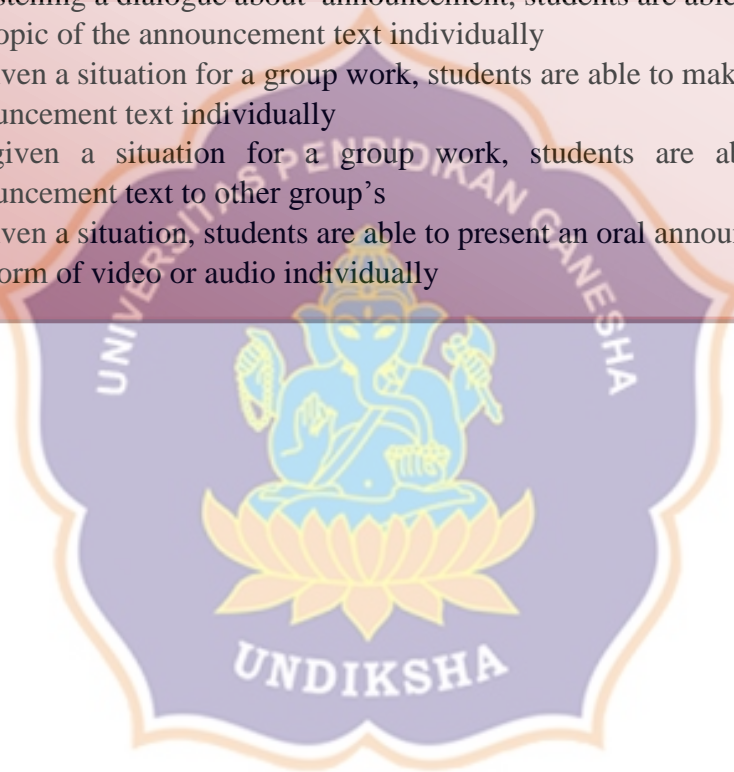
4.5.2.1 To arrange a written announcement text based on the situation given by the teacher

4.5.2.2 To compare an announcement text made by 1 student to another student

4.5.2.3 To make an oral announcement text based on the situation given by the

Objectives of Learning:

- a. By reading 2 different announcement texts individually, the students are able to identify the different purpose of two different announcements
- b. By reading imperative sentence individually, students are able to explain the aim, features and structure of imperative
- c. By studying imperative sentence, students are able to make imperative sentence individually based on the situation given
- d. By reading an announcement entitled school announcement individually, students are able to answer some questions given
- e. By listening a dialogue about announcement, students are able to get information and topic of the announcement text individually
- f. By given a situation for a group work, students are able to make a written announcement text individually
- g. By given a situation for a group work, students are able to compare their announcement text to other group's
- h. By given a situation, students are able to present an oral announcement text In the form of video or audio individually



Task 1: Please read the announcements individually below and identify their purposes!

(A)

6th Annual Tech & Trade School Fair



Wednesday, Feb. 15th

Periods 2-5 (8:15 – 11:30am)

Where are the jobs of the future?

In the trades and technical fields!

Reps will be here from 20+ schools/organizations.

(Parents...you are welcome to attend as well!)



Source: <http://ajoefahmi.blogspot.com/2017/12/announcement-bahan-ajar-bahasa-inggris.html>

(B)





Important Notice

No School
Monday, March 11, 2019
thru
Friday, March 15, 2019
Early Dismissal on Friday,
March 8, 2019 @ 12:30 p.m.

Classes Will Resume on
Monday, March 18, 2019

Enjoy Your Spring Break!

Source: https://www.benavidesisd.net/school_newsarticle.aspx?schoolid=1&artid=10468

Task 2: Pay attention on the following dialogue. Two architects (irwan and budi) are assigned to make design for the secondfloor of a house!

Irwan : We have to finish this design today because we have to present it tomorrow.

Budi : Yes, I know. **Can you tell the specification?** I did not come to the meeting yesterday

Irwan : It is in the file.

Budi : **Please take the file for me!** I will read it.

Irwan : Sure, here you are

Budi : A second floor house with four bedrooms, two toilets, a kitchen, a living room and a warehouse

Irwan : Yes. **Please check also the land size and the house size!**

Budi : The land is 100 m² and the house should be 90 m²

Irwan : Ok, let's start the work!

Answer the following questions:

1. Please explain the aim, features, and structures of Announcement text in your words
2. Where does the conversation take place?
3. Do Irwan and Budi have good cooperation to finish their project? Why?
4. Pay attention to bolded utterances! What does the speaker expect from the hearer?

Key answers:

1. Announcement aims at informing someone about something. It should be clear and informative. An announcement consists of headings, place, time, content and contact person.
2. The conversation takes places in a property company
3. Yes, they do. Because they can manage the communication well
4. **Can you tell the specification:** the speaker expects the hearer to give him specific information about the design because he didn't manage to come to the previous meeting

Please take the file for me: the speaker expects the hearer to give him the file about the design

Please check also the land size and the house size: the speaker expects the hearer to make sure to check the details of their design

Scoring Rubric

Question Number	Descriptor	Score
1	The answer is completely correct	3
	The answer is mostly correct	2
	The answer is correct but there is grammatical mistakes	1
	The answer is incorrect	0
2	The answer is completely correct	2
	The answer is correct but there is grammatical mistakes	1
	The answer is incorrect	0
3	The answer is completely correct	2
	The answer is correct but there is grammatical mistakes	1
	The answer is incorrect	0
4	The answer is completely correct	3
	The answer is mostly correct	2
	The answer is correct but there is grammatical mistakes	1
	The answer is incorrect	0

$$x = \text{total score} \times 10 = 100$$

Task 3: Grammar Focus (Imperative Sentence)

Study the following imperative sentences!

1. Open the door, please!
2. Turn off the lamp, please!
3. Contact the customer, please!
4. Revise the picture shop drawing, please!
5. Count the building materials, please!
6. Don't enter the meeting room, please!
7. Don't re-check the latest project, please!
8. Don't be lazy, please!
9. Can you purchase some building materials, please?
10. Can you control the implementation, please?

Based on the examples above, write down the pattern of imperative sentence individually!

1. Social Function of Imperative Sentence:

2. Imperative with verb

Positive

Negative

3. Imperative without verb

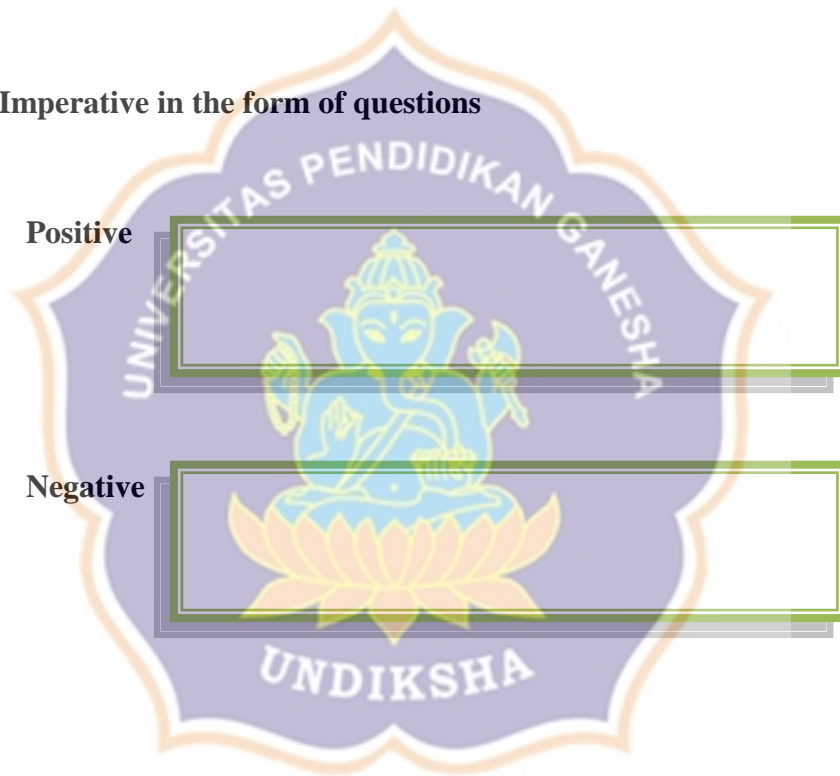
Positive

Negative

4. Imperative in the form of questions

Positive

Negative



(Key Answer)

1. Social Function: to give anything from a command or order, to a request, direction or instruction.
2. Positive : V1, please!
Negative : Don't + V1, please!
3. Positive : Be + Adjective, please or Be + Adverb, please!
Negative : Don't + Be + Adjective, please or Don't + Be + Adverb, please!
4. Positive : Can + You + V, please!
Negative : Can't + You + V, please!

Task 4: Make imperative sentences based on the situation given, individually!

1. You are a project controller and want to re-schedule a project activity.
2. You are in a meeting room with your colleague and you feel the temperature is hot.
3. You need your director's signature.
4. You are a construction manager and you need to negotiate terms of agreement with a client.
5. You are a drafter and you need your colleague to install Computer Aided Design (CAD) software to design plan.
6. You are a drafter and want to discuss your building drawing with the architect.
7. You are an architect and need to present a new building design to client.
8. You are an architect and you need to attend a meeting with contractors.
9. You are a contractor and want to remind your colleague to come on time to a meeting.

10. You are a quantity surveyor and need to discuss a building budget with your team.

Key Answers:

1. Can we reschedule the project until next week, please?
2. Turn the air conditioner on, please!
3. Could you sign here, please!
4. Take a look of this contract and sign here if you agree, please!
5. Can you install CAD software for me, please?
6. Could you take a look at my drawing please, please!
7. Could I have your attention, please? I would like to present the new design.
8. Thank you for attending the meeting, before we start, please silent your phone!
9. Don't come late for the meeting, please!
10. Report every budget spent, please!

Assessment Rubric

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Grammar usage and mechanics	Virtually no spelling, punctuation or grammatical errors	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation or grammatical errors	So many spelling, punctuation, or grammatical errors that it interferes with the meaning

$$x = \frac{4 \times 10}{4} = 100$$

Adopted from: <https://id.pinterest.com/pin/301319031292729762/janelleco>
[X](#)

Task 5 Read the Announcement below and Answer the Questions!

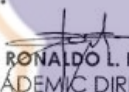
October 09, 2017

ANNOUNCEMENT
ALL SENIOR HIGH SCHOOL STUDENTS

THERE WILL BE REGULAR CLASSES TOMORROW, OCTOBER 10, 2017 FOR BOTH GRADE 11 AND GRADE 12.

MIDTERM EXAMS ARE RESCHEDULED ON OCTOBER 16- 17, 2017

BE GUIDED ACCORDINGLY.

By:

MR. RONALDO L. PONTANOSA
ACADEMIC DIRECTOR

UNIVERSITAS PENDIDIKAN GANESHA
INDONESIA

Source: <http://www.uc-bcf.edu.ph/Programs/Announcements?Category=Programs&Department=SH&NewsID=1056#>

Answer the questions below individually based on the announcement!

1. What is the announcement about?
2. When will the classes be held?
3. Is the announcement for grade 10 students?
4. Are the midterm exams rescheduled?
5. Who sent the announcement text?

