

APPENDIX 1

ATTACHMENT LETTERS



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAHRAGA
SMA NEGERI 1 SUKASADA
ALAMAT : JL. BELANTIK GINGSIR 81 B, TELP. (0362) 52788, KODE POS : 81161
Email : sman1sukasada@gmail.com website : www.sman1sukasada.scb.id



SURAT KETERANGAN
No.420/061201/SMANISKSD/2020

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Negeri 1 Sukasada Kabupaten Buleleng menerangkan :

N A M A : I Gusti Agung Bayu Mahendra
N I M : 1612021067
JURUSAN : Pendidikan Bahasa Inggris
FAKULTAS : Bahasa dan Seni
UNIVERSITAS : Pendidikan Ganesha
JUDUL PENELITIAN : *The Impact of Flipped Learning 3.0 and self -Regulated Learning toward students speaking Performance in SMA Negeri 1 Sukasada*

Memang benar yang tersebut diatas telah melaksanakan penelitian dalam mata pelajaran Bahasa Inggris pada kelas XII MIA 1 di SMA Negeri 1 Sukasada, dari tanggal 21 Oktober s/d 20 Nopember 2019 tahun ajaran 2019/2020.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sukasada, 12 Juni 2020
Kepala SMA Negeri 1 Sukasada
Dr. Putu Dana, M.Si
DISDITP: 19620818 198903 1 011



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3511/UN48.7.1/DT/2019

10 Oktober 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMA Negeri 1 Sukasada
di Sukasada


Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : I Gusti Agung Bayu Mahendra
NIM : 1612021067
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Kepala Bagian Tata Usaha,


Nyoman Doddy Widhiastana, S.T.,M.M.
NIP. 197305292001121001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 3513/UN48.7.1/DT/2019

10 Oktober 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA N 1 Sukasada
di Sukasada

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : I Gusti Agung Bayu Mahendra
NIM : 1612021067
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2019/2020
Judul : Investigating the Effect of Flipped Learning 3.0 and Self-Regulated Learning on Speaking Performance on Eleventh Grade Students in SMA Negeri 1 Sukasada in Academic Year 2019/2020

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

..... a.n Dekan,
Kepala Bagian Tata Usaha,

Nyoman Doddy Widhiastana, S.T., M.M.
NIP. 197305292001121001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

APPENDIX 2

LESSON PLAN (Experimental Group)

School : SMAN 1 Sukasada
Subject : Bahasa dan Sastra Inggris (Peminatan)
Class/Semester : XI /I
Material : Poem
Academic Year : 2019/2020
Time : 3x2 Jam Pelajaran (6 JP)

A. Basic Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered, responsive, pro-active and confident in interacting effectively with the social and natural environments and can be the solution of the problems in which they interact and live.
3. Understand, apply, and analyze factual, conceptual, procedural, and met cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems.
4. Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

B. Standard Competencies and Indicators

Standard Competencies	Indicators
3.4 Interpreting social functions, text structures, and language features of specific texts in the form of poem, oral and written, by giving and requesting information related to teenage life, according to the context.	3.4.1 Students are able to know the function of popular poem in adolescent life 3.4.2 Students are able to understand the structure of poem. 3.4.3 Students are able to understand the use of figurative language in poem.
4.4 Understanding the contextual meaning related to social functions, text structure, and language features specified in the form of poem related to teenage life	4.4.1 Students are able to interpret meanings (explicit or implied) in a poem text. 4.4.2 Students are able to practice reading a poem.

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to find out the poem text's function in adolescents' lives through discussions and markings in pairs in a thorough and responsive manner.
2. Students are able to understand the structure of popular texts through reading and analyzing a poem's text in groups.
3. Students are able to understand the use of figurative language in topics through group discussion activities.
4. Students are able to interpret the meaning (explicit or implied) in a poem text through reading and analyzing poem texts in groups.
5. Students are able to practice reading a poem text through poem text reading activities that have been analyzed independently.

