



Appendix 1

Lesson Plan of Experimental

LESSON PLAN 1 (Experimental Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text (fable)
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

- 3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable
- 3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable
- 3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable
- 3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable
- 3.14.5 Differentiating the social functions, text structure, and linguistic elements from narrative text in form of fable with the other text
- 3.14.6 Concluding the social functions, text structure, and linguistic elements from narrative text in form of fable
- 4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

- 4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given
- 4.18.2 Summarizing one of the narrative text in form of fable
- 4.18.3 Retelling the story about fable which has been watched
- 4.18.4 Writing some sentences related with the short drama watched about fable
- 4.18.5 Composing drama texts about fables
- 4.18.6 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text

4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By reading the story of narrative text, the students are able to differentiate the differences between the narrative text with other text
8. By reading the story, the students are able to conclude the social function, and text structure of the text
9. By doing discussion, the students are able to retell the story about fable
10. By watching a video about fable, the students are able to write some sentences related with the short drama watched
11. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
12. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.

- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked
- Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : Project Based Learning
- c. Technique : discussion, group work, making project

F. Media and tools

Media : colored paper

Tools : board marker, laptop, LCD, whiteboard

G. Learning resources

- Teacher's English book
- Student's English book
- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	<ol style="list-style-type: none"> a. Greeting b. Checking the students' attendance list c. Apperception: brainstorming 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> a. Observing and Questioning <ul style="list-style-type: none"> • Showing a video about fable • Students and teacher together watch and identify the video • (stage 1: start with essential questions) Giving provocative questions: <ul style="list-style-type: none"> - <i>If the ducks meet the Peacock in the wood, can you guess what will they say to Peacock?</i> - <i>Imagine that the peacock says 'aren't they gorgeous?', do you know what will the duck say?</i> - <i>Imagine that the crane meets the peacock in the riverside. Is the crane surprised when seeing the peacock?</i> b. Exploring and Associating 	60 minutes

	<ul style="list-style-type: none"> • (stage 2: design a plan for the project) • Students find their group member which each group consists of 4 – 5 • Discussing about the characters of the story <p>c. Communication</p> <ul style="list-style-type: none"> • One member of each group read the result of discussion in front of other group 	
Post-Activities	<ul style="list-style-type: none"> • Concluding the learning material • Reflecting of the activities that have been carrying out 	5 minutes
Follow-up	<ul style="list-style-type: none"> • Each group find one short fable story at home 	5 minutes

I. Assessment

No.	Criteria	Score (1-5)
A. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
4	Activeness of students in discussions	
5	Communication between fellow group members	
6	The ability of students to pay attention to instructions or teacher's suggestion	
7	Students' ability to receive suggestion from friends when discussing	
8	The cooperation of group in doing assignments	
9	Time management	
Average score		
B. Non - Linguistics Aspect		

Final Phase (Speaking Performance)		
10	Pronunciation	
11	Grammar	
12	Vocabulary	
13	Fluency	
14	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi

LESSON PLAN 2

(Experimental Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
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3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.5 Differentiating the social functions, text structure, and linguistic elements from narrative text in form of fable with the other text

3.14.6 Concluding the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Retelling the story about fable which has been watched

4.18.4 Writing some sentences related with the short drama watched about fable

4.18.5 Composing drama texts about fables

4.18.6 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
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6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By reading the story of narrative text, the students are able to differentiate the differences between the narrative text with other text
8. By reading the story, the students are able to conclude the social function, and text structure of the text
9. By doing discussion, the students are able to retell the story about fable
10. By watching a video about fable, the students are able to write some sentences related with the short drama watched
11. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
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D. Learning Material

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5. Example

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Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

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E. Learning Method

- a. Approach : Scientific Approach
- b. Method : Project Based Learning
- c. Technique : discussion, group work, making project

F. Media and tools

Media : colored paper, video

Tools : board marker, laptop, LCD, whiteboard

G. Learning resources

- Teacher's English book
- Student's English book
- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	<ul style="list-style-type: none"> a. Greeting b. Checking the students' attendance list c. Apperception: brainstorming 	10 minutes
Whilst Activities	<ul style="list-style-type: none"> a. Observing and Questioning <ul style="list-style-type: none"> • Showing short story about fable • Watching and identifying the video c. Exploring and Associating <ul style="list-style-type: none"> • Students find their group • Discussing about the video • Each group summarize the story of the video d. Communication <ul style="list-style-type: none"> • one member of each group read the result of discussion in front of the class 	60 minutes
Post-Activities	<ul style="list-style-type: none"> • concluding about the lesson/material that has been discussed • reflecting of the activities that have been carrying out 	5 minutes
Follow-up	<ul style="list-style-type: none"> • each group find a title about short fable at home 	5 minutes

I. Assessment

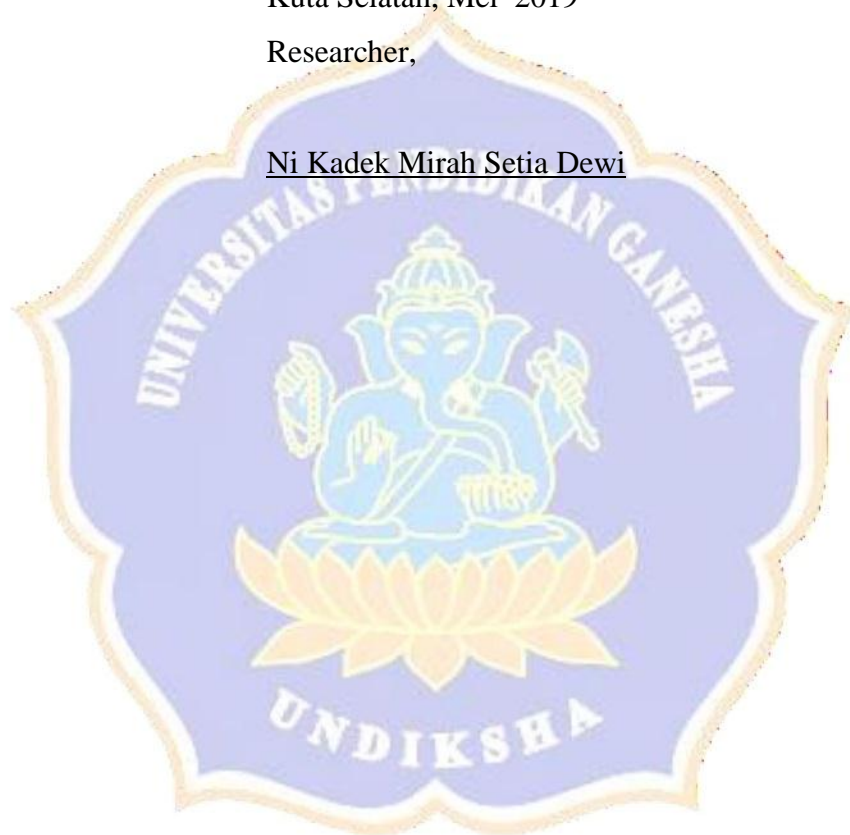
No.	Criteria	Score (1-5)
A. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
4	Activeness of students in discussions	
5	Communication between fellow group members	
6	The ability of students to pay attention to instructions or teacher's suggestion	
7	Students' ability to receive suggestion from friends when discussing	
8	The cooperation of group in doing assignments	
9	Time management	
Average score		
B. Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
10	Pronunciation	
11	Grammar	
12	Vocabulary	
13	Fluency	
14	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi



LESSON PLAN 3

(Experimental Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
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4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

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3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.5 Differentiating the social functions, text structure, and linguistic elements from narrative text in form of fable with the other text

3.14.6 Concluding the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Retelling the story about fable which has been watched

4.18.4 Writing some sentences related with the short drama watched about fable

4.18.5 Composing drama texts about fables

4.18.6 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text

4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By reading the story of narrative text, the students are able to differentiate the differences between the narrative text with other text
8. By reading the story, the students are able to conclude the social function, and text structure of the text
9. By doing discussion, the students are able to retell the story about fable
10. By watching a video about fable, the students are able to write some sentences related with the short drama watched
11. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
12. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

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5. Example

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Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

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E. Learning Method

- a. Approach : Scientific Approach
- b. Method : Project Based Learning
- c. Technique : discussion, group work, making project

F. Media and tools

Media : colored paper

Tools : board marker, laptop, LCD, whiteboard

G. Learning resources

- Teacher's English book
- Student's English book
- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	<ol style="list-style-type: none"> a. Greeting b. Checking students' attendance list c. Apperception: brainstorming 	10 minutes
Whilst Activities	<ol style="list-style-type: none"> a. Observing and Questioning <ul style="list-style-type: none"> • showing short drama of narrative text about fable • watching and identify the video about the character, costume used • if the character is antagonist, what costume that appropriate to him/her? b. Exploring and Associating (stage 2: Designing the Project) <ul style="list-style-type: none"> - students find their group - Each group determines the title of a fable - Discussing the time in doing project (drama), media and tools, and the place of perform the drama 	60 minutes

	<ul style="list-style-type: none"> - Each group discusses job description for each member of group - each group composes drama text related with the title chosen 	
Post-Activities	<ul style="list-style-type: none"> • concluding about the lesson/material that has been discussed • reflecting the activities that they have been carrying out 	5 minutes
Follow-up	<ul style="list-style-type: none"> • students to continue their project on the next meeting 	5 minutes

I. Assessment

No.	Criteria	Score (1-5)
A. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
4	Activeness of students in discussions	
5	Communication between fellow group members	
6	The ability of students to pay attention to instructions or teacher's suggestion	
7	Students' ability to receive suggestion from friends when discussing	
8	The cooperation of group in doing assignments	
9	Time management	
Average score		
B. Non - Linguistics Aspect		
Final Phase (Speaking Performance)		

10	Pronunciation	
11	Grammar	
12	Vocabulary	
13	Fluency	
14	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi

LESSON PLAN 4

(Experimental Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

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3.14.6 Concluding the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Retelling the story about fable which has been watched

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6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By reading the story of narrative text, the students are able to differentiate the differences between the narrative text with other text
8. By reading the story, the students are able to conclude the social function, and text structure of the text
9. By doing discussion, the students are able to retell the story about fable
10. By watching a video about fable, the students are able to write some sentences related with the short drama watched
11. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
12. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

1. Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
2. Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.

3. Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
4. Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

1. Using simple past tense
2. Written in the first person (I, we) or third person (he, she, they)
3. Using noun phrases
4. Using adverbs of time, such as one day, once upon a time, long time ago
5. Using time conjunction such as when, then, suddenly
6. Using action verbs, such as ran, killed, walked
7. Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : Project Based Learning
- c. Technique : discussion, group work, making project

F. Media and tools

Media : colored paper

Tools : board marker, laptop, LCD, whiteboard

G. Learning resources

- Teacher's English book
- Student's English book
- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	<ul style="list-style-type: none"> a. Greeting b. Checking students' attendance list c. Apperception: brainstorming 	10 minutes
Whilst Activities	<p>a. Exploring and Associating</p> <ul style="list-style-type: none"> • discussing about the characters of the drama that related with the fable • students find their group • All group continue their project to compose a text of short fable drama • (stage 3: create a schedule) - Discussing about the schedule of the project. It includes when start to work, how long they should make the roject, and when should submit the project. 	60 minutes

	<ul style="list-style-type: none"> - Making schedule activities that refer to the maximum agreed time. - Writing the reason about the title chosen of each group 	
Post-Activities	<ul style="list-style-type: none"> • concluding about the lesson/material that has been discussed • reflecting the activities that they have been carrying out 	5 minutes
Follow-up	<ul style="list-style-type: none"> • students to continue their project and submit the text of drama on the next meeting 	5 minutes

I. Assessment

No.	Criteria	Score (1-5)
A. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
4	Activeness of students in discussions	
5	Communication between fellow group members	
6	The ability of students to pay attention to instructions or teacher's suggestion	
7	Students' ability to receive suggestion from friends when discussing	
8	The cooperation of group in doing assignments	
9	Time management	
Average score		

B. Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
10	Pronunciation	
11	Grammar	
12	Vocabulary	
13	Fluency	
14	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi

LESSON PLAN 5

(Experimental Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.5 Differentiating the social functions, text structure, and linguistic elements from narrative text in form of fable with the other text

3.14.6 Concluding the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Retelling the story about fable which has been watched

4.18.4 Writing some sentences related with the short drama watched about fable

4.18.5 Composing drama texts about fables

4.18.6 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text

4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By reading the story of narrative text, the students are able to differentiate the differences between the narrative text with other text
8. By reading the story, the students are able to conclude the social function, and text structure of the text
9. By doing discussion, the students are able to retell the story about fable
10. By watching a video about fable, the students are able to write some sentences related with the short drama watched
11. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
12. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.

- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked
- Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : Project Based Learning
- c. Technique : discussion, group work, making project

F. Media and tools

Media : colored paper

Tools : board marker, laptop, LCD, whiteboard

G. Learning resources

- Teacher's English book
- Student's English book
- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	<ul style="list-style-type: none"> a. Greeting b. Checking students' attendance list c. Apperception: brainstorming 	10 minutes
Whilst Activities	<p>e. Exploring and Associating</p> <ul style="list-style-type: none"> • students find their group • All group continue their project about short fable drama • (stage 4: monitor students and the progress of project) <ul style="list-style-type: none"> - Facilitating students activities either about drama text and the media - students submit the drama text doing assessment during monitoring activities which refers to scoring rubric - all group submit the drama text 	60 minutes
Post-Activities	<ul style="list-style-type: none"> • concluding about the lesson/material that has been discussed reflecting the activities that they have been carrying out 	5 minutes

Follow-up	<ul style="list-style-type: none"> students to continue their project to perform their project on the next meeting 	5 minutes
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I. Assessment

No.	Criteria	Score (1-5)
A. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
4	Activeness of students in discussions	
5	Communication between fellow group members	
6	The ability of students to pay attention to instructions or teacher's suggestion	
7	Students' ability to receive suggestion from friends when discussing	
8	The cooperation of group in doing assignments	
9	Time management	
Average score		
B. Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
10	Pronunciation	
11	Grammar	
12	Vocabulary	
13	Fluency	
14	Comprehension	

Average score				
Steps	Weight	Average Score	Weight score	X average
Planning Phase	1			
Developing Phase	2			
Final Phase (Speaking Performance)	3			
Total				
Final Score (Total score/3)				

Kuta Selatan, Mei 2019

Researcher,



LESSON PLAN 6

(Experimental Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.5 Differentiating the social functions, text structure, and linguistic elements from narrative text in form of fable with the other text

3.14.6 Concluding the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Retelling the story about fable which has been watched

4.18.4 Writing some sentences related with the short drama watched about fable

4.18.5 Composing drama texts about fables

4.18.6 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text

4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By reading the story of narrative text, the students are able to differentiate the differences between the narrative text with other text
8. By reading the story, the students are able to conclude the social function, and text structure of the text
9. By doing discussion, the students are able to retell the story about fable
10. By watching a video about fable, the students are able to write some sentences related with the short drama watched
11. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
12. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.

- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked
- Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : Project Based Learning
- c. Technique : discussion, group work, making project

F. Media and tools

Media : colored paper

Tools : board marker, laptop, LCD, whiteboard

G. Learning resources

- Teacher's English book
- Student's English book
- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	<ul style="list-style-type: none"> a. Greeting b. Checking students' attendance list c. Apperception: brainstorming 	5 minutes
Whilst Activities	<p>c. Communication</p> <ul style="list-style-type: none"> • (stage 5: assessing the outcome/project) <ul style="list-style-type: none"> - each group performs their drama about fable in 3-5 minutes - assessing for each student in speaking performance which refers to the scoring rubric 	70 minutes
Post-Activities	<ul style="list-style-type: none"> • (stage 6: evaluating the project process and result) Students in groups reflect on the activities and results of the projects that have been carried out. The things that are reflected are the difficulties experienced and how to overcome them and the feelings that are felt when finding a solution to the problem, then the other group is asked to respond or gives comment. 	5 minutes

I. Assessment

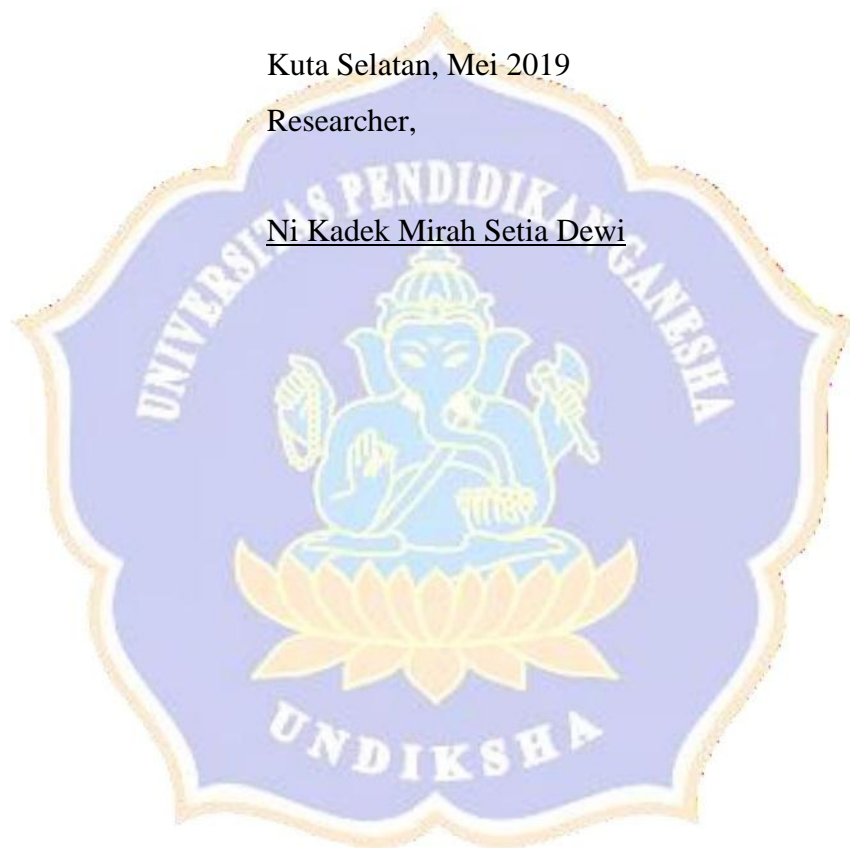
No.	Criteria	Score (1-5)
A. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
4	Activeness of students in discussions	
5	Communication between fellow group members	
6	The ability of students to pay attention to instructions or teacher's suggestion	
7	Students' ability to receive suggestion from friends when discussing	
8	The cooperation of group in doing assignments	
9	Time management	
Average score		
B. Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
10	Pronunciation	
11	Grammar	
12	Vocabulary	
13	Fluency	
14	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi



Appendix 2

Lesson Plan of Control Group

LESSON PLAN 1 (Control Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

J. Main Competency

6. Comprehending and carrying out with devotion their religion.
7. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
8. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
9. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

K. Basic Competency and Indicator of Achievement

3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.1 Summarizing one of the narrative text in form of fable

4.18.2 Composing drama texts about fables

4.18.3 Performing the drama about fables

L. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text
4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable

6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable
7. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
8. By doing discussion and preparation, the students are able to perform the short drama text about fables

M. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

5. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

6. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

7. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.
- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

8. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked

- Using direct speech.

10. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

N. Learning Method

- Approach : Scientific Approach
- Method : expository method
- Technique : question-answer Technique and Discussion

O. Media

Media : whiteboard and board marker

P. Learning resources

- Teacher's English book
- Student's English book
- Internet

Q. Learning Activity

Stages	Activities	Time
Pre-Activities	a. Greeting b. Checking students' attendance list c. Apperception: the teacher gives questions about previous lesson as brainstorming, and gives some questions that are related to the next materials (Stage 1: Delivering goals) d. conveying all the objectives of the lesson to be achieved in the lesson	15 minutes
Whilst Activities	a. Observing <ul style="list-style-type: none"> • giving an example of narrative text • the students read and identify the text about generic structure of the text, language features, and difficult words (stage 2: presenting information) <ul style="list-style-type: none"> • presenting learning material step by step (stage 3: check understanding and giving feedback) b. Questioning <ul style="list-style-type: none"> • leading the students to ask about what the text tells about • leading the students to ask about social function and generic structure of narrative text • leading the students to ask about the language features used in the text • leading the students to ask about the meaning of difficult words found in the text c. Exploring and Associating <ul style="list-style-type: none"> • students take a note about narrative text • students summarize a fable given d. Communication <ul style="list-style-type: none"> • students read their task in front of friends. 	60 minutes

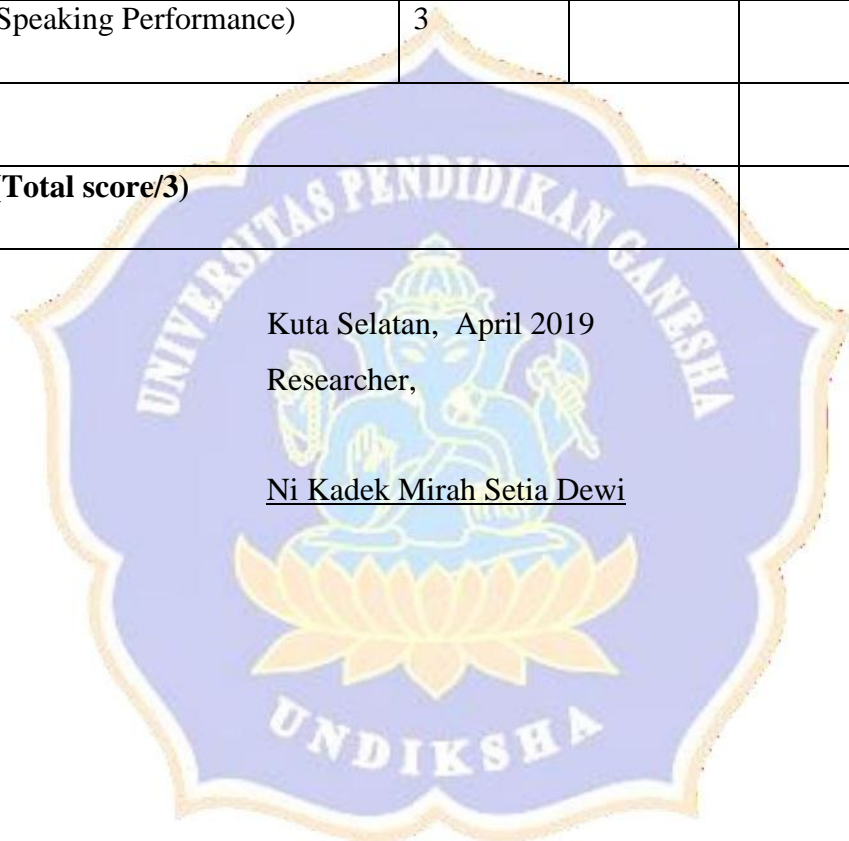
Post-Activities	<ul style="list-style-type: none"> Concluding about the lesson/material that has been discussed 	5 minutes
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R. Assessment

No.	Criteria	Score (1-5)
C. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
3	Activeness of students in discussions	
4	Communication between fellow group members	
5	The ability of students to pay attention to instructions or teacher's suggestion	
6	Students' ability to receive suggestion from friends when discussing	
7	The cooperation of group in doing assignments	
8	Time management	
Average score		
Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
9	Pronunciation	
10	Grammar	
11	Vocabulary	
12	Fluency	
13	Comprehension	

Average score	
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Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			



LESSON PLAN 2

(Control Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Composing drama texts about fables

4.18.4 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text
4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable

7. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
8. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.
- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked
- Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : expository method
- c. Technique : question-answer Technique and Discussion