Scoring:

$$\frac{\text{Correct Answer}}{\text{Number Of Question}} \times 100 =$$

Key answer:

1. The announcement is about upcoming schedule
2. The class will be held on October 10, 2017
3. No, it isn't. The announcement is for grade 11 and 12.
4. Yes, they are.
5. The announcement text is sent by the Academic Director

Task 6: Listen to the dialogue and answer the questions, individually!

Ari meets Dewanta at school canteen. Then, a conversation takes place.

Ari : Have you read the school announcement yet?

Dewanta : No, what's up?

Ari : There is Youth Architect Competition held by Udayana University

Dewanta : Really? It's good news. When will it be held?

Ari : On 7th of August 2020. But your design should be submitted by the end of June in the school. The school then submits it to the committee. The winner will be accepted directly in architecture engineering of Udayana University.

Dewanta : Great! What's the criterion?

Ari : You can ask Mr. Puja, the vice headmaster, for further information.

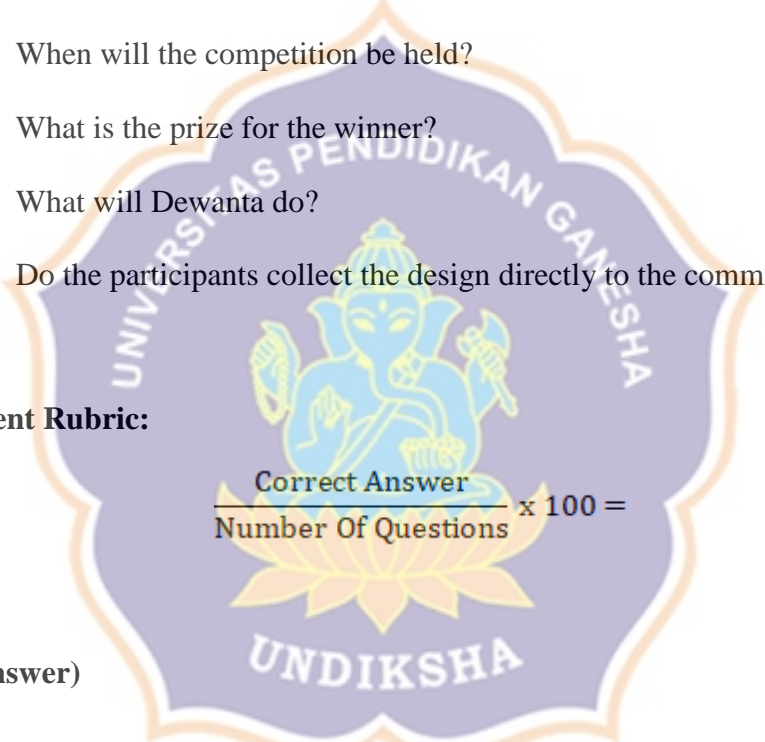
Dewanta : Thanks a lot, Ari!

Ari : You are welcome. Good luck, Dewanta!

Questions:

1. What do the speakers talk about?
2. When will the competition be held?
3. What is the prize for the winner?
4. What will Dewanta do?
5. Do the participants collect the design directly to the committee?

Assesment Rubric:


$$\frac{\text{Correct Answer}}{\text{Number Of Questions}} \times 100 =$$

(Key Answer)

1. They talk about Youth architect competition
2. It will be held on 7th of August 2020
3. The winner will be accepted directly in architecture engineering department of Udayana University
4. He will Meet Mr. Puja
5. No, they don't. The school does.

Task 7 Developing: Please make awritten announcement based on situation below with your pair!

You are the head of student council. One day, you get a letter from Udayana University that there is an architecture competition. It will be held 2 months from now but the design should be sent a month earlier in softcopy by the school.

Assessment Rubric of Announcement Text

Criteria	Points	Evaluations
Process: <ul style="list-style-type: none"> Techniques used are justified and appropriate Group worked well together and everyone made significant contributions 	35	
Purpose: The purpose of the announcement is clear <ul style="list-style-type: none"> What should I know after viewing? (research/fact are evident and appropriate) What should I do after viewing it? (call to action is clear and fits the purpose) 	35	
Persuasive Techniques: <ul style="list-style-type: none"> Make an impact on the audience with emotion (shock, anger, sadness, 	30	

guilt, surprise) <ul style="list-style-type: none"> • Language has the power to persuade 		
--	--	--

Total Score: _____

Adopted from: <http://irp-cdn.multicreesite.com>

Task 8: Please swap your work to another pair and find out if there is any mistake!

Peer Assessment

Write down the name of the other pair

Name :

Class :

<p>Reflect <i>Recall, ponder, and communicate</i></p>	<ul style="list-style-type: none"> • I relate/disagree with them because _____ _____ • I like how they describe it because _____ _____ _____
<p>Suggest <i>Introduce ideas for</i></p>	<p>I would like to give add something to your work _____</p>

improvement of current iteration, grammar check	_____

	Grammar / Pronunciation errors/mistakes

Write the name of the checker in pair

Name :

Adopted from: <http://www.researchgate.net>

Task 9: Please Make an Announcement Text based on situation below in the form of video individually!

You are an architect and you want to hold a meeting with your clients at the coffee shop near the company. The meeting will be on Aug 30, 2020, at 5 p.m. So, you have to inform your clients as soon as possible.

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to	Pronunciation is excellent and good effort at	Excellent control of language	Accuracy and variety of	Excellent of descriptions, additional

	search for words, the volume is excellent	accent	features; a wide range of well-chosen vocabulary	grammatical structures	details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Request grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low, hesitant and strained except for short memorized phrases, difficult to perceive the continuity in speech,	Pronunciation is lacking and hard to understand, no effort toward a native accent	Weak language control, vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures, meaning is obscured	Description is so lacking that listener cannot understand

	inaudible				
--	-----------	--	--	--	--

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgc=KMoZ4d8MVt65-M:



CHAPTER II

CAN YOU TELL ME ABOUT IT?



source:<https://previews.123rf.com/images/rawpixel/rawpixel1409/rawpixel140903271/31312362-multi-ethnic-group-of-people-and-discussion-concept.jpg>



Source: <https://www.interview-skills.co.uk/blog/wp-content/uploads/2015/07/How-to-stand-out-group-tasks-discussions.jpg>

Core Competency:

- 1. Spiritual (KI-1)**
Respecting and appreciating the religion
- 2. Attitude (KI-2)**
Respecting and appreciating honest behaviour, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts
- 3. Knowledge (KI-3)**
Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture, related to real phenomena and event
- 4. Skill (KI-4)**
Trying, processing, and presenting in concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective / story

Basic Competency:

3.6 Applying social functions, text structures, and language features of oral and written transactional interaction texts that involve the act of giving and asking for information related to circumstances / actions / activities / events/ activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, according to the context of its use.

4.8Arranging oral and written transactional interaction texts, short and simple, which involve the act of giving and asking for information related to circumstances / actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence and its end, based on social functions, text structures, and language features correctly and in context

Indicators:

3.6.1 To classify the sentences of simple past tense and present perfect tense based on the conversation given

3.6.2 To complete past tense and past participle of the infinitive verbs given in the table

3.6.3 To use verbs that involve simple past tense and present perfect tense

4.6.1 To make a written text with simple past tense and past perfect tense about past activities/events

4.6.2 To create dialogue that involves simple past tense and present perfect tense

Objectives of Learning:

- a. By reading a dialogue, the students are able to determine kinds of verb, simple past tense, and present perfect tense in a table given individually
- b. By studying the infinitive verbs, students are able to change it into past tense and past participle individually
- c. After completing the verbs in the table, the students are able to make 5 sentences in simple past tense and present perfect tense individually
- d. By given a situation, students are able to work in pair make written text with simple past tense and past perfect tense about past activities/event
- e. By given a situation, students are able to make a conversation of giving and asking for information with their partner in the form of video

Pay Attention to the Conversation below!

Budi : Hi Rudy, **did you watch TV yesterday?**

Rudy : No, I didn't. **I helped my brother do his homework.** What's up?

Budi : Oh, **what homework was that?**

Rudy : **It was English and Math, he had a lot of homework**

Budi : So, has he finished it all? Anyway, I watched TV last night and there was an announcement for building design competition.

Rudi : **Yes, he has.** That's sound great. I have to join it. Where will it be held?

Budi : In Ganesha University of Education. It will be held on 7 of August 2020. The registration is closed on 20 of July 2020.

Rudi : I'm so enthusiastic for it.

Budi : **You have made some designs, right?**

Rudi : **Yes, I have made some designs. Actually, I have designed three designs.** But I'll have to see the criteria of the design competition and will decided if I'll use an old design and make a new one.

Budi : That's great. I'm sure you will be the winner.

Task 1: Please classify the bold sentences in simple past tense and present perfect tense, individually!

No	Simple Past Tense	Present Perfect Tense
1		
2		
3		
4		
5		

Scoring:

correct answer x 20 = 100

(Key Answer)

No	Simple Past Tense	Present Perfect Tense
1	Did you watch TV yesterday?	Has he finished it all?
2	No, I didn't. I helped my brother do his homework	Yes, he has.
3	What homework was that?	You have made some designs, right?
4	It was English and Math, he had a lot of homework.	Yes, I have made some designs.
5	I watched TV last night and there was an announcement for building design competition.	Actually, I have made three designs.

Grammar in Focus

“Simple Past Tense”

Simple Past Tense is used to indicate action that occurred and was completed at a particular time in the past.

Adverb of Time:

- Just now
- Few minutes ago
- Yesterday
- 2 days ago
- Last week/month/year
- Etc

Pattern:

- **Nominal Form**

(+) S + ToBe (was/were) + Complements (Adj, Adv, N)

Andy was naughty.

(-) S + ToBe (was/were) + Not + Complements (Adj, Adv, N)

Andy was not naughty.

(?) ToBe (was) + S + Complements (Adj, Adv, N) + ?

Was Andy naughty?

- **Verbal Form**

(+) S + Verb2

She bought new shoes.

(-) S + Did + Not + Verb1

She did not buy new shoes

(?) Did + S + Verb1 + ?

Did she buy new shoes?

Grammar in Focus

“Present Perfect Tense”

Present Perfect Tense is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

Adverb of Time:

- Never
- Ever
- Before
- Yet
- Already
- Since
- For
- Etc

Pattern:

- **Nominal Form**

(+) S + Have/Has + ToBe (been)

She has been sick since last week.

(-) S + Have/Has + Not + ToBe (been)

She has not been sick since last week.

(?) Have/has + S + ToBe (been)

Has she been sick since last week?

- **Verbal Form**

(+) S + Have/Has + Verb3

My brother has come back home.

(-) S + Have/Has + Not + Verb3

My brother has not come back home yet.

(?) Have/has + S + Verb3

Has your brother already come home?

Task 2 Please determine the past tense and past participle of the infinitive below, individually, and then find the meaning!