D. Learning Material

1. Learning Material

a. Fact:

- Show examples of texts giving and asking for information related to the lives of teenagers, according to the use of the context,

b. Concept

- Social functions and text structures giving and asking information related to adolescent life, according to the use of the context,

c. Principle

- Grammar: Simple Present Tense, Positive and negative imperative sentences, question sentences, grammar poetry style.
- Proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. correctly in nominal phrases
- Speech, word stress, intonation, spelling, punctuation, handwriting.

d. Procedure

- Making sentences that are appropriate for giving and asking for information related to adolescent life, according to the use of the context,
- Making written texts about giving and asking for information related to adolescent life, according to the use of the context.

2. Remedial Learning Material

- *Proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. correctly in nominal phrases*

3. Enrichment Learning Material

- *Imitating several examples of conversations suggesting to do or not do what the teacher demonstrates, with correct speech and word pressure*

E. Learning Method

- Approach : Scientific
- Method : Questioning and Answering, Discussion, Presentation
- Model : *Flipped learning*

F. Media/Tools, Materials, and Learning Resources

1. Media/Tools:

- LCD projector,
- Laptop,
- Display Materials
- *Schoology*
- *FlipGrid*

2. Learning Resources

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran *Bahasa Inggris (Peminatan)* Kelas XI. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran *Bahasa Inggris (Peminatan)* Kelas XI. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Other relevant books
4. Videos

G. Learning Activity

Online Classroom

<ul style="list-style-type: none">• The students join the <i>Schoology</i> course• The students are exposed with the materials related to the topic• The students exposed with a poem and online instruction before the class• The students discuss the difficult word, material and question in the comment	

1. First Meeting (2 x 45 Minutes)		Time
Opening Activity		10 minutes
<p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 		
Main Activity		70 minutes
Syntax	Learning Activity	
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher tells some stories of 80s and 90s teenagers who are accustomed to using poems to convey their feelings and thoughts. • The teacher asks whether the use of poems is still valid in the current era. • The teacher presents a poem that already 	

	given in online classroom to stimulate students' curiosity to learn	
<i>Problem statement</i>	<ul style="list-style-type: none"> • The students are asked to reflect on and discuss the questions that already wrote in the comment. • In pairs, students are asked to discuss more related to the function of poem that already given in online classroom. • The teacher can convey aspects that need to attention including function, structure, and language features in the text. • In pairs, students quick review and present the result of their discussion. • The teachers and students discuss and conduct question and answer activities to find out the functions of popular texts in adolescents' lives (Indicator 3.4.1) 	
<i>Data collection</i>	<ul style="list-style-type: none"> • The students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. Finding a poem text about the lives of teenagers that is different from other groups 2. Discussing the text structure 3. Distinguishing the meaning that is explicit and implied in the text that has been determined <p>Students can seek information from various sources while still getting controls and guidance from the Teacher.</p>	
<i>Data processing</i>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected 	

	<ul style="list-style-type: none"> • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups such as: <ol style="list-style-type: none"> 1. What is the pattern of the poem that you are studying? 2. Is there any uniqueness in the structure that you find? Tell it! 3. Are the structures in the poem that you study are always the same? 4. What meaning can you capture from the poem? 5. Why do you interpret the meaning like that? 	
<i>Verification</i>	<ul style="list-style-type: none"> • Each group presents their findings through previous activities, which at the same time practice their speaking performance. • Other groups giving opinions and questions about presentations, which at the same time practice their speaking performance in the context of expressing opinions. • The teacher clarifies and reviews the structure of the text and interprets the meaning of a poem text (Indicator 3.4.2 and 4.4.1) 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 1. The social function of popular texts in adolescent life 2. Poem text structure 3. The meaning expressed and implied in a poem text. 	

<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>	
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Giving assignments to students to more practice on speaking by making a video on <i>FlipGrid</i> individually to re-read the poem that they found with their group in the previous activity. Teacher ask students to copy the link of their video in the room section that already provided by the teacher. • Reminding students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 	<p>10</p> <p>Minutes</p>

Online Classroom

<ul style="list-style-type: none"> • The students join the <i>Schoology</i> course • The students are exposed with the materials related to the topic • The students exposed with a poem and online instruction before the class • The students discuss the difficult word, material and question in the comment 	

2. Second Meeting (2 x 45 minutes)		Time
Opening Activity		10 Minutes
<p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 		
Main Activity		70 Minutes
Syntax	Kegiatan Pembelajaran	
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher opens the class by giving several examples of poem sentences with figurative language such as: <ol style="list-style-type: none"> 1. <i>You are the sambless of my heart</i> 2. <i>Apple of my eyes</i> 3. <i>Honey gets the sweetheart</i> • The teacher asks whether students have 	