F. Media

Media : whiteboard and board marker

G. Learning resources

- Teacher’s English book
- Student’s English book

- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	a. greeting b. checking the students' attendance list c. Apperception: the teacher gives questions about previous lesson as brainstorming, and gives some questions that are related to the next materials (Stage 1: Delivering goals) d. conveying all the objectives of the lesson to be achieved in the lesson	15 minutes
Whilst Activities	(stage 2: presenting information) presenting learning material step by step a. Observing <ul style="list-style-type: none"> • giving an example of drama about fable • students watch and identify the text about generic structure of the text, language features, and difficult words b. Questioning <ul style="list-style-type: none"> • leading the students to ask about what the video tells about • leading the students to ask about social function and generic structure of narrative text • leading the students to ask about the language features used in the text • leading the students to ask about the meaning of difficult words found on the video e. Exploring and Associating <ul style="list-style-type: none"> • students write about the character, social function, and language features used in the fable on the video f. Communication <ul style="list-style-type: none"> • students tell in oral their task in front of friends. 	50 minutes
Post-Activities	<ul style="list-style-type: none"> • concluding about the lesson/material that has been discussed (stage 4: giving opportunities for advanced assignment)	15 minutes

	<ul style="list-style-type: none"> students make some group and find out a title of fable then asks them to make drama text related with the title gotten 	
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I. Assessment

No.	Criteria	Score (1-5)
D. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
3	Activeness of students in discussions	
4	Communication between fellow group members	
5	The ability of students to pay attention to instructions or teacher's suggestion	
6	Students' ability to receive suggestion from friends when discussing	
7	The cooperation of group in doing assignments	
8	Time management	
Average score		
Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
9	Pronunciation	
10	Grammar	
11	Vocabulary	
12	Fluency	
13	Comprehension	

Average score	
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Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, April 2019

Researcher,

Ni Kadek Mirah Setia Dewi



LESSON PLAN 3 (Control Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.1 Summarizing one of the narrative text in form of fable

4.18.2 Composing drama texts about fables

4.18.3 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text
4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable

7. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
8. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.
- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked
- Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : expository method
- c. Technique : question-answer Technique and Discussion

F. Media

Media : whiteboard and board marker

G. Learning resources

- Teacher’s English book
- Student’s English book

- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	a. greeting b. checking students' attendance list c. Apperception: the teacher gives questions about previous lesson as brainstorming, and gives some questions that are related to the next materials (Stage 1: Delivering goals) d. conveying all the objectives of the lesson to be achieved in the lesson	15 minutes
Whilst Activities	(stage 2: presenting information) <ul style="list-style-type: none"> presenting learning material step by step a. Observing giving an example of drama text about fable students read the drama text b. Questioning (stage 3: check understanding and giving feedback) <ul style="list-style-type: none"> leading the students to ask about what the text drama tells about leading the students to ask about social function and generic structure of narrative text leading leads the students to ask about the language features used in the text leading the students to ask about the meaning of difficult words found on the video g. Exploring and Associating students write drama text about title gotten at home h. Communication students submit the drama text 	50 minutes
Post-Activities	<ul style="list-style-type: none"> concluding the lesson/material that has been discussed (stage 4: giving opportunities for advanced assignment) <ul style="list-style-type: none"> students perform their drama on the next meeting 	15 minutes

I. Assessment

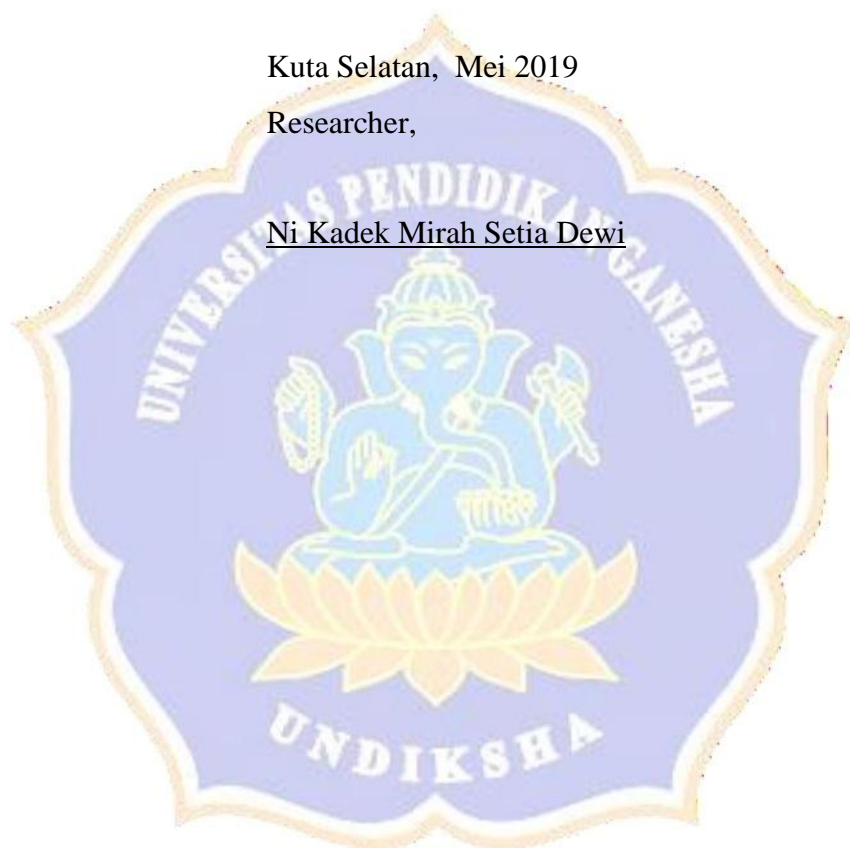
No.	Criteria	Score (1-5)
E. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
3	Activeness of students in discussions	
4	Communication between fellow group members	
5	The ability of students to pay attention to instructions or teacher's suggestion	
6	Students' ability to receive suggestion from friends when discussing	
7	The cooperation of group in doing assignments	
8	Time management	
Average score		
Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
9	Pronunciation	
10	Grammar	
11	Vocabulary	
12	Fluency	
13	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi



LESSON PLAN 4

(Control Group)

School	: SMP N 5 Kuta Selatan
Subject	: English
Class/Semester	: VIII/II
Main Topic	: Narrative text
Time Allotment	: 2 x 40 Minutes

A. Main Competency

1. Comprehending and carrying out with devotion their religion.
2. Comprehending and putting into practice honest, disciplined, responsible, caring (mutual assistance, cooperation, tolerance, tranquility), polite, responsive and pro-active and displaying behavior as part of the solution to the various problems in interacting effectively with the social surrounding and in placing themselves as a reflection of the nation in the global interaction.
3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge in accordance with their curiosity on science, technology, art, culture, and humanities on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve problems.
4. Processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently, and being able to apply the appropriate method in line with the scientific rules.

B. Basic Competency and Indicator of Achievement

- 3.14 Understanding social functions, text structure, and linguistic elements from narrative texts in the form of fables, according to the context of their use

Indicators:

3.14.1 Identifying the social function, text structure, and linguistics elements from narrative text of fable

3.14.2 Discussing the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.3 Determining the social functions, text structure, and linguistic elements from narrative text in form of fable

3.14.4 Proposing the social functions, text structure, and linguistic elements from narrative text in form of fable

4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use

Indicators:

4.18.1 Writing the social function, text structure, and linguistics elements from narrative text of fable given

4.18.2 Summarizing one of the narrative text in form of fable

4.18.3 Composing drama texts about fables

4.18.4 Performing the drama about fables

C. Learning Objective

1. By reading a fable, the students are able to identify the generic structure of the text, social function and linguistics element of the narrative
2. By reading a fable given by the teacher, the students are able to write the generic structure, social function, the characters, and linguistics elements of the text
3. By reading a narrative text about fable, the students are able to discuss the social functions, text structure, and linguistic elements of narrative text
4. By reading narrative text, the students are able to determine the social functions, text structure, and linguistic elements from narrative text in form of fable
5. By doing discussion, the students are able to propose the social functions, text structure, and linguistic elements from narrative text in form of fable
6. By reading a narrative text, the students are able to summarize one of the narrative text in form of fable

7. By understanding the social functions, text structure, and linguistic elements of narrative text, the students are able to compose/write a short drama text in the group
8. By doing discussion and preparation, the students are able to perform the short drama text about fables

D. Learning Material

Learning Material can be clearly read on the students' handbook about narrative text.

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- Orientation : setting the scene, introducing the participants or giving necessary background (who, when, and where)
- Complication : the problem or complication arises and it creates tension, is carefully written until it finds its climax.
- Resolution : finding the end of the narration or the problem is resolved; it can be happy or unhappy ending
- Reorientation/coda : closing the narration by using personal comment or opinion, it is optional.

4. Language Features of Narrative Text

- Using simple past tense
- Written in the first person (I, we) or third person (he, she, they)
- Using noun phrases
- Using adverbs of time, such as one day, once upon a time, long time ago
- Using time conjunction such as when, then, suddenly
- Using action verbs, such as ran, killed, walked
- Using direct speech.

5. Example

The Smart Monkey And The Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(source: <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

E. Learning Method

- a. Approach : Scientific Approach
- b. Method : expository method
- c. Technique : question-answer Technique and Discussion

F. Media

Media : whiteboard and board marker

G. Learning resources

- Teacher’s English book
- Student’s English book

- Internet

H. Learning Activity

Stages	Activities	Time
Pre-Activities	a. greeting b. checking students' attendance list c. Apperception: the teacher gives questions about previous lesson as brainstorming, and gives some questions that are related to the next materials (Stage 1: Delivering goals) d. conveying all the objectives of the lesson to be achieved in the lesson	15 minutes
Whilst Activities	Communication <ul style="list-style-type: none"> students perform the drama about fable that have been prepared 	60 minutes
Post-Activities	<ul style="list-style-type: none"> concluding about the lesson/material that has been discussed 	5 minutes

I. Assessment

No.	Criteria	Score (1-5)
F. Linguistics Aspect		
Planning Phase		
1	Topic development	
2	Preparing learning material related with the topic	
3	Designing the project according to assignment	
Average score		
Developing Phase		
3	Activeness of students in discussions	
4	Communication between fellow group members	
5	The ability of students to pay attention to instructions or teacher's suggestion	
6	Students' ability to receive suggestion from friends when discussing	

7	The cooperation of group in doing assignments	
8	Time management	
Average score		
Non - Linguistics Aspect		
Final Phase (Speaking Performance)		
9	Pronunciation	
10	Grammar	
11	Vocabulary	
12	Fluency	
13	Comprehension	
Average score		

Steps	Weight	Average Score	Weight X average score
Planning Phase	1		
Developing Phase	2		
Final Phase (Speaking Performance)	3		
Total			
Final Score (Total score/3)			

Kuta Selatan, Mei 2019

Researcher,

Ni Kadek Mirah Setia Dewi

Appendix 3

The result of Students' English score in mid semester test of the eight grade students