No	Infinitive	Past Tense	Past Participle	Meaning
1	Come			
2	Listen			
3	Look			
4	Jump			
5	Stand			
6	Hear			
7	Love			
8	Eat			
9	Drink			
10	Sing			
11	Read			
12	Say			
13	Pay			
14	Watch			
15	Walk			
16	Prepare			
17	Think			
18	Fight			
19	Sell			
20	Buy			

Scoring:

$$X = \frac{\text{correct answer}}{4} = 10$$

(Key Answer)

No	Infinitive	Past Tense	Past Participle
1	Come	<i>Came</i>	<i>Come</i>
2	Listen	<i>Listened</i>	<i>Listened</i>
3	Look	<i>Looked</i>	<i>Looked</i>
4	Jump	<i>Jumped</i>	<i>Jumped</i>
5	Stand	<i>Stood</i>	<i>Stood</i>
6	Hear	<i>Heard</i>	<i>Heard</i>
7	Love	<i>Loved</i>	<i>Loved</i>
8	Eat	<i>Ate</i>	<i>Eaten</i>
9	Drink	<i>Drank</i>	<i>Drunk</i>
10	Sing	<i>Sang</i>	<i>Sung</i>
11	Read	<i>Read</i>	<i>Read</i>
12	Say	<i>Said</i>	<i>Said</i>
13	Pay	<i>Paid</i>	<i>Paid</i>
14	Watch	<i>Watched</i>	<i>Watched</i>
15	Walk	<i>Walked</i>	<i>Walked</i>
16	Prepare	<i>Prepared</i>	<i>Prepared</i>
17	Think	<i>Thought</i>	<i>Thought</i>
18	Fight	<i>Fought</i>	<i>Fought</i>
19	Sell	<i>Sold</i>	<i>Sold</i>
20	Buy	<i>Bought</i>	<i>Bought</i>

Task 3 Please make 5 sentences in simple past tense and present perfect tense, individually!

	Simple Past Tense
1	
2	
3	
4	
5	

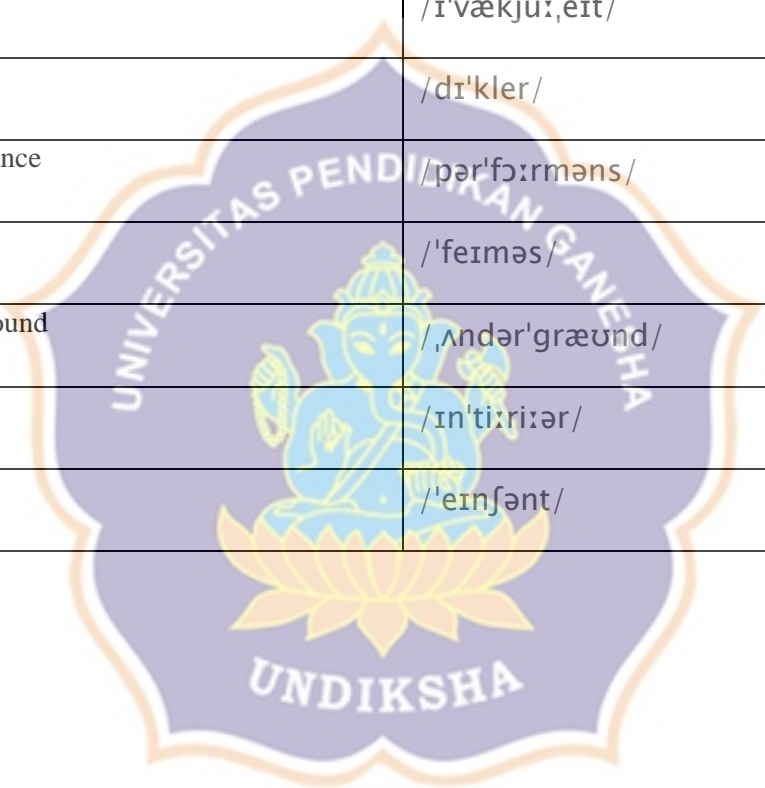
	Present Perfect Tense
1	
2	
3	
4	
5	

Scoring:

Correct answer x 10 = 100

Practice These Pronunciations!

Words	Pronunciation
Construct	/(Construct)/
Stand	/stænd/
Made of	/meɪd əv/
Treasure	/'treʃər/
Evacuate	/ɪ'vækjuː,et/
Declare	/dɪ'kleɪ/
Performance	/pə'fɔːrməns/
Famous	/'feɪməs/
Underground	/ˌʌndər'grænd/
Interior	/ɪn'tɪəriər/
Ancient	/'eɪnfənt/



Task 4: Work in Pairs: Make a paragraph using simple past tense and present perfect tense sentences about your past activities/events together (at least 10 sentences) topic: holiday / hobby / competition !

Example:

Last Christmas holiday, my friend, Ayu, came to visit me in my hometown. I was so glad because we haven't met for about six months. We decided to spend the holiday together. Firstly, we went to Krisna Adventures. Actually, we have been there before but we visited the place again because we wanted to try Sky Biking. It was our first time trying it. We chose the 2 seat bicycle; I sat at the front seat and ayu sat at the back seat. Wow, it was insanely fun, even though I think I should have sat at the back. After sky biking, we visited alam sambangan to have lunch. We felt exhausted yet happy. We had grilled chicken for lunch together. We thought about swimming suddenly because the weather was so hot. So, we swam at Alam Sambangan after lunch. Thankfully, we have always had our swimming suits together. Time passed so fast, we went back home at 8 p.m. I had a really amazing Christmas holiday.



Essay Rubric

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	<ul style="list-style-type: none"> • Piece was written in an extraordinary style • Very informative and well organized 	<ul style="list-style-type: none"> • Piece was written in an interesting style • Somewhat informative and organized 	<ul style="list-style-type: none"> • Piece had little style • Give some new information but poorly organized 	<ul style="list-style-type: none"> • Piece had no style • Give no new information and poorly organized
Grammar, Usage, and Mechanics	<ul style="list-style-type: none"> • Virtually no spellings, punctuations, or grammatical errors, 	<ul style="list-style-type: none"> • Few spelling and punctuations error, minor grammatical errors 	<ul style="list-style-type: none"> • A number of spelling, punctuation, or grammatical errors 	<ul style="list-style-type: none"> • So many spelling, punctuation, and grammatical errors, that it interferes with the meaning

Adopted from:

<https://id.pinterest.com/pin/301319031292729762/janellecox>

Task 5: Work in Pairs: Make a conversation using simple past tense and present perfect tense sentences with expression of asking information and expression of giving information in the form of video!



Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Request grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low, hesitant and	Pronunciation is lacking and	Weak language	Frequent grammatical	Description is so lacking

	strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	hard to understand, no effort toward a native accent	control, vocabulary that is used does not match the task	errors even in simple structures, meaning is obscured	that listener cannot understand
--	--	--	--	---	---------------------------------

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgc=KMoZ4d8MVt65-M:



HEROIC DAY



Source: <https://i.pinimg.com/originals/db/10/0d/db100d2262b6a2c12d9f801213549fc8.jpg>



Source:
https://cdn2.tstatic.net/jabar/foto/bank/images/bendera-merah-putih_20170818_071542.jpg

Core Competency:

1. Spiritual (KI-1)

Respecting and appreciating the religion

2. Attitude (KI-2)

Respecting and appreciating honest behaviour, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts

3. Knowledge (KI-3)

Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture, related to real phenomena and event

4. Skill (KI-4)

Trying, processing, and presenting in concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective / story

Basic Competency:

3.7 Distinguishing social functions, text structures, and language features from several oral and written recount texts by giving and asking for information regarding historical events in accordance with the context of their use

4.7.1 Understanding contextually meaning related to social function, text structures, and language features of oral and written recount texts related to historical events

4.7.2 Arranging short and simple oral and written recount texts, related to historical events, based on social functions, text structures, and language

Indicators:

- 3.7.1 To identify specific information by listening an audio of recount text entitled Bandung as Sea Fire
- 3.7.2 To identify social function, texts structures and language features of recount text in a table given
- 4.7.1.1 To categorize a jumble recount text entitled Puputan Margarana based on the social function, text structures, and language features of recount text
- 4.7.1.2 To identify the specific information of recount text entitled Puputan Margarana
- 4.7.1.3 To identify the main idea of recount text by listening an audio entitled Spending a holiday in Malaysia
- 4.7.2.1 To arrange a draft of recount text based on the table given by the teacher
- 4.7.2.2 To develop a complete recount text consisting of 4-5 paragraphs
- 4.7.2.3 To present the draft of recount text in the form of video/audio

Objectives of Learning:

- a. By listening an audio of Recount Text entitled Bandung as Sea of Fire, students are able to answer some questions in the form of T/F individually
- b. By reading the table, students are able to fill the social function, text structures, and language features of recount with their partner
- c. By reading a jumble recount text, students are able to catagorize the text based on social function, text structures, and language features of recount text in a group work
- d. By reading a recount text entitled Puputan Margarana in a group work, students are able to answer some question given
- e. By listening to an audio of Recount Text entitled Spending a holiday in Malaysia, students are able to explain main idea of the text and then retell it in a group work and record their voice
- f. By giving a draft table of recount text students are able to make their most interesting experience individually
- g. By making a draft of recount text, students are able to develop it into 4-5 paragraphs individually
- h. By developing a draft of recount text, students are able to present it in the form of video/audio individually

Task 1 Listen to the Audio and Answer the Questions by writing “False” if the Statement is wrong or “True” if the Statement is Correct, individually!

Bandung as Sea of Fire

Bandung as Sea of Fire was a fire that occurred in Bandung on March 24, 1946. Within seven hours, about 200,000 residents of Bandung got their houses burned. British troops as part of the Brigade MacDonald arrived in Bandung on October 12, 1945. Bandung was deliberately burned by TRI and local people. There was black smoke billowing high into the air everywhere. The British Army began to attack fiercely. The greatest battle happened in the Village named Dayeuh Kolot, in South Bandung, where there was a large ammunition depot belonging to the British. In this battle, Barisan Rakyat Indonesia destroyed the ammunition depot. The strategy to fire Bandung was considered because the power of TRI and people’s militia was not comparable to the British forces and NICA. This incident inspired to create the famous song “Halo, Halo Bandung”

Adopted from: (<http://countrynationalhistory.blogspot.com/2015/04/bandung-sea-of-fire.html>)

1. Bandung Sea of Fire occurred on March 24, 1946
2. Bandung was deliberately burned by British troops
3. The greatest battle happened in the Village named Dayeuh Kolot
4. *Barisan Rakyat Indonesia* destroyed the British dormitory.
5. Bandung as Sea of Fire inspired to create the famous song “Halo, Halo Bandung”

Scoring:

$$\text{correct answer} \times 20 = 100$$

(Key answer)

1. True
2. False
3. True
4. False
5. True

Task 2: Please fill the social functions, text structures, and language features of recount text in the table below with your partner!