	<p>used these sentences</p> <ul style="list-style-type: none"> • The teacher shows several pictures with different situations; students are asked to make a simple short sentence using figurative language • The teacher presents a poem that already given in online classroom to stimulate students' curiosity to learn. 	
<i>Problem statement</i>	<ul style="list-style-type: none"> • The students are asked to reflect on and discuss the questions that already wrote in the comment. • In pairs, students are asked to discuss more the figurative language of poem that already given in online classroom. • The teacher gives students the opportunity to have a discussion. • In pairs, students quick review and present the result of their discussion. 	
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. Discussing the types of figurative language in poem. 2. Discussing examples of using figurative language in simple sentences. <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p>	
<i>Data processing</i>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected 	

	<ul style="list-style-type: none"> • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups • Students are asked to present the results of the discussions they have done. 	
<i>Verification</i>	<ul style="list-style-type: none"> • Students return to their respective places. Students are appointed one by one to display a simple speaking with the context of simple short poetic sentences containing figurative language • Students display in accordance with the instruction of the teacher. The students do it spontaneously (Indicator 3.4.3) 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 1. The examples of figurative language 2. The use of figurative language 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Giving assignments to students to more practice on speaking by making a video on <i>FlipGrid</i> individually to re-read simple poem consist of figurative language. Teacher ask students to copy the link of their video in the room section that already 		<p>10</p> <p>Minutes</p>

<p>provided by the teacher. It is to make the students can watch and comment other student's performance.</p> <ul style="list-style-type: none"> • Reminding students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 	
---	--

Online Classroom

<ul style="list-style-type: none"> • The students join the <i>Schoology</i> course • The students are exposed with the materials related to the topic • The students discuss the difficult word and question in the comment • The students asked to watch and comment their friend's <i>FlipGrid</i> video in the <i>Schoology</i> and relate the student's performance with the materials that they have watched. 	
--	--

Face to Face Classroom

2. Third meeting (2 x 45 minutes)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p>	<p>10</p> <p>Minutes</p>

<ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 											
<p style="text-align: center;">Main Activity</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a7ebb; color: white;">Syntax</th> <th style="background-color: #4a7ebb; color: white;">Learning Activity</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><i>Stimulation</i></td> <td> <ul style="list-style-type: none"> • The teacher opens the class by reading a poem text • The teacher asks whether students have read a poem text • The teacher re-plays some of the student's poem that has been uploaded in <i>Schoology</i>. </td> </tr> <tr> <td style="vertical-align: top;"><i>Problem statement</i></td> <td> <ul style="list-style-type: none"> • Teacher gives students the opportunity to have a discussion about some questions and comment in the <i>Schoology</i>. </td> </tr> <tr> <td style="vertical-align: top;"><i>Data collection</i></td> <td> <ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. The aspects that must be considered in reading public texts Students can seek information from various sources while still getting supervision and guidance from the Teacher. </td> </tr> <tr> <td style="vertical-align: top;"><i>Data processing</i></td> <td> <ul style="list-style-type: none"> • Students conduct discussions related to data and information that has been collected </td> </tr> </tbody> </table>	Syntax	Learning Activity	<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher opens the class by reading a poem text • The teacher asks whether students have read a poem text • The teacher re-plays some of the student's poem that has been uploaded in <i>Schoology</i>. 	<i>Problem statement</i>	<ul style="list-style-type: none"> • Teacher gives students the opportunity to have a discussion about some questions and comment in the <i>Schoology</i>. 	<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. The aspects that must be considered in reading public texts Students can seek information from various sources while still getting supervision and guidance from the Teacher. 	<i>Data processing</i>	<ul style="list-style-type: none"> • Students conduct discussions related to data and information that has been collected 	<p>70 minutes</p>
Syntax	Learning Activity										
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher opens the class by reading a poem text • The teacher asks whether students have read a poem text • The teacher re-plays some of the student's poem that has been uploaded in <i>Schoology</i>. 										
<i>Problem statement</i>	<ul style="list-style-type: none"> • Teacher gives students the opportunity to have a discussion about some questions and comment in the <i>Schoology</i>. 										
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. The aspects that must be considered in reading public texts Students can seek information from various sources while still getting supervision and guidance from the Teacher. 										
<i>Data processing</i>	<ul style="list-style-type: none"> • Students conduct discussions related to data and information that has been collected 										