8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.1	8.11
90.00	68.00	76.00	64.00	64.00	78.00	78.00	78.00	60.00	65.00	74.00
90.00	75.00	76.00	75.00	76.00	78.00	78.00	82.00	60.00	55.00	80.00
83.00	81.00	60.00	71.00	71.00	78.00	78.00	79.00	65.00	56.00	79.00
84.00	80.00	56.00	71.00	70.00	78.00	78.00	80.00	65.00	56.00	74.00
73.00	68.00	76.00	58.00	50.00	80.00	80.00	80.00	70.00	56.00	85.00
73.00	68.00	70.00	63.00	60.00	78.00	78.00	78.00	60.00	56.00	78.00
83.00	68.00	66.00	68.00	70.00	78.00	78.00	78.00	67.00	56.00	74.00
93.00	62.00	60.00	55.00	55.00	78.00	78.00	80.00	56.00	83.00	75.00
76.00	65.00	53.00	65.00	65.00	78.00	80.00	80.00	65.00	60.00	74.00
98.00	73.00	60.00	78.00	65.00	78.00	78.00	78.00	55.00	65.00	78.00
86.00	80.00	56.00	71.00	67.00	80.00	80.00	80.00	56.00	65.00	80.00
93.00	66.00	83.00	65.00	78.00	78.00	80.00	78.00	60.00	70.00	75.00
83.00	71.00	70.00	61.00	60.00	80.00	80.00	78.00	63.00	74.00	74.00
83.00	67.00	53.00	57.00	80.00	78.00	80.00	82.00	56.00	68.00	75.00
70.00	76.00	73.00	61.00	70.00	80.00	80.00	78.00	50.00	76.00	80.00
80.00	65.00	80.00	61.00	65.00	88.00	88.00	82.00	60.00	65.00	79.00
76.00	88.00	60.00	65.00	70.00	78.00	80.00	78.00	83.00	65.00	76.00
90.00	80.00	60.00	57.00	80.00	78.00	80.00	78.00	90.00	69.00	76.00
86.00	66.00	66.00	50.00	70.00	78.00	78.00	80.00	66.00	68.00	75.00
93.00	76.00	60.00	54.00	80.00	80.00	80.00	80.00	60.00	90.00	80.00
86.00	70.00	76.00	57.00	75.00	78.00	80.00	80.00	55.00	70.00	82.00
90.00	83.00	63.00	65.00	53.00	80.00	82.00	78.00	55.00	56.00	79.00
86.00	53.00	76.00	68.00	75.00	80.00	82.00	78.00	55.00	50.00	76.00
93.00	76.00	93.00	60.00	80.00	82.00	82.00	78.00	56.00	70.00	80.00
83.00	70.00	50.00	60.00	80.00	80.00	80.00	80.00	55.00	35.00	78.00
80.00	70.00	73.00	65.00	75.00	78.00	78.00	80.00	55.00	59.00	80.00
#NULL!	65.00	76.00	68.00	70.00	80.00	80.00	80.00	55.00	56.00	78.00
73.00	78.00	50.00	68.00	70.00	78.00	84.00	78.00	55.00	52.00	74.00
76.00	65.00	63.00	68.00	80.00	78.00	82.00	84.00	60.00	55.00	#NULL!
80.00	65.00	66.00	73.00	78.00	78.00	80.00	80.00	53.00	45.00	#NULL!
86.00	70.00	60.00	58.00	65.00	#NULL!	80.00	#NULL!	55.00	55.00	#NULL!
83.00	76.00	73.00	65.00	67.00	#NULL!	#NULL!	#NULL!	83.00	#NULL!	#NULL!

Appendix 4

The Result of Learner Autonomy Questionnaire

LEARNER AUTONOMY QUESTIONNAIRE IN EXPERIMENTAL CLASS

Respon	Number of items																																					
	1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3		
1	3	5	5	4	2	5	5	3	4	4	5	1	5	5	5	5	1	1	4	5	5	5	1	5	5	5	5	1	5	5	1	5	5	1	5	5	2	2
2	5	4	4	2	4	4	4	4	5	1	5	5	5	5	1	2	1	5	2	4	1	5	3	5	4	5	4	5	1	4	5	4	1	3	4	4	4	
3	3	3	3	4	3	3	4	3	4	4	5	3	5	4	5	3	3	4	3	3	4	2	4	4	3	4	3	4	3	4	1	3	5	5	3	4	4	
4	4	5	3	2	4	4	3	2	4	3	4	3	4	5	4	4	3	5	3	4	3	3	4	4	3	3	2	3	4	3	4	2	4	4	3	5	5	
5	5	4	3	1	1	5	5	4	4	3	4	5	4	3	4	3	3	3	3	3	5	1	3	3	3	3	4	4	4	4	5	4	3	1	5	5	5	
6	3	4	3	5	3	4	2	3	5	4	3	3	3	4	5	5	5	3	5	3	3	3	1	4	3	4	3	3	3	3	2	3	4	4	2	4	4	
7	4	5	3	2	1	4	5	3	1	1	4	2	2	5	5	3	2	2	4	4	2	4	4	5	1	5	4	5	3	5	4	4	5	4	4	3	3	
8	3	5	4	3	3	5	5	3	1	2	5	1	5	5	3	4	3	4	4	4	4	4	4	5	5	3	5	3	4	3	5	2	2	1	1	1	2	
9	5	4	4	1	1	5	4	2	2	1	5	1	4	4	5	5	1	4	1	5	5	1	5	5	1	4	2	4	1	4	2	5	4	5	4	5	5	
10	4	5	4	3	2	4	4	3	4	2	4	2	4	4	4	4	2	3	3	4	4	4	3	4	2	4	3	4	2	4	3	2	4	4	2	2	2	
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12	4	5	4	3	2	3	3	2	3	4	4	3	3	3	4	5	3	4	4	4	3	2	4	4	3	3	3	4	3	3	2	2	4	3	3	3	3	
13	3	4	2	5	5	3	2	3	5	4	3	3	3	3	2	4	5	5	2	1	4	3	3	4	3	4	3	3	4	3	2	1	3	4	3	4	4	
14	4	5	4	2	1	3	4	3	3	3	4	2	3	4	5	4	2	3	2	5	4	3	3	4	3	4	2	4	2	4	3	2	4	4	3	3	3	
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19	4	4	3	3	2	4	4	3	2	3	4	3	4	3	3	2	2	4	3	4	4	2	4	4	4	4	2	4	2	4	2	2	4	4	4	4	2	2
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21	4	5	4	2	1	4	4	3	3	1	4	1	4	3	4	3	1	3	3	5	3	2	3	5	1	4	3	4	2	4	3	3	5	5	4	2	2	
22	3	4	3	1	1	4	5	1	5	3	4	3	3	4	3	2	7	2	4	4	2	2	2	4	3	4	4	4	1	5	3	1	4	4	2	3	3	
23	3	5	3	2	3	4	3	3	3	2	3	4	3	4	4	3	3	4	4	3	3	2	3	3	4	3	3	3	3	2	1	5	5	3	2	2	2	

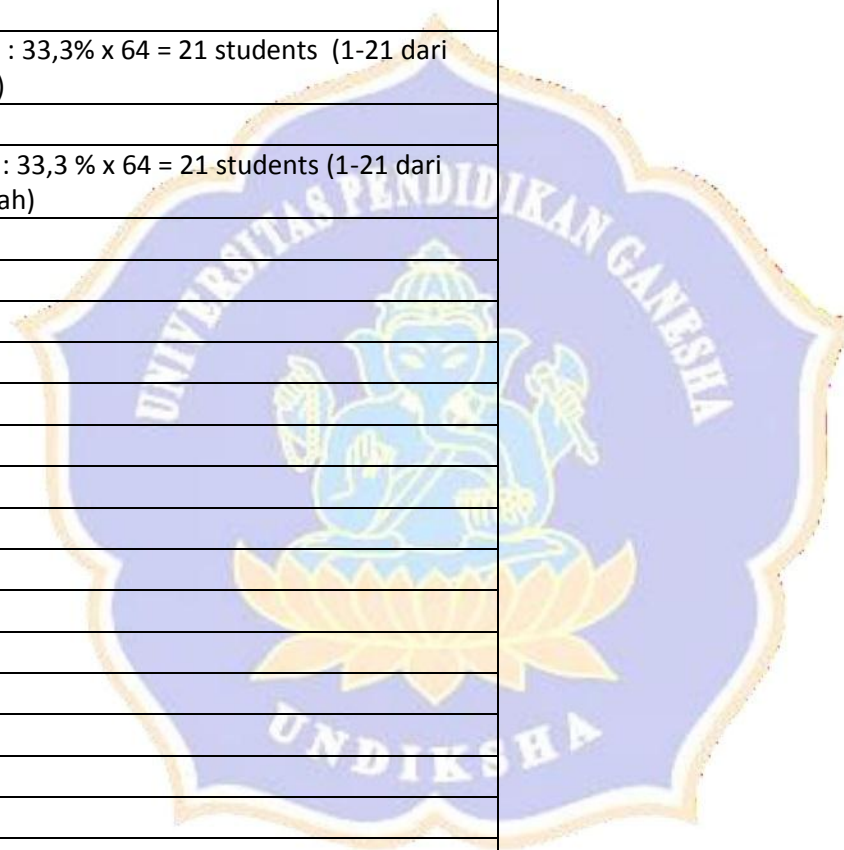
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26	4	5	3	2	2	4	4	2	5	3	4	2	3	4	2	2	4	3	2	4	4	2	3	5	2	3	2	4	3	3	2	1	5	5	3	2	
27	5	5	4	1	1	5	4	3	4	1	4	1	5	4	1	1	2	4	2	4	4	1	4	5	1	5	1	4	1	5	3	1	5	5	4	3	
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33	3	4	3	2	2	3	4	2	2	3	3	2	4	4	3	4	3	3	3	3	4	2	3	3	3	3	3	3	2	3	3	3	3	3	4	3	4
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47	2	3	3	1	2	2	3	2	1	1	3	1	3	4	3	2	3	3	2	3	4	2	4	3	3	4	3	4	3	4	3	1	5	2	3	3	
48	3	4	2	2	2	2	2	2	4	2	3	2	3	3	2	2	3	3	3	4	3	2	3	4	2	3	2	3	2	3	3	3	4	3	3	2	
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55	3	2	3	1	1	4	3	4	2	2	3	2	3	1	3	3	3	3	3	3	4	2	3	2	4	2	2	3	2	2	4	3	1	1	2	4	2
56	4	2	2	2	1	4	3	3	3	3	4	1	4	3	1	2	2	3	3	3	4	1	4	3	1	3	2	3	1	2	2	4	2	2	3	2	
57	1	3	1	3	3	2	1	2	3	2	4	3	2	2	1	1	4	4	1	3	5	3	1	3	3	3	2	3	2	4	1	5	2	2	3	2	
58	4	4	4	2	2	3	3	1	2	1	2	2	2	2	4	2	3	1	4	4	4	4	2	2	2	2	5	1	2	2	2	1	2	1	4	2	2
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62	3	3	3	2	3	1	2	1	3	4	1	1	2	1	4	1	1	1	4	3	2	1	2	3	4	5	1	2	2	2	3	2	4	3	1	3	
62	4	4	4	2	1	1	1	3	1	3	1	1	2	2	2	4	1	2	1	3	2	2	3	2	4	3	2	1	2	2	2	1	3	2	2	2	
64	2	1	1	1	1	3	3	2	4	3	3	3	3	3	2	1	1	3	2	1	2	1	2	2	1	1	1	4	1	3	1	1	4	2	1		



respons	rata-rata			
	Total			
1	135	3.75	1	
2	130	3.61	2	
3	128	3.56	3	
4	127	3.53	4	High : $33,3\% \times 64 = 21$ students (1-21 dari atas)
5	127	3.53	5	
6	124	3.44	6	Low : $33,3\% \times 64 = 21$ students (1-21 dari bawah)
7	124	3.44	7	
8	122	3.39	8	
9	121	3.36	9	
10	120	3.33	10	
11	120	3.33	11	
12	119	3.31	12	
13	118	3.28	13	
14	118	3.28	14	
15	118	3.28	15	
16	117	3.25	16	
17	117	3.25	17	
18	117	3.25	18	
19	116	3.22	19	
20	116	3.22	20	
21	115	3.19	21	
22	114	3.17		
23	114	3.17		
24	114	3.17		
25	114	3.17		
26	113	3.14		



27	113	3.14		
28	112	3.11		
29	112	3.11		
30	110	3.06		
31	110	3.06		
32	110	3.06		
33	109	3.03		
34	107	2.97		
35	105	2.92		
36	105	2.92		
37	104	2.89		
38	104	2.89		
39	103	2.86		
40	103	2.86		
41	102	2.83		
42	102	2.83		
43	101	2.81		
44	100	2.78	21	
45	100	2.78	20	
46	99	2.75	19	
47	98	2.72	18	
48	98	2.72	17	
49	98	2.72	16	
50	98	2.72	15	
51	97	2.69	14	
52	95	2.64	13	
53	94	2.61	12	
54	94	2.61	11	
55	92	2.56	10	
56	92	2.56	9	