Recount Text	Definition	
	Social Function	
	Generic Structure	
	Language Feature	

Scoring:

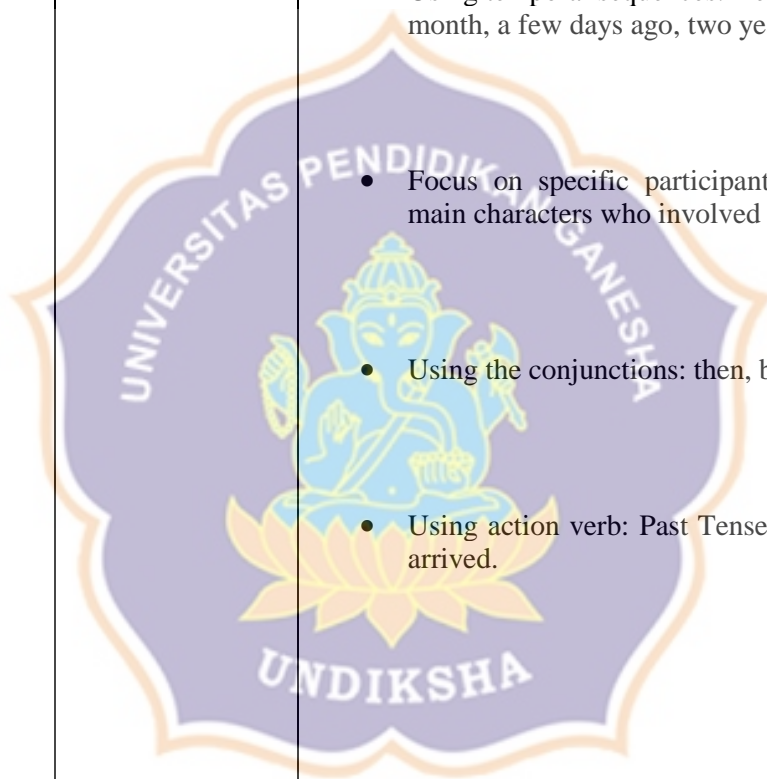
$$Score = \frac{\text{correct answer}}{\text{total score}} \times 100 = 100$$

Note: each part earn 25 scores

Key Answer:

Recount Text	Definition	<p>Recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred.</p> <p>Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.</p>
	Social Fuction	<p>To entertain or inform about the past activity to the reader or listener.</p>
	Generic Structure	<p>Orientation: It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.</p> <p>Events: Describing series of event that happened in the past. Telling what happened and in what sequence.</p> <p>Re-Orientation: It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story</p>

	<p>Language Features</p>	<ul style="list-style-type: none"> • Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. • Using temporal sequences: Yesterday, last week, last month, a few days ago, two years ago • Focus on specific participant: I (the writer), and main characters who involved in the story. • Using the conjunctions: then, before, after, etc. • Using action verb: Past Tense, such as went, stayed, arrived.



Task 3: Read the jumbled paragraph below with your group and categorize based on the social function, text structures, and language features of recount text!

Puputan Margarana



Source: <https://www.kintamani.id/taman-pahlawan-margarana-tabanan-wisata-sejarah-mengenang-perjuangan-gusti-ngurah-rai-004178.html>

1. On the 20th of November, 1946, I Gusti Ngurah Rai and his troops (Ciung Vanara) did a long march to Mount Agung, the eastern tip of the island of Bali. However, suddenly in the middle of the journey, these troops were intercepted by Dutch soldiers in the village of Marga, Tabanan, Bali. Inevitably, a fierce battle was not heeded. So, the torn areas of Marga which was surrounded by a quiet cornfield turned into a tumultuous and thrilling battle for the residents. The sound of guns suddenly burst simultaneously cornfields surrounded the hilly area. Ciung Vanara troops youth who was still not ready with the weapons, they were not too hasty to attack the Dutch soldiers. They were still focusing their defense and waiting for the command of I Gusti Ngurah Rai to avenge the attack. Once fired shots attack signs, dozens of young men burst out of the cornfield and replied to ambush soldiers Indies Civil Administration (NICA) formed by the Dutch. With arms loot, eventually, Ciung Vanara repelled Dutch soldiers.

2. But, the battle was not over. At that time, the Dutch soldiers who had provoked

emotions to turn to increasingly brutal. Not only was a burst weapon sound, but also the sound of NICA stormed I Gusti Ngurah Rai troops by bombs from aircraft. Paddy fields became killing fields full of smoke and blood. The war ended the life I Gusti Ngurah Rai and his troops. The event then recorded as Puputan Margarana. That evening on the 20th of November, 1946 at Marga was an important milestone in the history of people's struggle against the colonial Dutch in Indonesia for Nusa and the Nation.

3. On the 10th of November, 1946, the Dutch Linggarjati discussed with the Indonesian government. It was about the de facto jurisdiction of the Republic of Indonesia which covered Sumatra, Java, and Madura. On the 2nd and 3rd of March, 1949 Dutch troops landed approximately 2000 soldiers in Bali. The purpose of landing the Dutch troops itself was to enforce the establishment of the State of East Indonesia. At that time, Lieutenant Colonel I Gusti Ngurah Rai, who served as Commander was ordered to visit Lombok to Yogyakarta to hold consultations with the Supreme Headquarters. So, he did not know about the Dutch landing.

4. At the time, the Dutch troops had successfully landed in Bali. Political developments in the center of the Government of the Republic of Indonesia were less favorable due to Linggajati negotiations, in which the island of Bali was not recognized as part of the Republic of Indonesia. Balinese people generally felt disappointed about the content of the talks because they felt entitled to enter a part of the Republic of Indonesia. Moreover, the Dutch tried to persuade Lieutenant Colonel I Gusti Ngurah Rai to be invited to form the State of East Indonesia. Fortunately, the invitation was rejected emphatically by I Gusti Ngurah Rai, and even met with armed resistance on the 18th of November, 1946. At that time I Gusti Ngurah Rai with his troops Ciung Vanara successfully gained victory in the attack on the barracks NICA in Tabanan. Then, Dutch exerted all his power in Bali and Lombok to face opposition and I Gusti Ngurah Rai

Bali's troops. Besides feeling enraged at the defeated in the first battle, it felt upset that the Dutch troops to the consolidation and concentration of troops stationed at Ngurah Rai Adeng Village, Marga district, Tabanan, Bali. After successfully collecting troops from Bali and Lombok, the Dutch troops tried to find the center position of CiungVanara troops.

(Adopted from <http://archipelago99.blogspot.com/2012/10/margarana-puputan-war-history.html>)

Key Answer:

Puputan Margarana

(ORIENTATION)

On the 10th of November, 1946, the Dutch Linggarjati discussed with the Indonesian government. It was about the de facto jurisdiction of the Republic of Indonesia which covered Sumatra, Java, and Madura. On the 2nd and 3rd of March, 1949 Dutch troops landed approximately 2000 soldiers in Bali. The purpose of landing the Dutch troops itself was to enforce the establishment of the State of East Indonesia. At that time, Lieutenant Colonel I Gusti Ngurah Rai, who served as Commander was ordered to visit Lombok to Yogyakarta to hold consultations with the Supreme Headquarters. So, he did not know about the Dutch landing.

(EVENT 1)

At the time, the Dutch troops had successfully landed in Bali. Political developments in the center of the Government of the Republic of Indonesia were less favorable due to Linggajati negotiations, in which the island of Bali was not recognized as part of the Republic of Indonesia. Balinese people generally felt disappointed about the content of the talks because they felt entitled to enter a part of the Republic of Indonesia. Moreover, the Dutch tried to persuade Lieutenant Colonel I Gusti Ngurah Rai to be invited to form the State of East Indonesia. Fortunately, the invitation was rejected emphatically by I Gusti Ngurah Rai, and even met with armed resistance on the 18th of November, 1946. At that time I

Gusti Ngurah Rai with his troops Ciung Vanara successfully gained victory in the attack on the barracks NICA in Tabanan. Then, Dutch exerted all his power in Bali and Lombok to face opposition and I Gusti Ngurah Rai Bali's troops. Besides feeling enraged at the defeat in the first battle, it felt upset that the Dutch troops to the consolidation and concentration of troops stationed at Ngurah Rai Adeng Village, Marga district, Tabanan, Bali. After successfully collecting troops from Bali and Lombok, the Dutch troops tried to find the center position of Ciung Vanara troops.

(EVENT 2)

On the 20th of November, 1946, I Gusti Ngurah Rai and his troops (Ciung Vanara) did a long march to Mount Agung, the eastern tip of the island of Bali. However, suddenly in the middle of the journey, these troops were intercepted by Dutch soldiers in the village of Marga, Tabanan, Bali. Inevitably, a fierce battle was not heeded. So, the torn areas of Marga which was surrounded by a quiet cornfield turned into a tumultuous and thrilling battle for the residents. The sound of guns suddenly burst simultaneously cornfields surrounded the hilly area. Ciung Vanara troops youth who was still not ready with the weapons, they were not too hasty to attack the Dutch soldiers. They were still focusing their defense and waiting for the command of I Gusti Ngurah Rai to avenge the attack. Once fired shots attack signs, dozens of young men burst out of the cornfield and replied to ambush soldiers Indies Civil Administration (NICA) formed by the Dutch. With arms loot, eventually, Ciung Vanara repelled Dutch soldiers.

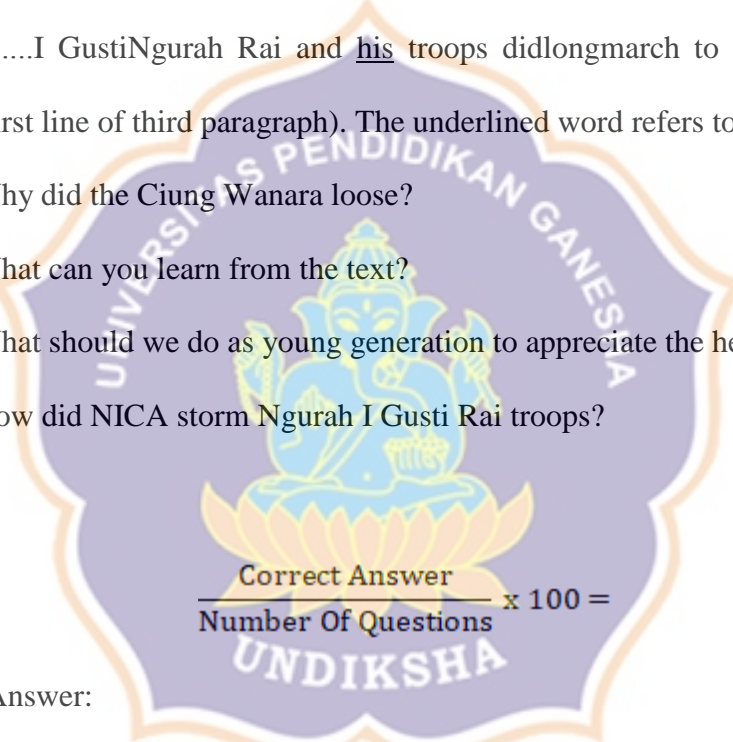
(Re-Orientation)

But, the battle was not over. At that time, the Dutch soldiers who had provoked emotions to turn to increasingly brutal. Not only was burst weapon sounds, but also the sound of NICA stormed I Gusti Ngurah Rai troops by bombs from aircraft. Paddy fields became killing fields full of smoke and blood. The war ended the life I Gusti Ngurah Rai and his troops. The event then recorded as Puputan Margarana. That evening on the 20th of November, 1946 at Marga was an important milestone in the history of people's struggle against the colonial Dutch in Indonesia for Nusa and the Nation.

Task 4: After re-arranging the paragraph above, please answer these questions below with your group!

1. What is the text about?
2. What was the purpose of the Dutch to land in Bali?
3. Based on the Linggarjati negotiation, did Bali belong to Indonesia?
4. What was the name of I Gusti Ngurah Rai troops?
5. Why was the march to Mount Agung distracted?
6. “.....I Gusti Ngurah Rai and his troops did long march to Mount Agung”
(first line of third paragraph). The underlined word refers to.....
7. Why did the Ciung Wanara loose?
8. What can you learn from the text?
9. What should we do as young generation to appreciate the heroes?
10. How did NICA storm Ngurah I Gusti Rai troops?