	<ul style="list-style-type: none"> • The teacher controls the discussion conducted by the students. • Occasionally, the teacher gives questions to be discussed independently or in groups. • Students are asked to present the results of the discussion. It also to practice student's speaking performance. 	
<i>Verification</i>	<ul style="list-style-type: none"> • Students return to their respective places. Learners are asked to search for or make a poem text about the lives of teenagers that are short and simple • Students are asked to practice their speaking performance by reading poem texts in front of the class. (Indicator 4.4.2) • The teacher gives advice on aspects that need attention such as: <ol style="list-style-type: none"> 2. Pronunciation 3. Intonation 4. Emphasis 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 1. Reading a poem text 	
<p>Note : During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
Closing Activity		10
<p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. 		Minutes

<ul style="list-style-type: none"> • Facilitating in finding interim conclusions based on the findings of the concept of rational and irrational inequality, through the review of indicators to be achieved. • Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 	
--	--

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Standard Competence	Indicator	Assessment Technique	Question
3.4 Interpreting social functions, text structures, and language features of specific texts in the form of poem, oral and written, by giving and requesting information related to teenage life, according to the context.	3.4.1 Students are able to know the function of popular poem in adolescent life	Oral test	What are the functions of popular texts in adolescents' lives?
	3.4.2 Students are able to understand the structure of poem.		Discussing the structure of poem with group discussion.
	3.4.3 Students are able to understand the use of		Asking students to creates a simple speaking with

	figurative language in poem.		the context of simple short poem sentences containing figurative language
--	------------------------------	--	---

2. Skill Competence

Assessment technique : Written and Oral test

Standard Competence	Indicator	Assessment Technique	Question
4.5 Understanding the contextual meaning related to social functions, text structure, and language features specified in the form of poem related to teenage life	4.4.1 Students are able to interpret meanings (explicit or implied) in a poem text.	Written test	Discussing the structure of poem with group discussion. (implied or explicit)
	4.4.2 Students are able to practice reading a poem.	Oral test	Please present your work in front of the class!

A. Rubric Assessment

1. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Content
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult	Pronunciation is lacking and hard to understand; No effort towards a native	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is	Description is so lacking that the listener cannot understand

to perceive continuity in speech; inaudible.	accent		obscured.	
--	--------	--	-----------	--

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and influences meaning.	2
	• Vocabulary selection is incorrect so it is difficult to understand.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$

1st meeting *Schoolology* text

A Dream within a Dream

By Edgar Allan Poe

Take this kiss upon the brow!
And, in parting from you now,
Thus much let me avow—
You are not wrong, who deem
That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?
All that we see or seem
Is but a dream within a dream.

I stand amid the roar
Of a surf-tormented shore,
And I hold within my hand
Grains of the golden sand—
How few! yet how they creep
Through my fingers to the deep,
While I weep—while I weep!
O God! can I not grasp
Them with a tighter clasp?
O God! can I not save
One from the pitiless wave?
Is all that we see or seem
But a dream within a dream?

Question!

1. What is the Poem about?
2. What is the function of the Poem?
3. Please analyze the structure of

2nd meeting *Schoology* text

My Promise

By Dan P. Brown

If you were my rose, then I'd be your sun,
painting you rainbows when the rains come.

I'd change my orbit to banish the night,
as to keep you in my nurturing light.

If you were my world, then I'd be your moon,
your silent protector, a night-light in the gloom.