57	90	2.5	8	
58	88	2.44	7	
59	87	2.42	6	
60	86	2.39	5	
61	86	2.39	4	
62	84	2.33	3	
63	78	2.17	2	
64	72	2	1	



LEARNER AUTONOMY QUESTIONNAIRE IN CONTROL GROUP

resp on	number of item																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
	1	5	4	5	5	2	5	2	5	4	4	5	4	5	5	4	5	3	5	3	5	5	3	5	3	5	3	5	4	4	4	4	4	4	4	4	4	4	4	
2	4	5	4	3	2	4	4	5	3	2	4	2	3	4	3	2	4	4	2	4	4	2	5	4	4	4	2	4	4	3	3	4	4	3	4	3	4	3		
3	5	5	3	2	1	4	5	3	1	1	4	2	2	5	5	3	2	2	4	4	2	4	4	5	1	5	4	5	3	5	4	4	5	4	4	3	4	3		
4	4	5	4	3	2	4	4	5	3	2	4	2	3	4	3	2	4	4	2	4	4	2	5	4	4	4	2	4	4	3	3	4	4	3	4	3	4	3		
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6	5	4	2	2	1	5	4	1	4	2	3	2	3	4	4	5	3	4	4	2	2	1	5	5	4	4	4	3	5	2	3	2	5	5	4	2	4	2		
7	4	5	4	1	1	4	3	4	2	2	3	2	3	4	3	3	3	3	3	3	4	5	3	4	4	2	5	3	5	2	4	3	1	5	5	4	2	4		
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15	4	5	5	2	1	4	4	3	3	2	4	1	4	4	1	4	2	4	2	4	4	2	4	4	3	4	2	3	3	4	3	3	4	3	3	4	3	4	3	
16	4	5	5	2	1	4	3	3	3	3	4	1	4	4	1	2	2	3	3	5	4	1	4	5	1	5	2	5	1	4	5	4	4	4	4	3	2	4	2	
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60	1	3	2	1	2	3	2	1	1	1	2	3	1	1	1	3	3	3	3	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	4	5



respon	score	rata-rata
1	150	4.17
2	125	3.47
3	125	3.47
4	125	3.47
5	121	3.36
6	120	3.33
7	118	3.28
8	118	3.28
9	118	3.28
10	118	3.28
11	117	3.25
12	117	3.25
13	117	3.25
14	116	3.22
15	116	3.22
16	116	3.22
17	116	3.22
18	115	3.19
19	115	3.19
20	114	3.17
21	113	3.14
22	113	3.14
23	112	3.11
24	112	3.11
25	112	3.11
26	111	3.08
27	110	3.06
28	110	3.06

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- 20

High : $33\% \times 60 = 20$ students (1-20 dari atas)

Low : $33\% \times 60 = 20$ students (1-20 dari baawah)



29	109	3.03	
30	106	2.94	
31	105	2.92	
32	105	2.92	
33	104	2.89	
34	104	2.89	
35	104	2.89	
36	104	2.89	
37	104	2.89	
38	104	2.89	
39	103	2.86	
40	103	2.86	
41	102	2.83	20
42	102	2.83	19
43	101	2.81	18
44	98	2.72	17
45	96	2.67	16
46	95	2.64	15
47	95	2.64	14
48	94	2.61	13
49	93	2.58	12
50	92	2.56	11
51	83	2.31	10
52	80	2.22	9
53	77	2.14	8
54	77	2.14	7
55	77	2.14	6
56	76	2.11	5
57	75	2.08	4
58	73	2.03	3



59	72	2	2
60	68	1.89	1



Appendix 5

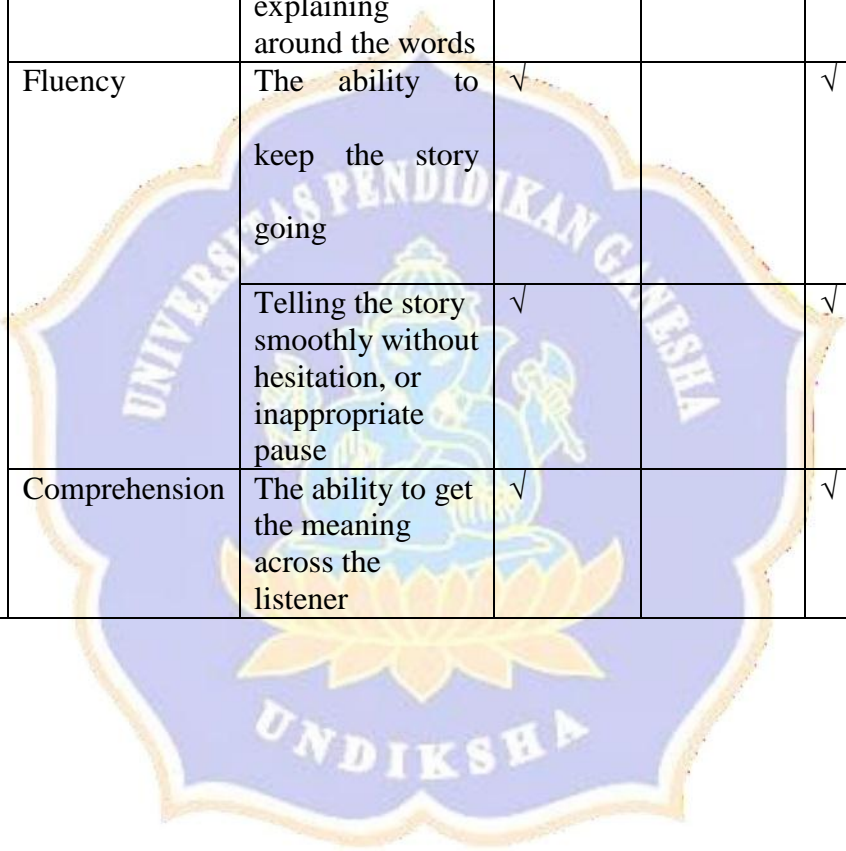
THE RESULT OF EXPERT JUDGMENT OF THE SPEAKING SKILLS

Direction:

Please evaluate the relevance of each language components and the items developed for testing speaking skills at the eighth grade students of SMP N 5 Kuta Selatan by giving checklist mark (√) the relevant/irrelevant in the following box.

No.	Core Competency / Basic Competency	Text Genres	Language Components	Criteria	Judge Evaluation				Suggestion
					Judges 1		Judges 2		
					Relevant	Irrelevant	Relevant	Irrelevant	
1	4. Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) in accordance with what is learned in school and	Narrative Text (fable)	Pronunciation	Pronunciation of individual sounds and words	√		√		
				Pronunciation of sentences, the right intonation and stress	√		√		
			Grammatical Accuracy	Accurate use of structure, or how the learner gets his/her utterance correct	√		√		
			Vocabulary	The learner's ability in choosing appropriate words and how	√		√		

<p>other similar sources in viewpoints /theory.</p> <p>4.18 Capturing the meaning of oral and written narrative texts, which are short and simple to use</p>			to solve the problems when he/she cannot find suitable words by explaining around the words					
	Fluency		The ability to keep the story going	√		√		
			Telling the story smoothly without hesitation, or inappropriate pause	√		√		
	Comprehension		The ability to get the meaning across the listener	√		√		



Appendix 6

RESULT OF POST TEST (TRY OUT)

No		ASPECTS					Jumlah
		pronunciation	grammar	vocabulary	fluency	comprehension	
1	Responden 1	4	4	4	4	4	20
2	Responden 2	3	3	3	3	3	15
3	Responden 3	3	3	3	3	3	15
4	Responden 4	4	4	4	3	4	19
5	Responden 5	3	3	3	3	3	15
6	Responden 6	3	2	2	2	3	12
7	Responden 7	5	5	5	5	5	25
8	Responden 8	3	5	4	3	3	18
9	Responden 9	3	3	3	3	3	15
10	Responden 10	4	4	4	4	4	20
11	Responden 11	2	2	2	2	2	10
12	Responden 12	4	4	4	4	4	20
13	Responden 13	5	5	5	5	5	25
14	Responden 14	3	3	3	3	3	15
15	Responden 15	4	4	4	4	4	20
16	Responden 16	5	5	5	5	5	25
17	Responden 17	3	3	3	3	3	15
18	Responden 18	5	5	5	5	5	25
19	Responden 19	2	2	2	2	2	10
20	Responden 20	5	5	5	5	5	25
21	Responden 21	4	4	4	4	4	20
22	Responden 22	3	3	3	3	3	15
23	Responden 23	2	2	2	2	2	10
24	Responden 24	3	3	3	3	3	15
25	Responden 25	4	4	4	4	4	20
26	Responden 26	3	2	3	2	3	13
27	Responden 27	5	5	5	5	5	25
28	Responden 28	3	3	3	3	3	15
29	Responden 29	5	5	5	5	5	25
30	Responden 30	3	4	3	4	4	18
31	Responden 31	3	3	3	3	3	15
32	Responden 32	2	2	2	2	2	10

		113	114	113	111	114
r hitung		0.979	0.963	0.986	0.977	0.983
r tabel		0.361	0.361	0.361	0.361	0.361
Status		valid	valid	valid	valid	valid
K		32.00				
p		3.53	3.56	3.53	3.47	3.56
		1.47	1.44	1.47	1.53	1.44
Var Total		25				
Var butir		1.47	1.44	1.47	1.53	1.44
Jml var butir		7				

Appendix 7

THE RESULT OF REALIBILITY TEST FOR SPEAKING TEST (TRY OUT)

RESULT OF POST TEST (TRY OUT)

No		ASPECTS					Jumlah
		pronunciation	grammar	vocabulary	fluency	comprehension	
1	Responden 1	4	4	4	4	4	20
2	Responden 2	3	3	3	3	3	15
3	Responden 3	3	3	3	3	3	15
4	Responden 4	4	4	4	3	4	19
5	Responden 5	3	3	3	3	3	15
6	Responden 6	3	2	2	2	3	12
7	Responden 7	5	5	5	5	5	25
8	Responden 8	3	5	4	3	3	18
9	Responden 9	3	3	3	3	3	15
10	Responden 10	4	4	4	4	4	20
11	Responden 11	2	2	2	2	2	10
12	Responden 12	4	4	4	4	4	20
13	Responden 13	5	5	5	5	5	25
14	Responden 14	3	3	3	3	3	15
15	Responden 15	4	4	4	4	4	20
16	Responden 16	5	5	5	5	5	25
17	Responden 17	3	3	3	3	3	15
18	Responden 18	5	5	5	5	5	25
19	Responden 19	2	2	2	2	2	10
20	Responden 20	5	5	5	5	5	25
21	Responden 21	4	4	4	4	4	20
22	Responden 22	3	3	3	3	3	15
23	Responden 23	2	2	2	2	2	10
24	Responden 24	3	3	3	3	3	15
25	Responden 25	4	4	4	4	4	20
26	Responden 26	3	2	3	2	3	13
27	Responden 27	5	5	5	5	5	25
28	Responden 28	3	3	3	3	3	15
29	Responden 29	5	5	5	5	5	25
30	Responden 30	3	4	3	4	4	18
31	Responden 31	3	3	3	3	3	15
32	Responden 32	2	2	2	2	2	10
		113	114	113	111	114	
	r hitung	0.979	0.963	0.986	0.977	0.983	
	r tabel	0.361	0.361	0.361	0.361	0.361	
	Status	valid	valid	valid	valid	valid	

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	32	100.0
	Excluded ^a	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.988	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	14.1250	16.242	.968	.985
VAR00002	14.0938	15.701	.941	.989
VAR00003	14.1250	15.919	.978	.983
VAR00004	14.1875	15.770	.964	.985
VAR00005	14.0938	16.217	.974	.984

Appendix 8

The blueprint of learner autonomy before being modified.