Scoring:


$$\frac{\text{Correct Answer}}{\text{Number Of Questions}} \times 100 =$$

Key Answer:

1. The text is about the history of Puputan Margarana
2. The purpose was to enforce the establishment of the State of East Indonesia
3. No, it didn't
4. The name of I Gusti Ngurah Rai troops was Ciung Wanara
5. Because these troops were intercepted by Dutch soldiers in the village of Marga, Tabanan, Bali.
6. The word refers to I gusti Ngurah Rai
7. Because the Dutch soldiers attacked brutally
8. From the text, I can learn that the Ciung Wanara protected Bali bravely, they sacrificed their lives for our freedom. Thanks to the heroes
9. Young generation should celebrate every 20th of November and pray for them

10. By bombs from aircraft

Task 5: Listen carefully to the audio and explain the main idea then retell the story on your own words, with your group!

Holiday in Malaysia

Last holiday, my family and I went to Malaysia, we went there by a travel agent. We had booked two days tour in Malaysia. The travel agent had booked a ticket for us. The flight was only one hour from Jakarta.

The cabin crews were very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, GarudaIndonesia had very complete facilities for spoiling passengers during the journey, such as movies, music player, newspaper, magazine, etc. We had a very pleasant flight.

When we departed at Kuala Lumpur, we had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully, their manners were very polite. After that, the travel agent brought us to Petronas Tower and took some photos there. In the afternoon, we went to the hotel to take a rest. The hotel was a well-known five-star hotel. The room had a perfect view of the city. On the third floor, there was a restaurant serving American, African, Asian European food. They had a variety of food.

The next day, we went to Sepang circuit to watch the MotoGP race. I wanted to watch directly my idol Valentino Rossi and took photos with him. During the race, I was surprised because that was the first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. At the ending of the race, Rossi

was the first rider who touched the finish line. I was so happy because he won. The two days in Malaysia went by fast. At the end of the second day, we were quite tired but we felt very happy.

Adopted from: <http://contohcontohteks.blogspot.com/2016/04/recount-text-holiday-6-contoh-recount.html>

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided

2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low, hesitant and strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	Pronunciation is lacking and hard to understand, no effort toward a native accent	Weak language control, vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures, meaning is obscured	Description is so lacking that listener cannot understand

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgrc=KMoZ4d8MVt65-M:

Task 6: Remember one of your most interesting experiences and transform it into a draft as follows!

Title

Orientation

Event 1

Event 2

Event 3

Event 4

Etc

Conclusion

Scoring Rubric

Dimensions	Descriptor	Score
Main idea	Main idea is clear and specific	4
	Main idea is less clear and specific	3
	Main idea is clear and less specific	2
	Main idea is not clear and specific	1
Supporting ideas	Supporting ideas are rich and support main idea	4
	Supporting ideas are less rich and support main idea	3
	Supporting ideas are rich and lack of support to main idea	2
	Supporting ideas are not rich and do not support main idea	1
Conclusion	Conclusion covers the content completely	4
	Conclusion covers most of the content	3
	Conclusion covers a little bit of the content	2
	Conclusion does not cover the content	1
Grammatical structure	All sentences are grammatically correct	4
	Almost all sentences are grammatically correct.	3
	Some sentences are grammatically correct.	2
	All sentences are grammatically incorrect.	1

Vocabulary	The vocabulary is rich and correct	4
	The vocabulary is less rich but correct	3
	The vocabulary is rich and less correct	2
	The vocabulary is not rich and correct	1

Score= total score x dimention = 100

Task 7: After you completethe draft, please develop the draft to be a short essay consisting of 4-5 paragraphs!



Essay Rubric

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	<ul style="list-style-type: none"> • Piece was written in an extraordinary style • Very informative and well organized 	<ul style="list-style-type: none"> • Piece was written in an interesting style • Somewhat informative and organized 	<ul style="list-style-type: none"> • Piece had little style • Give some new informations but poorly organized 	<ul style="list-style-type: none"> • Piece had no style • Give no new informations and poorly organized
Grammar, Usage, and Mechanics	<ul style="list-style-type: none"> • Virtually no spellings, punctuations, or grammatical errors, 	<ul style="list-style-type: none"> • Few spelling and punctuations error, minor grammatical errors 	<ul style="list-style-type: none"> • A number of spelling, punctuation, or grammatical errors 	<ul style="list-style-type: none"> • So many spelling, punctuation, and grammatical errors, that it interferes with the meaning

Adopted from:

<https://id.pinterest.com/pin/301319031292729762/janellecox>

Task 8: After you make complete 4-5 paragraphs of your most exciting experience, please present it in the form of video.

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low, hesitant and	Pronunciation is lacking and	Weak language	Frequent grammatical	Description is so lacking

	strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	hard to understand, no effort toward a native accent	control, vocabulary that is used does not match the task	errors even in simple structures, meaning is obscured	that listener cannot understand
--	--	--	--	---	---------------------------------

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgrc=KMoZ4d8MVt65-M:



CHAPTER IV

LOVE THE STORY



Sources: <https://i0.wp.com/www.mantrahindu.com/wp-content/uploads/2016/01/jayaprana-layon-sari.jpg?fit=386%2C290>

<https://dongengceritarakyat.com/wp-content/uploads/2017/11/Kumpulan-Cerita-Rakyat-Bali-Paling-Terkenal.jpg>

<https://1.bp.blogspot.com/-HoW8OWnIF0o/Uo8lgeW5dwI/AAAAAAAAAQg/ZzaDHizmVp8/s1600/kebo+iwa.jpg>

Core Competency:

1. Spiritual (KI-1)

Respecting and appreciating the religion

2. Attitude (KI-2)

Respecting and appreciating honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts

3. Knowledge (KI-3)

Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture, related to real phenomena and event

4. Skill (KI-4)

Trying, processing, and presenting in concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is

Basic Competency:

3.8 Distinguishing social functions, text structures, and language features from several oral and written narrative texts by giving and asking for information related to simple folk legend, according to the context of its use

4.8.1 Understanding contextually meaning related to social functions, text structures, and language features of simple oral and written narrative, texts related to folk legend

4.8.2 Arranging short and simple oral and written narrative texts, related to folk legend, based on social functions, text structures, and language features, correctly and in context

Indicators:

3.8.1 To identify the specific information in the form of listening an audio of a simple narrative text

3.8.2 To identify the specific information by reading a narrative text entitled the Legend of Kebo Iwa

3.8.3 To identify social function, texts structures and language features of narrative text in a table given

4.8.1.1 To categorize the part of a narrative text entitled Bali Strait Legend based on the generic structures

4.8.1.2 To present the narrative text entitled Bali Strait Legend in the form of audio/video

4.8.2.1 To write a narrative text related to folk legend by using students' imaginary

Objectives of Learning:

- a. By listening an audio of Simple narrative text, the students are able to answer some questions given individually
- b. By reading the narrative text entitled the Legend of Kebo Iwa, students are able to answer some questions given in a pairing work
- c. By reading a text entitled Bali Strait Legend, students are able to categorize the part based on the generic structures individually
- d. By reading the narrative text entitled Bali Strait Legend, students are able to present the main idea and the story based on their understanding individually in the form of audio/video
- e. By using student's imaginary related to folk legend, students are able to write a narrative text in 3-5 paragraphs based on social functions, text structures, and language features, correctly and in context in a group work
- f. By writing a narrative text, students are able to present it in the form of video with their group

Task 1 Listen to the Audio and Answer the Questions individually!

The Ant and the Dove

One sunny day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove on a tree nearby did not see her. Seeing that, the ant was in trouble. The dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to the ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from it.

Adopted from: <http://britishcourse.com/contoh-narrative-text-the-ant-and-the-dove-beserta-terjemahannya.php>

1. What was the ant seeking?
2. Where did the ant go?
3. Who saved the ant?
4. Did the hunter come to catch the dove?
5. What did the ant do to save the dove?

Scoring:

Correct answer 5 x 20 = 100

Key answer:

1. The ant was seeking for some water.
2. The ant went to a spring.
3. The Dove did.
4. Yes, he did.
5. The dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant.

Task 2: Read the text below and answer the questions with your pair!

The Legend of Kebo Iwa



Once upon a time in Bali, one of the islands in Indonesia, a wealthy man, and his wife prayed long and hard to have a child. After many years, God finally granted their prayer. They had a baby boy.

However, the boy was not an ordinary child. From the moment he was born, the boy ate and drank without stopping. Not satisfied with just his mother's milk, the boy would

point to the food in her kitchen until she fed him freshly cooked white rice as well. His body grew bigger by the day. By the time he was a teenager, he was as big as a buffalo, and people began to call him Kebo Iwa, or "Buffalo". As time passed by, Kebo Iwa's parents ran out of food, so the neighbors had to help them support the growing teenager. Not only did the neighbors cook for him, but they also built him an enormous house when he could no longer fit inside his parents'

source:
<https://www.kompasiana.com/nurhs.kompasiana.com/56001f9b197b610b14b4d9c7/manik-angkeran?page=all>

home. Soon even the neighbors started needing help feeding Kebo Iwa, so they called upon all the people of Bali to pitch in.

Kebo Iwa just kept growing until he was a young man. He became so strong that he could dig a well with his fists, and so he dug wells to protect his people from drought. He was kind-hearted and generous, too, and he kept his people safe. He could easily defeat anyone who challenged him or the people he loved.

News of Kebo Iwa's strength naturally reached the king of Bali, and as he listened to the stories of this boy, he had an idea for how Kebo Iwa could help the Balinese people. You see, the king was very worried because Gajah Mada, who was the chief minister of the Majapahit Empire on the neighboring island of Java, swore an oath threatening to conquer all of Indonesia's islands, including Bali. The king knew he had to do something to stop this.

The king thought Kebo Iwa might be the answer to his prayers, and so he invited the young man to the palace and explained the trouble. Kebo Iwa offered his services to help. He swore to the king he would never allow the Majapahit Empire to conquer Bali. When Gajah Mada heard the tales of this giant and his strength, he sent his servants to meet Kebo Iwa and invite him to the palace. Gajah Mada wanted the giant to meet his daughter, the princess of the Majapahit Empire. Kebo Iwa was intrigued and said he would go.

The Balinese king had his doubts about Gajah Mada's sincerity, but he encouraged Kebo Iwa to go. So, Kebo Iwa traveled to the palace and met the beautiful princess. He was instantly smitten. Gajah Mada proposed that the two islands seek peace by uniting the giant Kebo Iwa with the princess in marriage. Of course, Kebo Iwa agreed to this.

Gajah Mada then told the giant that the empire needed his help in building a well to save the Majapahit people from drought. Kebo Iwa agreed, of course, and so he began to dig. But it was all a ruse. As Kebo Iwa was working, Gajah Mada sent a message to his army to surround the giant. Still, Kebo Iwa continued to work, ignoring the commotion surrounding him. When he was deep under the ground, Gajah Mada instructed his troops to bury Kebo Iwa with rocks.

"He shall be ruled by men who stink like cows for centuries!" Gajah Mada crowed as Kebo Iwa was being buried. When Gajah Mada had received word that the giant was almost certainly dead, he called upon his troops to invade Kebo Iwa's home of Bali. Just at that moment, however, they all heard a rumbling sound. Suddenly, the rocks that had buried the giant thundered into the air. Kebo Iwa angrily emerged from the well, swearing revenge.