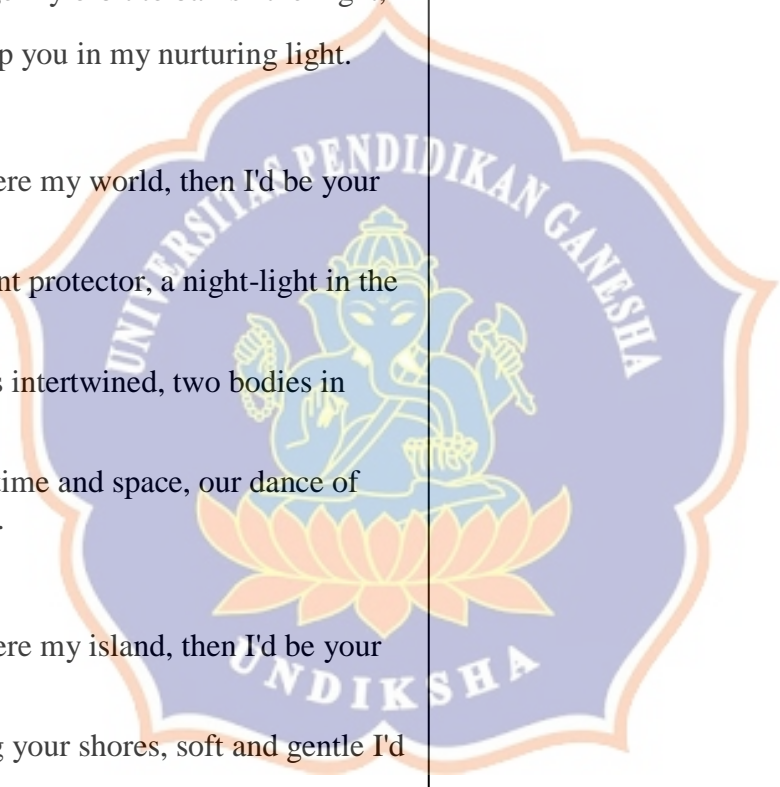
Our fates intertwined, two bodies in motion
through time and space, our dance of devotion.

If you were my island, then I'd be your sea,
caressing your shores, soft and gentle I'd be.

My tidal embrace would leave gifts on your sands,

Question!

1. Please identify figurative
2. Please find the meaning of



APPENDIX 3

LESSON PLAN (Experimental Group)

School : SMAN 1 Sukasada
Subject : Bahasa dan Sastra Inggris (Peminatan)
Class/Semester : XI /I
Material : Short Story (Narrative text)
Academic Year : 2019/2020
Time : 3x2 Jam Pelajaran (6 JP)

A. Basic Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered, responsive, pro-active and confident in interacting effectively with the social and natural environments and can be the solution of the problems in which they interact and live.
3. Understand, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems.
4. Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

B. Standard Competencies and Indicators

Standard Competencies	Indicators
3.5 Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to short stories, according to the context of their use	3.5.1 Students are able to distinguish the function of narrative text short story 3.5.2 Students are able to analyze the text structure of narrative short story 3.5.3 Students are able to analyze the language features of narrative short story
4.5 Interpreting the contextual meaning related to social function, structure, and elements of language, verbal and written, related to short stories	4.5.1 Students are able to Interpret contextual meaning of narrative short story 4.5.2 Students are able to re-tell a narrative short story

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Differentiating the function of several short narrative texts through discussion and marking activities in pairs in a thorough and responsive manner.
2. Analyzing the text structure of a short story narrative text through reading and analyzing a short story narrative text in groups with care and confidence.
3. Analyzing the linguistic elements of a short story narrative text through reading and analyzing a short story narrative text in groups with a thorough and confident.
4. Interpreting the contextual meaning of narrative texts of short stories through reading and analyzing narrative texts of short stories in groups critically and thoroughly

5. Re-telling a narrative text of a short story that has been modified through observation, copying, and modification of a short story narrative text independently with courage and confidence.

D. Learning Material

Learning Material

a. Fact:

- Showing examples of text giving and requesting information related to short stories

b. Concepts

- Social functions and text structures give and request information related to short stories,

c. Principle

- Features Language Features: Simple tense, Continuous, Perfect tense, in the form of Present and Past, with or without capital auxiliary verbs, integrated
- Vocabulary: related to characters, characters, and settings in a short story
- Proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. correctly in nominal phrases
- All types of adverb.
- Speech, word stress, intonation, spelling and punctuation, and handwriting

d. Procedure

- Making appropriate disclosures to give and request information related to short stories
- Making the text about giving and asking for information related to a short story

Remedial Learning Material

- *The use of singular and plural nominal as fast as possible, with or without the a, the, this, those, my, their, etc. as soon as in nominal terms*

Enrichment Learning Material

- *Imitating some examples of conversations suggesting to do or not do something that the teacher demonstrated, with the correct pronunciation and emphasis*