No.	Aspects	Descriptor	Item Number	
			Positive	Negative
1	Cognitive and Metacognitive	1. Awareness of belief and learning style	1,2,3	4,5
		2. Awareness on the subject learned	6,8,9	7,10
		3. Awareness on the goal setting, monitoring progress, evaluating activities, organizing time and resources	11,13,15, 16, 18, 19	14, 17, 20, 21
		4. Awareness on the presence of other in the classroom	12, 22, 23	24, 25
2	Affective and Motivation	5. Handling feeling and emotion	26, 27, 29	28, 30
		6. Motivation	31, 32, 35	33, 34
3	Action Oriented	7. The realization of method and strategies	36, 38, 39	37, 40
4	Social	8. Cooperative with other	41, 42, 45	43, 44
		9. Negotiable	47, 48, 50	46, 49

Learner Autonomy Questionnaire before being modified

**KUESIONER PEMBELAJARAN MANDIRI (LEARNER AUTONOMY QUESTIONNAIRE)
DALAM BELAJAR BAHASA INGGRIS**

Petunjuk:

Berikut ini adalah sebuah skala yang disusun untuk mengetahui kemandirian anda dalam belajar Bahasa Inggris. Skala ini sama sekali tidak berpengaruh dalam penilaian pembelajaran Bahasa Inggris anda. Oleh karenanya, anda diharapkan memberikan jawaban yang jujur dan apa adanya sesuai dengan keadaan diri anda.

Penting kami sampaikan bahwa latar belakang atau konteks dari setiap soal adalah belajar Bahasa Inggris. Maka dari itu, setiap anda membaca soal anda harus menghubungkannya dengan konteks belajar Bahasa Inggris.

Contoh pertanyaan:

Saya percaya bahwa saya bisa mengikuti pelajaran ini dengan baik.

Kata “Pelajaran ini” harus dimaknai “Pelajaran Bahasa Inggris”, bukan pelajaran yang lain.

Kami menyediakan lima alternative pilihan jawaban untuk setiap pernyataan yaitu:

- SS = Sangat Setuju
- S = Setuju
- RR = ragu-ragu
- TS = Tidak Setuju
- STS = Sangat Tidak Setuju

Anda dipersilahkan untuk memberi TANDA SILANG (X) pada alternative pilihan yang sesuai dengan keadaan anda yang sesungguhnya. Kami mohon agar semua pernyataan dijawab.

Selamat Bekerja.

Daftar Responden

Nama :

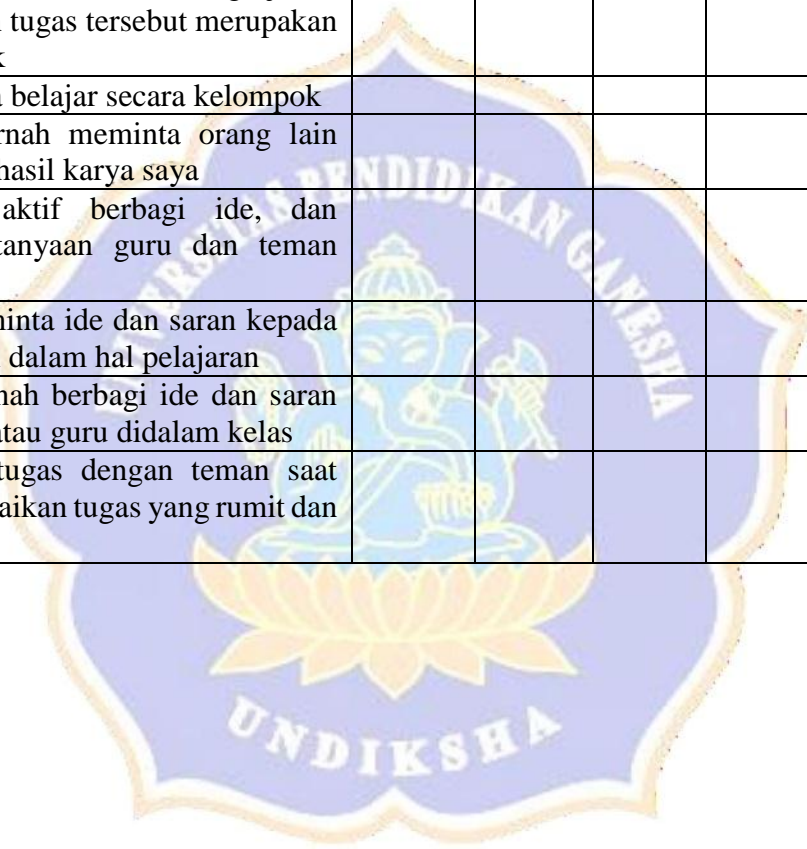
Kelas :

Sekolah :

No.	Pernyataan	Keterangan				
		Sangat Setuju (SS)	Setuju (S)	Ragu-ragu (RR)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1	Saya Percaya bahwa saya bisa mengikuti pelajaran ini dengan baik					
2	Saya sadar ada banyak cara belajar yang bisa digunakan untuk membantu pelajaran					
3	Saya merencanakan cara belajar yang akan saya gunakan untuk bisa memahami pelajaran Bahasa Inggris dengan baik					
4	Saya tidak tahu bahwa ada strategi belajar yang bisa saya gunakan untuk memahami pelajaran					
5	Saya tidak yakin bisa mengikuti pelajaran dengan baik					
6	Saya tidak tahu cakupan materi yang sudah disampaikan dikelas					
7	Saya tidak tahu manfaat pelajaran Bahasa Inggris					
8	Saya tahu kegunaan dari materi pelajaran yang saya pelajari di kehidupan nyata					
9	Saya menyadari pentingnya pelajaran ini					
10	Saya tidak tahu manfaat pelajaran ini					
11	Saya tahu tujuan dari materi mempelajari pelajaran ini.					
12	Saya Peduli dengan keberadaan orang-orang disekitar saya sendiri dalam pelajaran					
13	Saya tahu bagaimana caranya menilai kemampuan saya sendiri dalam pelajaran					
14	Saya tidak tahu materi dari setiap pelajaran ini					
15	Saya membuat peraturan waktu dalam belajar					
16	Saya tahu hal apasaja yang saya perlukan untuk bisa mengikuti pelajaran dengan baik					
17	Saya hanya belajar ketika ada tugas dari guru					
18	Saya mencari sumber bacaan lain yang berkaitan dengan materi yang diberikan guru					

19	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas dan bisa memperbaikinya					
20	Saya tidak peduli dengan kesalahan dalam membuat tugas					
21	Saya tidak ingin memperbaiki tugas yang salah yang sudah saya selesaikan					
22	Saya sadar bahwa saya belajar bersama-sama dengan orang lain di dalam kelas					
23	Saya tahu bahwa ada orang lain yang juga belajar bersama saya di dalam kelas					
24	Saya tidak peduli bahwa saya belajar bersama dengan orang lain di dalam kelas					
25	Saya tidak peduli ketika ada ada teman yang tidak hadir saat pelajaran					
26	Saya bisa mengatasi rasa gugup dan khawatir saat belajar					
27	Saya bisa mengatasi rasa marah dan kecewa					
28	Saya tidak bisa menerima teguran/kritik dari orang lain					
29	Saya bisa mengatasi rasa tidak percaya diri dengan baik					
30	Saya merasa malu apabila berbicara didepan kelas					
31	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran					
32	Saya selalu menyemangati diri sendiri agar bisa belajar dengan baik					
33	Saya tidak berusaha mengatasi setiap kendala yang dapat menghambat pencapaian potensi terbaik saya					
34	Saya tidak pernah berfikir bahwa saya bisa menyelesaikan tugas dengan baik					
35	Dalam mengerjakan tugas, saya selalu berusaha menyelesaikan setiap masalah dengan baik dan tidak cepat menyerah					
36	Saya menggunakan berbagai usaha/cara/metode untuk dapat memahami pelajaran					
37	Saya tidak mencari strategi lain untuk memecahkan masalah dalam menyelesaikan tugas					
38	Saya menyelesaikan tugas-tugas sangat hati-hati untuk mencapai hasil yang berkualitas					
39	Untuk menyelesaikan tugas, saya tidak mencari sumber lain selain yang diberikan					

40	Dalam menyelesaikan tugas, saya tidak mencari sumber lain selain yang diberikan guru					
41	Saat belajar, saya bisa belajar dan berdiskusi bersama-sama dengan teman sekelas					
42	Saya berdiskusi bersama dengan teman saat menghadapi yang sulit					
43	Saya lebih suka mengerjakan tugas sendiri tanpa bantuan orang lain meskipun pelajaran tersebut sulit dipahami					
44	Saya berusaha sendiri mengatasi setiap kendala dan masalah dalam mengerjakan tugas meskipun tugas tersebut merupakan tugas kelompok					
45	Saya lebih suka belajar secara kelompok					
46	Saya tidak pernah meminta orang lain mengomentari hasil karya saya					
47	Saya secara aktif berbagi ide, dan pertanyaan-pertanyaan guru dan teman saat pelajaran					
48	Saya suka meminta ide dan saran kepada guru dan teman dalam hal pelajaran					
49	Saya tidak pernah berbagi ide dan saran dengan teman atau guru didalam kelas					
50	Saya berbagi tugas dengan teman saat harus menyelesaikan tugas yang rumit dan banyak.					



Learner Autonomy Questionnaire (Before Judgment)

**KUESIONER PEMBELAJARAN MANDIRI (LEARNER AUTONOMY QUESTIONNAIRE)
DALAM BELAJAR BAHASA INGGRIS**

Petunjuk:

Berikut ini adalah sebuah skala yang disusun untuk mengetahui kemandirian anda dalam belajar Bahasa Inggris. Skala ini sama sekali tidak berpengaruh dalam penilaian pembelajaran Bahasa Inggris anda. Oleh karenanya, anda diharapkan memberikan jawaban yang jujur dan apa adanya sesuai dengan keadaan diri anda.

Penting kami sampaikan bahwa latar belakang atau konteks dari setiap soal adalah belajar Bahasa Inggris. Maka dari itu, setiap anda membaca soal anda harus menghubungkannya dengan konteks belajar Bahasa Inggris.

Kami menyediakan lima alternative pilihan jawaban untuk setiap pernyataan yaitu:

- SS = Sangat Setuju**
- S = Setuju**
- RR = ragu-ragu**
- TS = Tidak Setuju**
- STS = Sangat Tidak Setuju**

Anda dipersilahkan untuk memberi **TANDA CENTANG (√)** pada alternative pilihan yang sesuai dengan keadaan anda yang sesungguhnya. Kami mohon agar semua pernyataan dijawab.