With that, the troops attacked the mighty giant, and he fought with all his strength. "Give up, Kebo Iwa!" Gajah Mada cried. "I promise that we will unite all of Indonesia! We will honor Bali." Kebo Iwa ignored this and continued fighting for the Balinese people he had sworn to protect. After a while, he began to tire from defending himself from all the troops.

"The only thing that will weaken me," Kebo Iwa finally admitted to the chief minister, "is limestone. If you smear my face with the powder of limestone, you may kill me." Gajah Mada was amazed to hear this revelation, so he ordered his troops to do just this. Kebo Iwa, his strength already sapped, couldn't fight off the troops as they covered his face in limestone dust. True to the giant's words, he became weak, and he was defeated. As he was dying, Kebo Iwa whispered,

"Please bring peace and goodness to Bali, and please protect my people," and Gajah Mada promised he would.

And he kept that promise as the islands of Indonesia came together in peace and goodwill. The king of Bali felt relief knowing that Gajah Mada would no longer threaten his kingdom. He was proud of Kebo Iwa, who had kept his word and died protecting his people.

Today the people of Bali lovingly honor the memory of Kebo Iwa with a giant statue on the island. Legend has it that if enough offerings haven't been made to the statue, you will hear a baby crying in the distance.

Adopted from: <https://www.uexpress.com/tell-me-a-story/2017/1/15/kebo-iwa-buffalo-uncle-a-balinese>

Answer the Questions based on the Text with Your Pair!

1. What was the text about?
2. What was the character of Kebo Iwa based on the story?
3. "As time passed by, Kebo Iwa's parents ran out of food, so the neighbors had to help them support the growing teenager", the underlined word refers to.....
4. Why did the king of Bali ask Kebo Iwa help?
5. Why did Gadjah Mada want to kill Kebo Iwa?
6. How were Gadjah Mada plants to kill Kebo Iwa?
7. What was the promise of Gadjah Mada to Kebo Iwa?
8. What do you think the plan of Gadjah Mada "to unite Nusantara"?
9. How does the story impress you?
10. Paraphrase the story with your own words (around 200-230 words)

Scoring:

correct answer 10 x 10 = 100

Key Answer:

1. The text was about the legend of Kebo Iwa
2. Kebo Iwa was not an ordinary kid because he ate and drink a lot
3. The underlying word refers to Kebo Iwa's parents
4. Because the king was very worried because of Gajah Mada, who was the chief minister of the Majapahit Empire swore an oath threatening to conquer all of Indonesia's islands, including Bali
5. Because he was worried to be defeated by kebo iwa
6. He made a plan to introduce his beautiful daughter to kebo iwa, so that he could get smitten
7. Gajah Mada proposed that the two islands seek peace by uniting the giant Kebo Iwa with the princess in marriage
8. _____
9. _____
10. _____

Task 3: Please fill the definition, social functions, generic structure, and language feature of narrative text in the table below with your group!

Narrative	Definition	
	Social Function	
	Generic Structure	

Text		
	Language Feature	

Scoring:

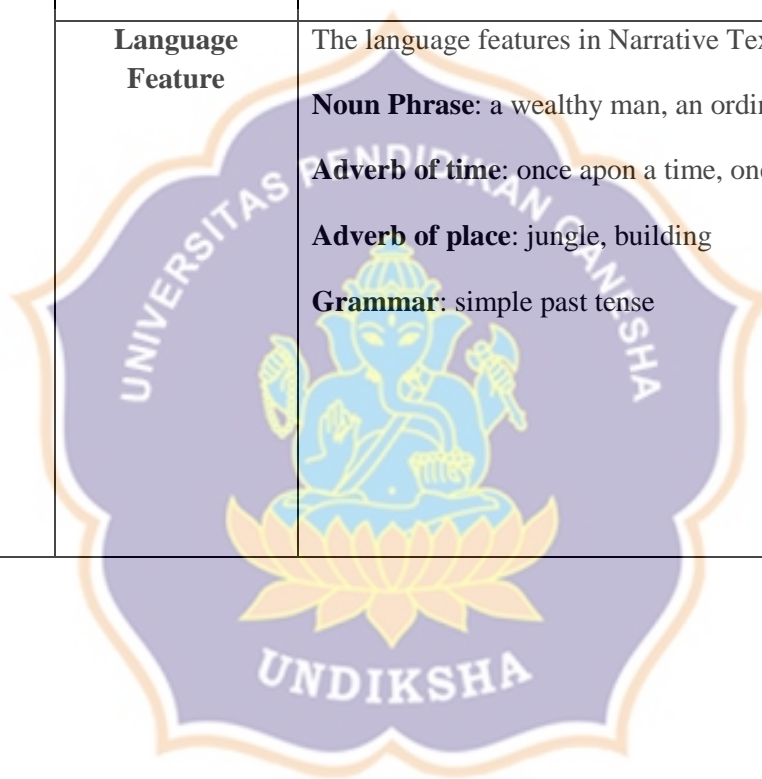
$$\text{Score} = \frac{\text{correct answer}}{\text{total score}} \times 100 = 100$$

Note: each part earn 25 scores

Key Answer:

Narrative Text	Definition	Narrative text is an imaginative story. The story can be like fable, folktales, fairy tales, Myth, and legend
	Social Fuction	To entertain the reader or listener
	Generic Structure	<p>A narrative text consists of the following structure:</p> <p>Orientation: Introducing the participants and informing the time and the place</p> <p>Complication: Describing the rising crises which the participants have to do with</p>

		<p>Resolution: Showing the way of participant to solve the crises, better or worse</p>
	<p>Language Feature</p>	<p>The language features in Narrative Text are:</p> <p>Noun Phrase: a wealthy man, an ordinary child.</p> <p>Adverb of time: once upon a time, one day</p> <p>Adverb of place: jungle, building</p> <p>Grammar: simple past tense</p>



Task 4 Classify the Part of Text based on the Generic Structure!

Bali Strait Legend



Source: <https://englishcoo.com/contoh-narrative-text-legend/>

A long time ago, there was a wealthy family who lived in Bali. The father was Sidi Mantra. He was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkeran. Manik Angkeran was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor.

His parents advised Manik Angkeran to stop his bad habit, but he never listened to them. Instead, he kept on begging his parents to give him a lot of money. The parents then did not have the heart to see him begging. Sidi Mantra then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide pieces of jewelry to those who could say the right prayers and ring the bell. Sidi Mantra had the bell, and he also knew the prayers. "My name is Sidi Mantra. I have a problem. My son likes to gamble. He made me poor.

Then, he asked for a lot of money. "I want to give him some, but now I want him to promise to stop his bad behavior," explained Sidi Mantra after he met the dragon. Sidi Mantra then said the prayers and rang the bell. Suddenly, pieces of jewelry came out from the dragon's body. He was very happy and immediately brought the pieces of jewelry home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But, soon he broke the promise, and he did not have some money again.

He heard that his father got the pieces of jewelry from the dragon that lived in Mt. Agung. So, he stole his father's bell then went there. After arriving in Mt. Agung, Manik Angkeran rang the bell. The dragon knew him. "I will give you anything you want, but you have to promise to stop gambling. Remember the karma!" then the dragon gave him the pieces of jewelry. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his pieces of jewelry. The dragon knew his plan and with his great power, he killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After a few moments, Manik Angkeran lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally, it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.

Adopted from <http://indonesianfolklore.blogspot.com/2007/10/manik-angkeran-folklore-from-bali-long.html>

Key Answer:

Bali Strait Legend

(Orientation)

A long time ago, there was a wealthy family who lived in Bali. The father was Sidi Mantra. He was very famous for his supernatural power. He lived happily with his wife and his only child Manik Angkeran. Manik Angkeran was a spoiled son. He also had a bad habit. He liked to gamble. Because of his bad habit, his parents soon became poor.

(Complication)

His parents advised Manik Angkeran to stop his bad habit, but he never listened to them. Instead, he kept on begging his parents to give him a lot of money. The parents then did not have the heart to see him begging. Sidi Mantra then went to Agung Mountain. There lived a mighty dragon with his great supernatural power. He could provide pieces of jewelry to those who could say the right prayers and ring the bell. Sidi Mantra had the bell, and he also knew the prayers. "My name is Sidi Mantra. I have a problem. My son likes to gamble. He made me poor.

Then, he asked for a lot of money. "I want to give him some, but now I want him to promise to stop his bad behavior," explained Sidi Mantra after he met the dragon. Sidi Mantra then said the prayers and rang the bell. Suddenly, pieces of jewelry came out from the dragon's body. He was very happy and immediately brought the pieces of jewelry home. This time Sidi Mantra wanted Manik Angkeran really to stop gambling. The son then promised. But soon he broke the promise and he did not have some money again.

(Resolution)

He heard that his father got the pieces of jewelry from the dragon that lived in Mt. Agung. So, he stole his father's bell then went there. After arriving in Mt. Agung, Manik Angkeran rang the bell. The dragon knew him. "I will give you

anything you want but you have to promise to stop gambling. Remember the karma!" then the dragon gave him the pieces of jewelry. Manik Angkeran was very happy. Suddenly he had a bad idea. He wanted to kill the dragon and stole all his pieces of jewelry. The dragon knew his plan and with his great power, he killed Manik Angkeran. Sidi Mantra was very sad. He asked the dragon to bring his son back to life. The dragon agreed but they had to live in different places. After a few moments, Manik Angkeran lived again. Then Sidi Mantra used a stick to make a big line between them on the ground. From the line, water flowed. Soon it became a river. Finally, it became a strait. It separated Java and Bali. People then named the strait as Bali Strait.

Task 5: Study the text above, and then please tell the main idea and what the story is about based on your understanding in the form of a video!

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included

3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low, hesitant and strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	Pronunciation is lacking and hard to understand, no effort toward a native accent	Weak language control, vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures, meaning is obscured	Description is so lacking that listener cannot understand

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgrc=KMoZ4d8MVt65-M:

Task 6: Work in Pair: use your imagination to create a narrative text about folktale in 3-5 paragraphs!



Essay Rubric

Dimension	Score	Descriptors
Content and Development	4	<ul style="list-style-type: none"> • Topic is relevant with the substance of the assignment • Topic sentence is developed by accurate and adequate details • Rich insight about the topic • Showing appropriate generic structure
	3	<ul style="list-style-type: none"> • The topic is relevant with the substance of the assignment • The topic sentence is less supported by accurate and adequate details • Limited insight about the topic • Showing appropriate generic structure
	2	<ul style="list-style-type: none"> • The topic is less relevant with the substance of the assignment • Topic sentence is less supported by accurate and adequate details • Limited insight about the topic • Showing less appropriate generic structure
	1	<ul style="list-style-type: none"> • the relevance between the topic and the substance of the assignment is very low • the topic sentence is not supported by accurate and adequate details • no insight about the topic • insufficient writing show criteria are met • Showing less appropriate generic structure
Organization	4	<ul style="list-style-type: none"> • Ideas are arranged logically and cohesively • Ideas are conveyed clearly,

		smoothly, and effectively
	3	<ul style="list-style-type: none"> • Ideas are less logically and cohesively arranged • Ideas are conveyed in choppy way but the main idea still clearly observed so that the meaning is remain interrupted
	2	<ul style="list-style-type: none"> • Jumping arrangement of ideas • Ideas are conveyed unclearly, unsmooth, and ineffectively • Main idea can not be traced
	1	<ul style="list-style-type: none"> • Ideas are unclear • No visible planning in writing ideas • Insufficient writing to show criteria are met
Grammatical Structure	4	<ul style="list-style-type: none"> • Using complex and effective sentences • Inconsiderable mistakes in <i>agreement, tense, words order, article, pronouns, prepositions.</i>
	3	<ul style="list-style-type: none"> • Using complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning • Some mistakes in <i>agreement, tense, word order, article, pronouns, preposition</i>
	2	<ul style="list-style-type: none"> • Using simple sentences and ineffectively convey meaning • Considerable mistakes in <i>agreement, tense, word order, articles, pronouns, preposition</i>
	1	<ul style="list-style-type: none"> • A large number of structure mistakes as an indicator of the low mastery in structure rules/conventions • Insufficient writing to show criteria are met.