E. Learning Method

- Approach : Scientific
- Method : Questioning and Answering, Discussion, Presentation, ATM
- Model : *Flipped learning*

F. Media/Tools, Materials, and Learning Resources

Media/Tools:

- LCD projector,
- Laptop,
- Display Materials
- Schoology
- FlipGrid

Learning Resources

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran *Bahasa Inggris (Peminatan) Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran *Bahasa Inggris (Peminatan) Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Other relevant books
4. Videos

G. Learning Activity

Online Classroom

<ul style="list-style-type: none"> • The students join the <i>Schoology</i> course • The students are exposed with the materials related to the topic • The students exposed with a short story and online instruction before the class • The students discuss the difficult word, material and question in the comment 	

Face to Face Classroom

1. First Meeting (2 x 45 menit)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage 	<p>10</p> <p>Minutes</p>

<ul style="list-style-type: none"> Conveying learning methods and assessment techniques to be used 		
Main Activity		
Syntax	Learning Activity	70 minutes
<i>Stimulation</i>	<ul style="list-style-type: none"> The teacher shows some short story of narrative texts. Students are asked to discuss the different functions of each text by giving a few questions: <ol style="list-style-type: none"> <i>Are the functions different from each other?</i> <i>Are there any similarities that you find?</i> The teacher presents a short story that already given in online classroom to stimulate students' curiosity to learn. The students share their quick review about the text given in the online classroom. It is also to practice their speaking performance. 	
<i>Problem statement</i>	<ul style="list-style-type: none"> The teacher provides opportunities for students to ask questions that they do not understand. Teachers and students discuss the social function of narrative text short stories that students do not understand yet (Indicator 3.5.1) 	
<i>Data collection</i>	<ul style="list-style-type: none"> Students are divided into several groups (consisting of 4-5 people). Within the group, students will be asked to: <ol style="list-style-type: none"> Look for a short story of narrative text that is different from other 	

	<p>groups.</p> <ol style="list-style-type: none"> 2. Discuss the text structure 3. Discuss the explicit and implicit contextual meaning in a predetermined text <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p>	
<i>Data processing</i>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups such as: <ol style="list-style-type: none"> 1. What is the pattern of the narrative text of the short story? 2. Is there any uniqueness in the structure that you find? Tell! 3. Is the structure in the narrative text of the short story always the same? 4. What meaning can you understand from the text? 5. Why do you interpret the meaning like that? 	
<i>Verification</i>	<ul style="list-style-type: none"> • Each group presents their findings. It is to practice public speaking performance. • Other groups provide advice and questions about presentations. It is to practice on speaking performance in giving opinions. • The teacher clarifies and reviews the structure of the text and interprets the 	

	meaning of a short story narrative text (Indicators 3.5.2 and 4.5.1)	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 1. The social function of narrative text short stories 2. The structure of the narrative text of short stories 3. The contextual meaning that is written and implied in a narrative text of short story. 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Giving assignments to students to more practice on speaking by making a video on <i>FlipGrid</i> individually to re-tell short story that they found with their group in the previous activity. <p>Teacher ask students to copy the link of their video in the room section that already provided by the teacher. It is to make the students can watch and comment other student's performance.</p> <ul style="list-style-type: none"> • Reminding students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 		10 Minutes

Online Classroom

<ul style="list-style-type: none"> • The students join the <i>Schoology</i> course • The students are exposed with online instruction and the materials related to the topic • The students are exposed with a short story and online instruction before the class • The students discuss the difficult word and question in the comment 	

Face to Face Classroom

2. Second Meeting (2 x 45 menit)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be 	<p>10</p> <p>Minutes</p>

used		
Main Activity		70 minutes
Syntax	Learning Activity	
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher starts the class by asking the titles of the narrative text of the short story they analyzed at the previous meeting. • The teacher selects one student to quick re-tell the contents of the narrative text of the short story that has been analyzed with the group in the previous meeting to activate the atmosphere of class. • The teacher reviews student's videos in <i>FlipGrid</i> 	
<i>Problem statement</i>	<ul style="list-style-type: none"> • The students share quick review about the text given in online classroom. • The teacher discusses the question that already wrote by students in <i>Schoology</i>. • The teacher gives some questions such as: <ol style="list-style-type: none"> 1. What words do you often encounter from your friend's story? 2. Is there a special choice of words that appears in each the short story of narrative text? 	
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In the group, students will be asked to: <ol style="list-style-type: none"> 3. Discussing language features in short-story text. Students can seek information from various sources while still getting supervision and guidance from the Teacher. 	
<i>Data</i>	<ul style="list-style-type: none"> • The students conduct discussions related to 	