---Selamat Bekerja---



Daftar Responden

Nama :

Kelas :

Sekolah :

No.	Pernyataan	Keterangan				
		Sangat Setuju (SS)	Setuju (S)	Ragu-ragu (RR)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1	Saya Percaya bahwa saya bisa mengikuti pelajaran Bahasa Inggris dengan baik					
2	Saya sadar ada banyak cara belajar yang bisa digunakan untuk membantu pelajaran					
3	Saya merencanakan cara belajar yang akan saya gunakan untuk bisa memahami pelajaran Bahasa Inggris dengan baik					
4	Saya tidak tahu bahwa ada strategi belajar yang bisa saya gunakan untuk memahami pelajaran Bahasa Inggris					
5	Saya tidak yakin bisa mengikuti pelajaran Bahasa Inggris dengan baik					
6	Saya tidak tahu materi yang sudah disampaikan dikelas					
7	Saya tidak tahu manfaat pelajaran Bahasa Inggris					
8	Saya tahu cakupan materi pelajaran yang saya pelajari					
9	Saya menyadari pentingnya pelajaran Bahasa Inggris					
10	Saya tahu kegunaan dari materi pelajaran yang saya pelajari di kehidupan nyata					
11	Saya tahu tujuan dari mempelajari materi pelajaran bahasa inggris					
12	Saya tahu bagaimana caranya menilai kemampuan saya sendiri dalam pelajaran Bahasa Inggris					
13	Saya tidak tahu materi dari setiap pelajaran Bahasa Inggris					
14	Saya membuat peraturan waktu dalam belajar Bahasa Inggris					
15	Saya hanya belajar ketika ada tugas dari guru					
16	Saya tidak peduli dengan kesalahan dalam membuat tugas					
17	Saya tahu hal apa saja yang saya perlukan untuk bisa mengikuti pelajaran dengan baik					
18	Saya tidak ingin memperbaiki tugas yang salah yang sudah saya selesaikan					

19	Saya mencari sumber bacaan lain yang berkaitan dengan materi yang diberikan guru					
20	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas dan bisa memperbaikinya					
21	Saya tidak peduli bahwa saya belajar bersama dengan orang lain didalam kelas					
22	Saya Peduli dengan keberadaan orang-orang disekitar saya sendiri dalam pelajaran Bahasa Inggris					
23	Saya tidak peduli ketika ada teman yang tidak hadir saat pelajaran Bahasa Inggris					
24	Saya sadar bahwa saya belajar bersama-sama dengan orang lain di dalam kelas					
25	Saya tahu bahwa ada orang lain yang juga belajar Bahasa Inggris bersama saya didalam kelas					
26	Saya tidak bisa menerima teguran/kritik dari orang lain					
27	Saya bisa mengatasi rasa gugup dan khawatir saat belajar Bahasa Inggris					
28	Saya merasa malu apabila berbicara didepan kelas					
29	Saya bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik					
30	Saya bisa mengatasi rasa tidak percaya diri dengan baik					
31	Saya tidak berusaha mengatasi setiap kendala yang dapat menghambat pencapaian potensi terbaik saya					
32	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran Bahasa Inggris					
33	Saya selalu menyemangati diri sendiri agar bisa belajar Bahasa Inggris dengan baik					
34	Saya tidak pernah berfikir bahwa saya bisa menyelesaikan tugas Bahasa Inggris dengan baik					
35	Dalam mengerjakan tugas, saya selalu berusaha menyelesaikan setiap masalah dengan baik dan tidak cepat menyerah					
36	Saya tidak mencari strategi lain untuk memecahkan masalah dalam menyelesaikan tugas Bahasa Inggris					

37	Saya menggunakan berbagai usaha/cara untuk dapat memahami pelajaran Bahasa Inggris					
38	Dalam menyelesaikan tugas, saya tidak mencari sumber lain selain yang diberikan oleh guru Bahasa Inggris					
39	Saya menyelesaikan tugas-tugas Bahasa Inggris dengan sangat hati-hati untuk mencapai hasil yang berkualitas					
40	Untuk menyelesaikan tugas, saya mencari sumber lain selain yang diberikan oleh guru Bahasa Inggris					
41	Saya lebih suka mengerjakan tugas sendiri tanpa bantuan orang lain meskipun pelajaran tersebut sulit dipahami					
42	Saya berusaha sendiri mengatasi setiap kendala dan masalah dalam mengerjakan tugas meskipun tugas tersebut merupakan tugas kelompok					
43	Saya bisa belajar dan berdiskusi bersama-sama dengan teman sekelas pada saat belajar Bahasa Inggris					
44	Saya berdiskusi bersama dengan teman saat menghadapi yang sulit					
45	Saya lebih suka belajar Bahasa Inggris secara berkelompok					
46	Saya secara aktif berbagi ide dan pertanyaan kepada guru bahasa inggris dan teman saat peajaran Bahasa Inggris					
47	Saya suka meminta ide dan saran kepada guru Bahasa Inggris dan teman dalam hal pelajaran bahasa inggris					
48	Saya tidak pernah meminta orang lain mengomentari hasil karya saya					
49	Saya tidak pernah berbagi ide dan saran dengan teman atau guru Bahasa inggris didalam kelas					
50	Saya berbagi tugas dengan teman saat harus menyelesaikan tugas Bahasa Inggris yang rumit dan banyak					

Learner Autonomy Questionnaire after being tried out

**KUESIONER PEMBELAJARAN MANDIRI (LEARNER AUTONOMY QUESTIONNAIRE)
DALAM BELAJAR BAHASA INGGRIS**

Petunjuk:

Berikut ini adalah sebuah skala yang disusun untuk mengetahui kemandirian anda dalam belajar Bahasa Inggris. Skala ini sama sekali tidak berpengaruh dalam penilaian pembelajaran Bahasa Inggris anda. Oleh karenanya, anda diharapkan memberikan jawaban yang jujur dan apa adanya sesuai dengan keadaan diri anda.

Penting kami sampaikan bahwa latar belakang atau konteks dari setiap soal adalah belajar Bahasa Inggris. Maka dari itu, setiap anda membaca soal anda harus menghubungkannya dengan konteks belajar Bahasa Inggris.

Kami menyediakan lima alternative pilihan jawaban untuk setiap pernyataan yaitu:

- SS = Sangat Setuju**
- S = Setuju**
- RR = ragu-ragu**
- TS = Tidak Setuju**
- STS = Sangat Tidak Setuju**

Anda dipersilahkan untuk memberi **TANDA CENTANG (√)** pada alternative pilihan yang sesuai dengan keadaan anda yang sesungguhnya. Kami mohon agar semua pernyataan dijawab.

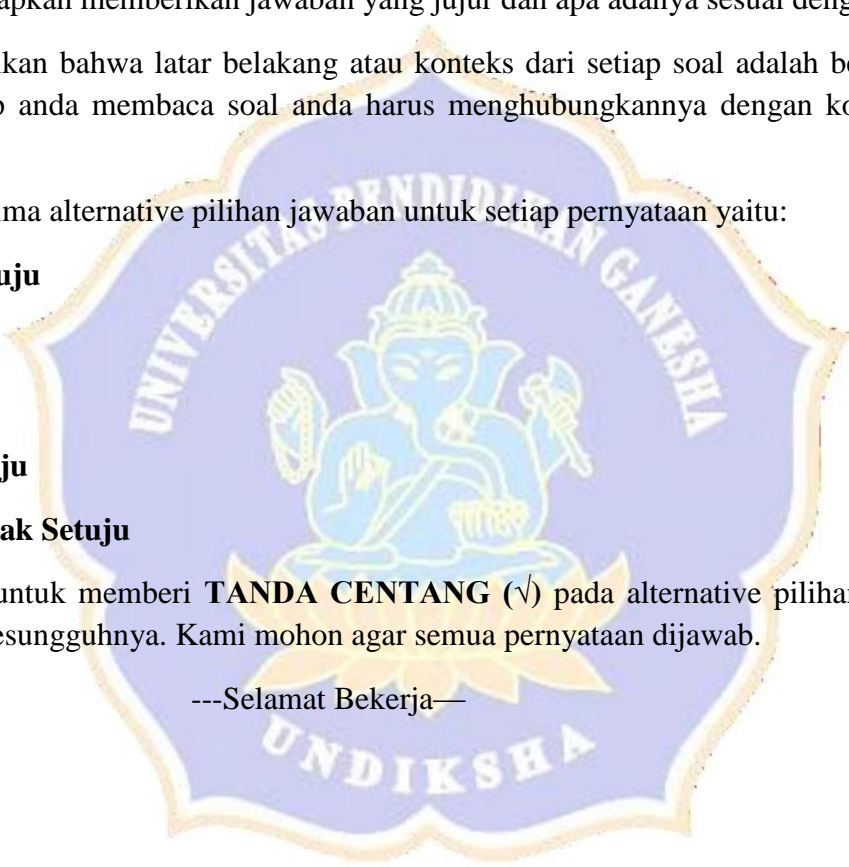
---Selamat Bekerja---

Daftar Responden

Nama :

Kelas :

Sekolah :



No.	Pernyataan	Keterangan				
		Sangat Setuju (SS)	Setuju (S)	Ragu-ragu (RR)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1	Saya Percaya bahwa saya bisa mengikuti pelajaran Bahasa Inggris dengan baik					
2	Saya sadar ada banyak cara belajar yang bisa digunakan untuk membantu pelajaran					
3	Saya merencanakan cara belajar yang akan saya gunakan untuk bisa memahami pelajaran Bahasa Inggris dengan baik					
4	Saya tidak tahu materi yang sudah disampaikan dikelas					
5	Saya tidak tahu manfaat pelajaran Bahasa Inggris					
6	Saya tahu cakupan materi pelajaran yang saya pelajari					
7	Saya tahu bagaimana caranya menilai kemampuan saya sendiri dalam pelajaran Bahasa Inggris					
8	Saya membuat peraturan waktu dalam belajar Bahasa Inggris					
9	Saya hanya belajar ketika ada tugas dari guru					
10	Saya tidak peduli dengan kesalahan dalam membuat tugas					
11	Saya tahu hal apa saja yang saya perlukan untuk bisa mengikuti pelajaran dengan baik					
12	Saya tidak ingin memperbaiki tugas yang salah yang sudah saya selesaikan					
13	Saya mencari sumber bacaan lain yang berkaitan dengan materi yang diberikan guru					
14	Saya sadar ketika membuat kesalahan dalam menyelesaikan tugas dan bisa memperbaikinya					
15	Saya tidak peduli bahwa saya belajar bersama dengan orang lain didalam kelas					
16	Saya tidak peduli ketika ada teman yang tidak hadir saat pelajaran Bahasa Inggris					
17	Saya tidak bisa menerima teguran/kritik dari orang lain					

18	Saya bisa mengatasi rasa gugup dan khawatir saat belajar Bahasa Inggris				
19	Saya merasa malu apabila berbicara didepan kelas				
20	Saya bisa mengatasi rasa marah dan kecewa ketika mendapat teguran/kritik				
21	Saya bisa mengatasi rasa tidak percaya diri dengan baik				
22	Saya tidak berusaha mengatasi setiap kendala yang dapat menghambat pencapaian potensi terbaik saya				
23	Saya selalu merasa percaya diri bahwa saya bisa berprestasi dalam pelajaran Bahasa Inggris				
24	Saya selalu menyemangati diri sendiri agar bisa belajar Bahasa Inggris dengan baik				
25	Saya tidak pernah berfikir bahwa saya bisa menyelesaikan tugas Bahasa Inggris dengan baik				
26	Dalam mengerjakan tugas, saya selalu berusaha menyelesaikan setiap masalah dengan baik dan tidak cepat menyerah				
27	Saya tidak mencari strategi lain untuk memecahkan masalah dalam menyelesaikan tugas Bahasa Inggris				
28	Saya menggunakan berbagai usaha/cara untuk dapat memahami pelajaran Bahasa Inggris				
29	Dalam menyelesaikan tugas, saya tidak mencari sumber lain selain yang diberikan oleh guru Bahasa Inggris				
30	Saya menyelesaikan tugas-tugas Bahasa Inggris dengan sangat hati-hati untuk mencapai hasil yang berkualitas				
31	Saya lebih suka mengerjakan tugas sendiri tanpa bantuan orang lain meskipun pelajaran tersebut sulit dipahami				
32	Saya berusaha sendiri mengatasi setiap kendala dan masalah dalam mengerjakan tugas meskipun tugas tersebut merupakan tugas kelompok				
33	Saya bisa belajar dan berdiskusi bersama-sama dengan teman sekelas pada saat belajar Bahasa Inggris				
34	Saya berdiskusi bersama dengan teman saat menghadapi yang sulit				

35	Saya secara aktif berbagi ide dan pertanyaan kepada guru bahasa inggris dan teman saat peajaran Bahasa Inggris					
36	Saya tidak pernah meminta orang lain mengomentari hasil karya saya					



Appendix 9

A VALIDATION OF LEARNER AUTONOMY QUESTIONNAIRE (TRY OUT)