Vocabulary style	/ 4	<ul style="list-style-type: none"> • Rich with vocabulary • The selection and the usage of words and idioms are accurate and appropriate with register • Good mastery of words formation
	3	<ul style="list-style-type: none"> • Vocabulary are quite rich • The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register • Small number of mistakes in words formations but the meaning remain uninterrupted
	2	<ul style="list-style-type: none"> • Lack of vocabulary • Large number of inappropriate register • Some mistakes in word formation • Meaning is blur
	1	<ul style="list-style-type: none"> • Considerably lack of vocabulary • Translating words lexically • Meaning is difficult to grasp • Insufficient writing show criteria are met

$$\text{Score} = (\text{total score} + 4) \times 5 = 100$$

UNDIKSHA

Task 7: Work in pair: after you write a narrative text, then please present it in the form of a group video!

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly	Frequent grammatical errors even in simple structures that at time obscure	Description lacks some critical details that make it difficult for the listener

	volume		lacking	meaning	to understand
1	Speech is low, hesitant and strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	Pronunciation is lacking and hard to understand, no effort toward a native accent	Weak language control, vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures, meaning is obscured	Description is so lacking that listener cannot understand

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgrc=KMoZ4d8MVt65-M:



CHAPTER V

LET'S SING A SONG



Source: <https://consequenceofsound.net/wp-content/uploads/2019/03/queen-1974.jpg?quality=80&w=807>

<https://i.ytimg.com/vi/HeIT3tI8MSE/maxresdefault.jpg><https://cdn2.tstatic.net/wartakota/foto/bank/images/band-scorpions-jk.jpg>

Core Competency:

1. Spiritual (KI-1)

Respecting and appreciating the religion

2. Attitude (KI-2)

Respecting and appreciating honest behaviour, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts

3. Knowledge (KI-3)

Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture, related to real phenomena and event

4. Skill (KI-4)

Trying, processing, and presenting in concrete realm (using, parsing, arranging, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same

Basic Competency:

3.9 Interpreting social functions and linguistic elements of song lyrics related to the lives of adolescents of SMA / MA / SMK / MAK

4.9 Understanding the meaning of song lyrics contextually related to social functions and language features related to the lives of adolescents of SMA / MA / SMK / MAK

Indicators:

3.9.1 To complete lyrics of a song entitled Heal the World by Michael Jackson

3.9.2 To identify the specific information by studying a lyric entitled We are the Champion by Queen,

4.9.1 To identify moral value of the song “Under the Same Sun” by Queen

4.9.2 To present one of their favourite songs in accordance with the social factions, text structures, and language features of the song in the form of video/audio

Objectives of Learning:

- a. By listening a song entitled Heal the World by Michael Jackson, the students are able to fill the missing word in the lyrics individually
- b. By reading a lyric entitled We are the Champion by Queen, students are able to answer some questions individually
- c. By reading the lyric, students are able to identify the moral value of the song entitled Under the Same Sun individually
- d. By preparing one of their favorite songs, students are able to present it individually in the form of video/audio in accordance with the social factions, text structures, and language features of the song

Task 1 Listen to the Song Carefully and Fill in the Blank Individually!

Heal the World

By Michael Jackson

There's a place in your heart and I
know that it is love
And this place could be much **1**-
_____ than tomorrow
And if you really try you'll find
there's no need to cry
In this place you'll feel there's no hurt
or **2** _____

There are **3** _____ to get there
if you care enough for the
living Make a little space
Make a better place
Heal the world make it a better place
For you and for me
And the entire human race
There are people dying if you care
enough for the living
Make it a better place for you and for
me

If you want to know why there's love
that cannot **4** _____
Love is strong it only cares for joyful
giving
If we try we shall see in this
5 _____ we cannot feel
6 _____ of dread we stop existing
and start living

Then it feels that always, love's
enough for us **7** _____
so make a better world, make a better
world

Heal the world, make it a better place
for you and for me and the
entire human race
there are people dying, if you care
enough for the living
Make a better place for you and for
me

And the dream we were conceived in
will reveal a joyful face
and the world we once believed in
will **8** _____ again in grace
Then why do we keep **9** _____ life
Wound this earth, crucify its
10 _____ though it's plain to see
This world is **11** _____, Be god's
glow

We could fly so high, let our spirits
never **12** _____
In my heart I feel you are all my
13 _____

Create a world with no fear, together
we cry happy **14** _____
See the nations turn their
15 _____ into plowshares

We could really get there if you care
enough for the living
Make a little space to make a better
place

Heal the world make it a better place
For you and for me and the entire
human race
There are people dying if you care
enough for the living
Make a better place for you and for
me

There are people dying if you care
enough for the living
Make a better place for you and for
me

You and for me

Scoring:

$$score = \frac{\text{correct answer}}{3} \times 20 = 100$$

Key Answer:

- | | | |
|-------------|---------------|--------------|
| 1. Brighter | 6. Fear | 11. Heavenly |
| 2. Sorrow | 7. Growing | 12. Die |
| 3. Ways | 8. Shine | 13. Brothers |
| 4. Lies | 9. Strangling | 14. Tears |
| 5. Bliss | 10. Soul | 15. Swords |



Task 2 Study the Following Lyric and Answer the Questions individually!

We are the Champions by Queen



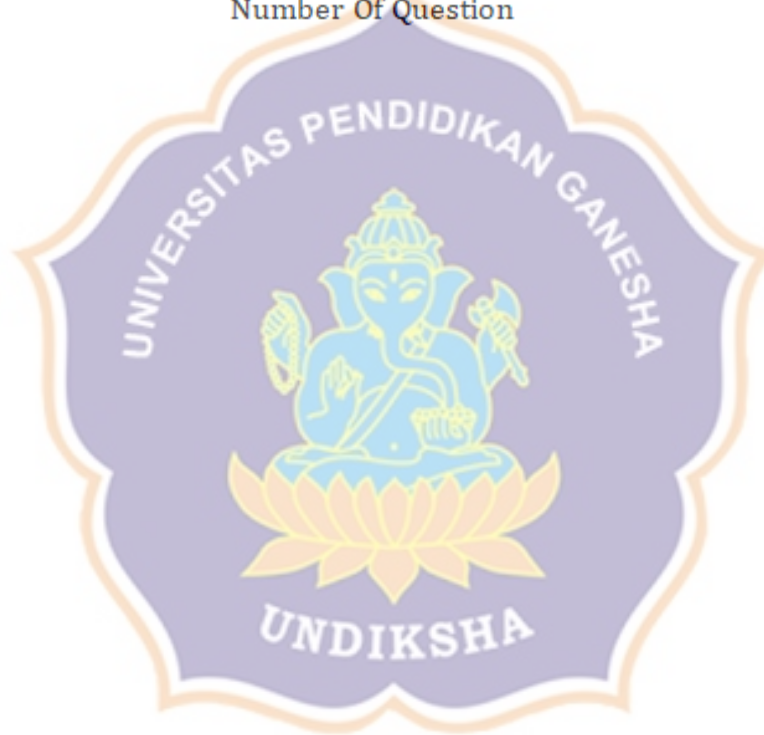
Source: <https://americansongwriter.com/wp-content/uploads/2014/02/queen+picture+band.jpg>

I've paid my dues
Time after time
I've done my sentence
But committed no crime
And bad mistakes
I've made a few
I've had my share of sand kicked in my face
But I've come through
We are the champions, my friends
And we'll keep on fighting 'til the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the world
I've taken my bows
And my curtain calls
You brought me fame and fortune and everything that goes with it
I thank you all
But it's been no bed of roses
No pleasure cruise
I consider it a challenge before the whole human race
And I ain't gonna lose
We are the champions, my friends
And we'll...
We are the champions, my friends
And we'll keep on fighting 'til the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions

1. Have you ever listened to the song before?
2. What is the song about?
3. What is the meaning of verse “And we'll keep on fighting 'til the end”?
4. What is the song relationship with your life as a student?
5. What is your opinion about the song?

Scoring:

$$\frac{\text{Correct Answer}}{\text{Number Of Question}} \times 100 =$$



Task 3: Pay Attention to the Lyrics Below, then Identify the Moral Value of the Song in the form of video!

Under the Same Sun by Scorpion



Source: https://www.smule.com/song/scorpions-under-the-same-sun-karaoke-karaoke-lyrics/481304804_1236076/arrangement

I saw the morning
It was shattered by a gun
Heard a scream, saw him fall, no one
cried
I saw a mother
She was praying for her son
Bring him back, let him live, don't let
him die
Do you ever ask yourself
Is there a Heaven in the sky
Why can't we get it right
Cause we all live under the same sun
We all walk under the same moon
Then why, why can't we live as one
I saw the evening
Fading shadows one by one
We watch the lamb, lay down to the
sacrifice
I saw the children
The children of the sun
How they wept, how they bled, how
they died
Do you ever ask yourself
Is there a Heaven in the sky
Why can't we stop the fight
Cause we all live under the same sun

We all walk under the same moon
Then why, why can't we live as one
Sometimes I think I'm going mad
We're losing all we had and no one
seems to care
But in my heart it doesn't change
We've got to re-arrange and bring
our world some love
And does it really matter?
If there's a heaven up above
We sure could use some love
Cause we all live under the same sun
We all walk under the same moon
Then why, why can't we live as one?
Cause we all live under the same sky
We all look up at the same stars
Then why, tell me why can't we live
as on me

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible word or two	Pronunciation is good, and good effort at accent	Good language control, good range of relatively well-chosen vocabulary	Some errors in grammatical structures probably caused by attempt to include variety	Good level of descriptions, all required information included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low,	Pronunciation is	Weak	Frequent	Description

hesitant and strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	lacking and hard to understand, no effort toward a native accent	language control, vocabulary that is used does not match the task	grammatical errors even in simple structures, meaning is obscured	is so lacking that listener cannot understand
---	--	---	---	---

$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgrc=KMoZ4d8MVt65-M:

Task 4 Please tell one of your favorite songs in the form of a video. You should tell at least 1) what the song is about, 2 why you like it, 3) what you can learn from the song, and 4) what the contribution of the song to you!