<i>processing</i>	<p>data and information that has been collected</p> <ul style="list-style-type: none"> • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups • Students are asked to present the results of discussions. It is also to practice their speaking performance. (Indicator 3.5.3) • Students are asked to return to their respective seats. 	
<i>Verification</i>	<ul style="list-style-type: none"> • Students are asked to make a sentence verbally using language features that have been discussed previously. • The teacher provides clarification if there are still some errors in understanding the language features of a simple short story narrative text. 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: 3. Language features of narrative text of short story 	
<p>Note : During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Giving assignments to students to more practice on speaking by 		<p>10 Minutes</p>

making a video on *FlipGrid* individually to find and re-tell a simple short story. Teacher ask students to copy the link of their video in the room section that already provided by the teacher.

- Reminding students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting
- Greeting.



Online Classroom

<ul style="list-style-type: none"> • The students join the <i>Schoology</i> course • The students are exposed with the materials related to the topic • The students discuss the difficult word and question in the comment • The students asked to watch and comment their friend's <i>FlipGrid</i> video in the <i>Schoology</i> and relate the student's performance with the materials that they have watched. 	

Face to Face Classroom

2. Third Meeting (2 x 45 menit)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be 	<p>10</p> <p>Minutes</p>

used		
Main Activity		70 minutes
Syntax	Learning Activity	
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher tells a famous narrative story that is modified by the characters and settings. • The teacher asks the students whether they know the original version of the narrative text that has been delivered • The teacher reviews student's videos in FlipGrid 	
<i>Problem Statement</i>	<ul style="list-style-type: none"> • The teacher and students discuss the question that already wrote by studnts in schoology • The teacher gives some questions related to previous activities such as: <ol style="list-style-type: none"> 1. <i>Can a story be modified?</i> 2. <i>What parts of the narrative text can be modified?</i> • Students and teachers conduct discussions related to these questions. The teacher can appoint several students to give their opinions. 	
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are asked to divide themselves into heterogeneous groups (consisting of 3-4 people). In the group, participants will be asked to discuss: <ol style="list-style-type: none"> 1. Intrinsic elements of narrative text 2. Extrinsic elements of narrative text 3. ATM Techniques (Observe, Imitate, and Modify) 	

	Students can seek information from various sources while still getting supervision and guidance from the Teacher.	
<i>Data processing</i>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups such as: <ol style="list-style-type: none"> 1. Can ATM techniques be used? 2. Does the ATM technique have advantages and disadvantages? • Each group reports the results of their discussion in front of the class. Other groups can provide advice and questions related to presentations. This activity also practice speaking performance the context of presentation and discussion. 	
<i>Verification</i>	<ul style="list-style-type: none"> • Students are returned to their respective seats. • Students are asked to apply ATM techniques. • Students are asked to retell a narrative text of a short story that has been modified with ATM techniques. (Indicator 4.5.2) 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teacher and students conclude: <ol style="list-style-type: none"> 1. Re-tell a short story that already modify 	
Note :		
During learning process, the teacher observes the attitude of		

students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)	
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 	10 Minutes

H. Assessment

1. Knowledge Competence

Assessment technique : Oral test

Standard Competence	Indicator	Assessment Technique	Question
3.5 Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to short stories, according to the context of their use	3.5.1 Students are able to distinguish the function of narrative text short story	Oral test	Asking the social function of narrative text short stories
	3.5.2 Students are able to analyze		Each group presents their findings of the structure

	<p>the text structure of narrative short story</p> <p>3.5.3 Students are able to analyze the language features of narrative short story</p>		<p>of the text and interprets the meaning of a short story narrative text</p> <p>asking to present the results of discussions.</p>
--	---	--	--