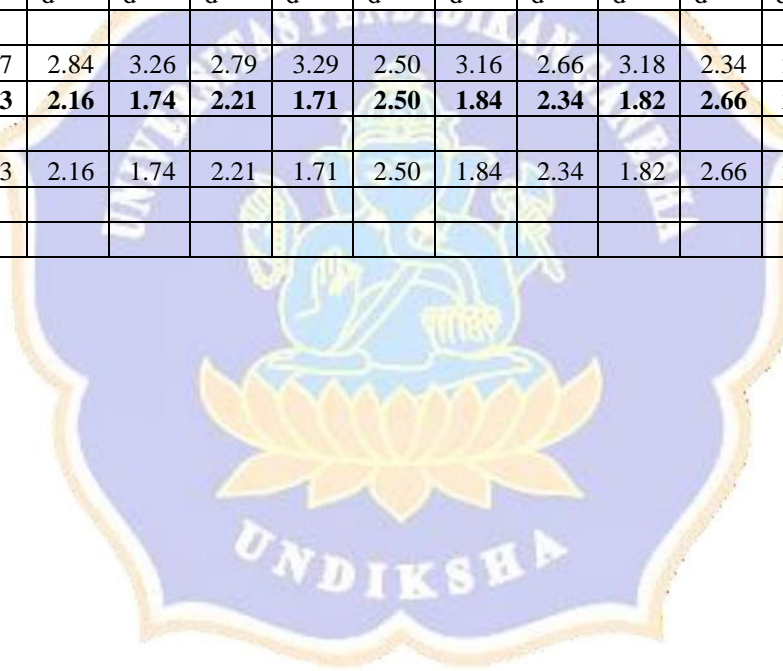
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7	Responden 7	4	5	3	2	5	4	5	3	3	4	4	2	2	5	5	3
8	Responden 8	3	5	4	3	3	5	5	3	5	5	5	4	5	5	3	4
9	Responden 9	3	4	4	4	4	5	4	4	4	4	5	4	4	4	5	5
10	Responden 10	4	5	4	3	2	4	4	3	4	4	4	4	4	4	4	4
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12	Responden 12	4	5	4	3	3	3	3	2	3	4	4	3	3	3	4	3
13	Responden 13	3	4	2	5	5	3	2	3	5	4	3	3	3	3	2	3
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26	Responden 26	4	5	3	4	4	4	4	3	5	3	4	2	3	4	2	2

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	r tabel	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1
	Status	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid
	K	32.0 0															
	p	3.03	3.53	2.92	2.68	3.00	3.16	3.05	2.68	3.16	2.66	3.26	2.66	3.03	3.29	3.03	2.84
		1.97	1.47	2.08	2.32	2.00	1.84	1.95	2.32	1.84	2.34	1.74	2.34	1.97	1.71	1.97	2.16
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	Jml var butir	75															
	Alpha	0.76															



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3	3	4	3	3	2	3	3	2	4	3	4	3	3	2	2	4	4	3	4	116
1	4	3	4	3	1	3	2	3	4	3	3	3	3	3	3	3	3	3	4	117
4	3	4	4	3	2	3	4	4	4	2	4	4	4	2	2	4	4	3	3	125
98	116	106	118	110	90	108	124	106	125	95	120	101	121	89	84	122	120	108	111	
0.44 2	0.43 5	0.47 1	0.55 0	0.40 3	0.41 9	0.73 0	0.52 4	0.47 6	0.69 1	0.41 0	0.67 7	0.47 0	0.69 0	0.45 9	0.52 0	0.44 2	0.39 9	0.82 9	0.58 3	
0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	0.36 1	
valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	
2.58	3.05	2.79	3.11	2.89	2.37	2.84	3.26	2.79	3.29	2.50	3.16	2.66	3.18	2.34	2.21	3.21	3.16	2.84	2.92	
2.42	1.95	2.21	1.89	2.11	2.63	2.16	1.74	2.21	1.71	2.50	1.84	2.34	1.82	2.66	2.79	1.79	1.84	2.16	2.08	
2.42	1.95	2.21	1.89	2.11	2.63	2.16	1.74	2.21	1.71	2.50	1.84	2.34	1.82	2.66	2.79	1.79	1.84	2.16	2.08	



Appendix 10

Calculation data of Speaking Skills and Learner Autonomy

Group who has high learner autonomy taught by using project based learning

Students	ASPECTS					SCORE	AVERAGE
	pronunciation	grammar	vocabulary	Fluency	Comprehension		
1	4	4	4	5	4	21	4.20
2	4	3	4	4	5	20	4.00
3	5	3	4	4	5	21	4.20
4	4	3	5	4	5	21	4.20
5	5	3	5	4	5	22	4.40
6	5	4	5	4	5	23	4.60
7	4	3	5	4	5	21	4.20
8	4	4	5	4	5	22	4.40
9	3	3	4	4	4	18	3.60
10	4	4	5	4	4	21	4.20
11	5	4	5	5	5	24	4.80
12	4	3	4	3	3	17	3.40
13	4	4	5	4	5	22	4.40
14	4	3	5	4	4	20	4.00
15	4	4	5	4	5	22	4.40
16	4	4	5	3	4	20	4.00
17	4	4	5	4	5	22	4.40
18	4	3	5	4	5	21	4.20
19	3	5	5	4	5	22	4.40
20	3	3	5	4	5	20	4.00
21	4	3	5	4	5	21	4.20

Group who has low learner autonomy taught by using project based learning

Students	ASPECTS					SCORE	AVERAGE
	pronunciation	grammar	vocabulary	Fluency	Comprehension		
1	3	4	3	3	3	16	3.20
2	4	3	4	4	5	20	4.00
3	3	3	3	2	3	14	2.80
4	4	3	5	4	5	21	4.20
5	4	3	5	4	5	21	4.20
6	5	3	3	3	3	17	3.30
7	3	3	4	4	4	18	3.60
8	4	3	4	4	4	19	3.80

9	3	3	2	4	3	15	3.00
10	4	4	3	4	4	19	3.80
11	3	3	2	3	4	15	3.00
12	4	3	4	3	3	17	3.40
13	3	3	3	3	2	14	2.80
14	3	3	3	3	4	16	3.20
15	4	3	2	3	3	15	3.00
16	4	4	5	3	4	20	4.00
17	4	4	4	3	5	20	4.00
18	3	2	3	3	3	14	2.80
19	3	3	3	3	3	15	3.00
20	3	3	4	3	4	17	3.40
21	4	3	4	4	5	20	4.00

Group who has low learner autonomy taught by using CONVENTIONAL STRATEGY

Students	ASPECTS					SCORE	AVERAGE
	pronunciation	grammar	vocabulary	Fluency	Comprehension		
1	4	2	3	4	5	18	3.60
2	4	3	3	3	3	16	3.20
3	3	3	3	2	3	14	2.80
4	4	3	5	3	3	18	3.60
5	4	3	4	3	4	18	3.60
6	4	3	3	4	3	17	3.40
7	3	3	4	4	4	18	3.60
8	4	3	4	4	4	19	3.80
9	3	3	2	4	3	15	3.00
10	4	4	3	4	4	19	3.80
11	3	3	2	3	4	15	3.00
12	4	3	4	3	3	17	3.40
13	3	3	3	3	2	14	2.80
14	3	3	3	3	4	16	3.20
15	4	3	2	3	3	15	3.00
16	4	4	5	3	4	20	4.00
17	4	4	4	3	5	20	4.00
18	3	2	3	3	3	14	2.80
19	3	3	3	3	3	15	3.00
20	3	3	4	3	4	17	3.40

**Group who has HIGH learner autonomy taught by using
CONVENTIONAL STRATEGY**

Students	ASPECTS					SCORE	AVERAGE
	pronunciation	grammar	vocabulary	Fluency	Comprehension		
1	4	5	3	4	5	21	4.20
2	4	4	3	3	5	19	3.80
3	3	3	3	2	3	14	2.80
4	4	4	5	3	5	21	4.20
5	4	3	4	3	4	18	3.60
6	4	3	5	4	5	21	4.20
7	3	3	4	4	4	18	3.60
8	4	3	4	4	4	19	3.80
9	3	3	2	4	3	15	3.00
10	3	4	3	4	4	18	3.60
11	3	3	2	3	4	15	3.00
12	4	4	4	3	3	18	3.60
13	3	3	3	5	5	19	3.80
14	5	5	3	3	4	20	4.00
15	4	3	2	3	3	15	3.00
16	4	4	4	4	4	20	4.00
17	4	4	5	5	5	23	4.60
18	3	2	3	3	3	14	2.80
19	3	3	3	3	3	15	3.00
20	4	4	4	3	5	20	4.00

STUDENTS WHO WERE TAUGHT BY USING PROJECT BASED LEARNING

Students	ASPECTS					SCORE	AVERAGE
	pronunciation	grammar	vocabulary	Fluency	Comprehension		
1	3	4	3	3	3	16	3.20
2	4	3	4	4	5	20	4.00
3	3	3	3	2	3	14	2.80
4	4	3	5	4	5	21	4.20
5	4	3	5	4	5	21	4.20
6	5	3	3	3	3	17	3.30
7	3	3	4	4	4	18	3.60
8	4	3	4	4	4	19	3.80
9	3	3	2	4	3	15	3.00
10	4	4	3	4	4	19	3.80
11	3	3	2	3	4	15	3.00

12	4	3	4	3	3	17	3.40
13	3	3	3	3	2	14	2.80
14	3	3	3	3	4	16	3.20
15	4	3	2	3	3	15	3.00
16	4	4	5	3	4	20	4.00
17	4	4	4	3	5	20	4.00
18	3	2	3	3	3	14	2.80
19	3	3	3	3	3	15	3.00
20	3	3	4	3	4	17	3.40
21	4	3	4	4	5	20	4.00
22	4	4	4	5	4	21	4.20
23	4	3	4	4	5	20	4.00
24	5	3	4	4	5	21	4.20
25	4	3	5	4	5	21	4.20
26	5	3	5	4	5	22	4.40
27	5	4	5	4	5	23	4.60
28	4	3	5	4	5	21	4.20
29	4	4	5	4	5	22	4.40
30	3	3	4	4	4	18	3.60
31	4	4	5	4	4	21	4.20
32	5	4	5	5	5	24	4.80
33	4	3	4	3	3	17	3.40
34	4	4	5	4	5	22	4.40
35	4	3	5	4	4	20	4.00
36	4	4	5	4	5	22	4.40
37	4	4	5	3	4	20	4.00
38	4	4	5	4	5	22	4.40
39	4	3	5	4	5	21	4.20
40	3	5	5	4	5	22	4.40
41	3	3	5	4	5	20	4.00
42	4	3	5	4	5	21	4.20

STUDENTS WHO WERE TAUGHT BY USING CONVENTIONAL

Students	ASPECTS					SCORE	AVERAGE
	pronunciation	grammar	vocabulary	Fluency	Comprehension		
1	4	5	3	4	5	21	4.20
2	4	4	3	3	5	19	3.80
3	3	3	3	2	3	14	2.80
4	4	4	5	3	5	21	4.20
5	4	3	4	3	4	18	3.60

6	4	3	5	4	5	21	4.20
7	3	3	4	4	4	18	3.60
8	4	3	4	4	4	19	3.80
9	3	3	2	4	3	15	3.00
10	3	4	3	4	4	18	3.60
11	3	3	2	3	4	15	3.00
12	4	4	4	3	3	18	3.60
13	3	3	3	5	5	19	3.80
14	5	5	3	3	4	20	4.00
15	4	3	2	3	3	15	3.00
16	4	4	4	4	4	20	4.00
17	4	4	5	5	5	23	4.60
18	3	2	3	3	3	14	2.80
19	3	3	3	3	3	15	3.00
20	4	4	4	3	5	20	4.00
21	4	2	3	4	5	18	3.60
22	4	3	3	3	3	16	3.20
23	3	3	3	2	3	14	2.80
24	4	3	5	3	3	18	3.60
25	4	3	4	3	4	18	3.60
26	4	3	3	4	3	17	3.40
27	3	3	4	4	4	18	3.60
28	4	3	4	4	4	19	3.80
29	3	3	2	4	3	15	3.00
30	4	4	3	4	4	19	3.80
31	3	3	2	3	4	15	3.00
32	4	3	4	3	3	17	3.40
33	3	3	3	3	2	14	2.80
34	3	3	3	3	4	16	3.20
35	4	3	2	3	3	15	3.00
36	4	4	5	3	4	20	4.00
37	4	4	4	3	5	20	4.00
38	3	2	3	3	3	14	2.80
39	3	3	3	3	3	15	3.00
40	3	3	4	3	4	17	3.40