Speaking Rubric:

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth speech, no hesitations, no attempt to search for words, volume is excellent	Pronunciation is excellent and good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy and variety of grammatical structures	Excellent of descriptions, additional details beyond the required
4	Smooth speech, no hesitations, a slight search for words, inaudible	Pronunciation is good, and good effort at accent	Good language control, good range of relatively	Some errors in grammatical structures probably	Good level of descriptions, all required information

	word or two		well-chosen vocabulary	caused by attempt to include variety	included
3	Speech is relatively smooth, some hesitations and unevenness caused by rephrasing and searching for words, volume wavers	Pronunciation is good, some effort at accent but is definitely non-native	Adequate language control, vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning, low variety in structure	Adequate description, some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted, very short volume	Pronunciation is okay, no effort toward a native accent	Weak language control, basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at time obscure meaning	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is low, hesitant and strained except for short memorized phrases, difficult to perceive the continuity in speech, inaudible	Pronunciation is lacking and hard to understand, no effort toward a native accent	Weak language control, vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures, meaning is obscured	Description is so lacking that listener can not understand

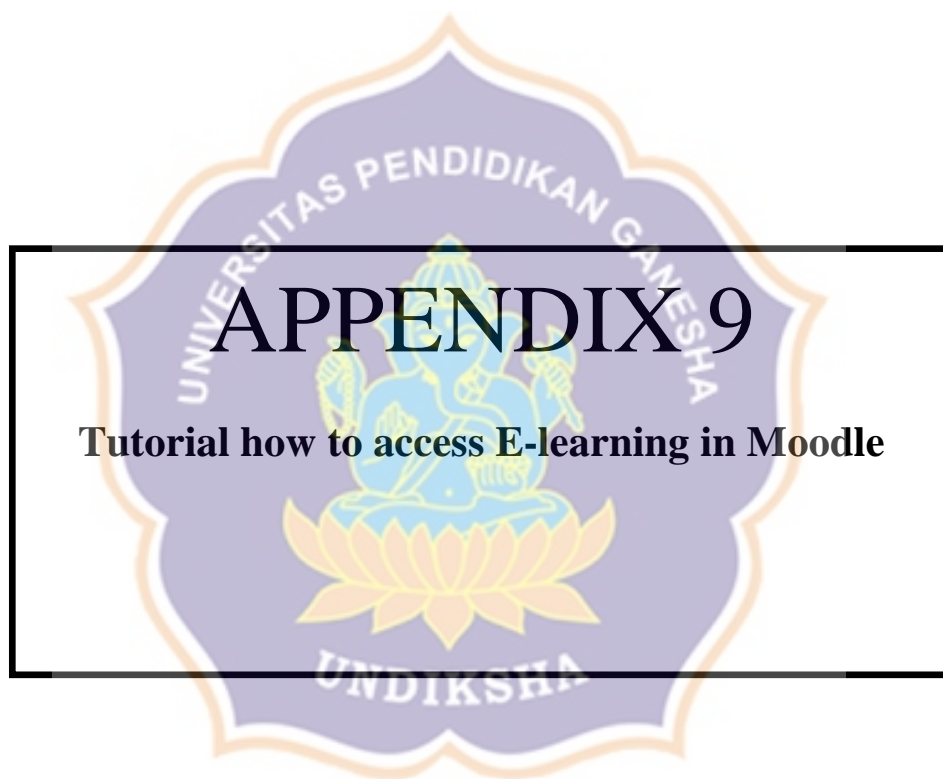
$$\text{maximum score} = \frac{\text{total score} \times 4}{100} = 100$$

Adopted from:

<https://www.google.com/search?q=speaking+rubric&safe=strict&source=lnms&t>

https://www.google.com/search?bm=isch&sa=X&ved=0ahUKEwjn7830se7iAhXLto8KHYZ2D40Q_AUIECgB&biw=1366&bih=657#imgrc=KMoZ4d8MVt65-M



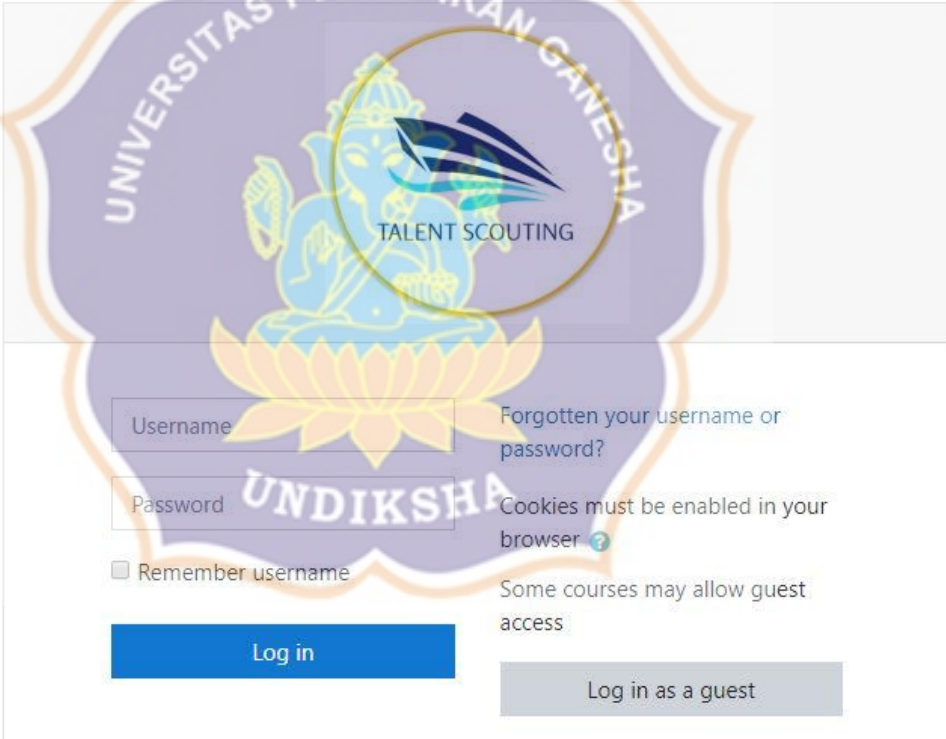


Here are the tutorial how to access the E-learning based English materials for the tenth grade of architecture engineering department students at SMKN Bali Mandara.

1. Go to this website <http://elearningts.com> to log in, and at the right top corner you will find log in as you can see in the picture below.

You are not logged in. ([Log in](#))

2. After that, in the username please type [nopeluhstitadewi](#) (no space), and in the password please type [Nope@123](#) (N is in capital letter).



3. After you log in, please click bahasa inggris kelas X teknik gambar bangunan, as you can see in the picture below.

In progress

Future

Past



Bahasa Inggris Kelas X
Teknik Gambar Bangunan

4. After clicking it, at the left side botton, you will find the exercises. There are five chapters in the materials. Please click the capter one by one to complete the exercises.

CHAPTER I
(Announcement Text)









CHAPTER II (SIMPLE
PAST TENSE AND
PRESENT PERFECT
TENSE)

CHAPTER III (RECOUNT
TEXT)

CHAPTER IV
(NARRATIVE TEXT)

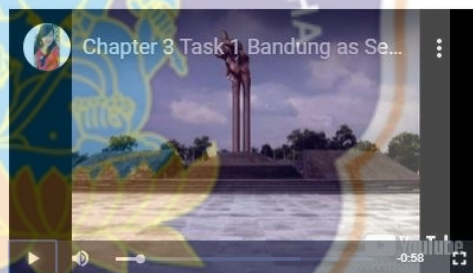
CHAPTER V (SONG)

5. After you click the chapter, you will find some exercises as you can see in the picture below. Click the task one by one to complete it.

-  Task 1 Listen to the Audio and Answer the Questions by writing "False" if the Statement is Wrong or "True" if the Statement is Correct, individually!
-  Task 2: please fill the social functions, text structures, and language features of recount text in the table below with your partner!
-  Task 3 Read the jumble paragraph below with your group and categorize based on the social function, text structures, and language features of recount text!
-  Task 4: After re-arranging the paragraph above, please answer these questions below with your group!
-  Task 5: Listen carefully to the audio and explain the main idea then retell the story on your own words, with your group!
-  Task 6: Remember one of your most interesting experience and transform it into a draft as follows!
-  Task 7: After you complete the draft, please develop the draft to be a short essay consisting of 4-5 paragraph.
-  Task 8

6. For example, in task 1 the listening exercise, please click the play button to listen to the audio.

Task 1 Listen to the Audio and Answer the Questions by writing "False" if the Statement is Wrong or "True" if the Statement is Correct, individually

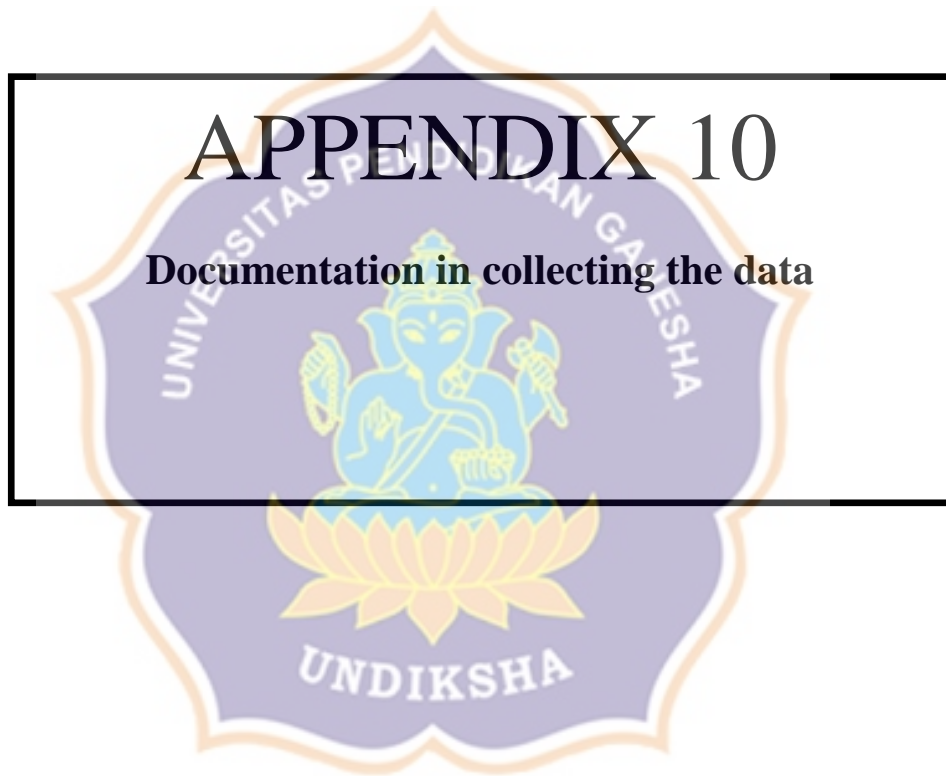


7. After you listen to the audio, please answer the questions given as you can see in the picture below.

1. Bandung Sea of Fire occurred on March 24, 1946
2. Bandung was deliberately burned by British troops
3. The greatest battle happened in the village named Dayeuh Kolot
4. Barisan Rakyat Indonesia destroyed the British dormitory.
5. Bandung as Sea of Fire inspired to create the famous song "Halo, Halo Bandung"

APPENDIX 10

Documentation in collecting the data



Here are some documentations when collecting the data in SMKN Bali Mandara:



Jun 11th, 2019. when the researcher came to do observation and interview the English teacher.



the Lobby of SMKN Bali Mandara



Jun 11th, 2019. the reacher interviewed the former English teacher



Classroom observation



Classroom observation



Classroom observation



The classroom of architect engineering department students is in the third floor



Language laboratory



Some students used the internet in language laboratory



there's a white board in language laboratory



Jan 31st, 2020. after the researcher done designing the developed product, the researcher asked the English teacher to do expert judgment



the researcher checked the result of the expert judgment