2. Skill Competence

Assessment technique : Written and Oral test

Standard Competence	Indicator	Assessment Technique	Question
4.5 Interpreting the contextual meaning related to social function, structure, and elements of language, verbal and written, related to short stories	<p>i. Students are able to Interpret contextual meaning of narrative short story</p> <p>ii. Students are able to re-tell a</p>	Oral test	<p>Each group presents their findings of the structure of the text and interprets the meaning of a short story narrative text</p> <p>asking to retell a narrative text of a short</p>

	narrative short story		story that has been modified with ATM techniques
--	--------------------------	--	--

A. Rubric Assessment

1. Oral rubric assessment

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

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

2. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
	• Right and accurate.	4
Grammar	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
	• Appropriate text coherence.	4
Text coherence	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
	• • Vocabulary selection is correct and accurate.	4
Vocabulary	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and	2
	• Vocabulary selection is incorrect and	1

	influences meaning. <ul style="list-style-type: none"> • Vocabulary selection is incorrect so it is difficult to understand. 	
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$

Maximum score

1st meeting *Scoology* text

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.,

Question!

1. What is the short story about?
2. Why are they fighting?
3. Anyone who violates the agreement between Sura and Baya?
4. What lessons can we learn in the story?

2nd meeting Schoology text

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Question!

1. What is the short story about?
2. Please analyze the language features of the text!
3. What lessons can we learn in the story?

APPENDIX 4

LESSON PLAN

(Control Group)

School : SMAN 1 Sukasada
Subject : Bahasa dan Sastra Inggris (Peminatan)
Class/Semester : XI /I
Material : Poem
Academic Year : 2019/2020
Time : 3x2 Jam Pelajaran (6 JP)

A. Basic Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered, responsive, pro-active and confident in interacting effectively with the social and natural environments and can be the solution of the problems in which they interact and live.
3. Understand, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems.
4. Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

B. Standard Competencies and Indicators

Standard Competencies	Indicators
3.5 Interpreting social functions, text structures, and language features of specific texts in the form of poem, oral and written, by giving and requesting information related to teenage life, according to the context.	3.5.1 Students are able to know the function of popular poem in adolescent life 3.5.2 Students are able to understand the structure of poem. 3.5.3 Students are able to understand the use of figurative language in poem.
4.5 Understanding the contextual meaning related to social functions, text structure, and language features specified in the form of poem related to teenage life	4.5.3 Students are able to interpret meanings (explicit or implied) in a poem text. 4.5.4 Students are able to practice reading a poem.

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Students are able to find out the poem text's function in adolescents' lives through discussions and markings in pairs in a thorough and responsive manner.
2. Students are able to understand the structure of popular texts through reading and analyzing a poem's text in groups.
3. Students are able to understand the use of figurative language in topics through group discussion activities.
4. Students are able to interpret the meaning (explicit or implied) in a poem text through reading and analyzing poem texts in groups.
5. Students are able to practice reading a poem text through poem text reading activities that have been analyzed independently.

D. Learning Material

Learning Material

a. Fact:

- Show examples of texts giving and asking for information related to the lives of teenagers, according to the use of the context,

b. Concept

- Social functions and text structures giving and asking information related to adolescent life, according to the use of the context,

c. Principle

- Grammar: Simple Present Tense, Positive and negative imperative sentences, question sentences, grammar poetry style.
- Proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. correctly in nominal phrases
- Speech, word stress, intonation, spelling, punctuation, handwriting.

d. Procedure

- Making sentences that are appropriate for giving and asking for information related to adolescent life, according to the use of the context,
- Making written texts about giving and asking for information related to adolescent life, according to the use of the context.

Remedial Learning Material

- *Proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. correctly in nominal phrases*

Enrichment Learning Material

- *Imitating several examples of conversations suggesting to do or not do what the teacher demonstrates, with correct speech and word pressure*

E. Learning Method

- Approach : Scientific
- Method : Questioning and Answering, Discussion, Presentation
- Model : *Discovery learning*

F. Media/Tools, Materials, and Learning Resources

Media/Tools:

- LCD projector,
- Laptop,
- Display Materials

Learning Resources

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran *Bahasa Inggris (Peminatan) Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran *Bahasa Inggris (Peminatan) Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Other relevant books

G. Learning Activity

1. First Meeting (2 x 45 Minutes)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p>	<p>10</p> <p>minutes</p>

<ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used • Dividing students into several groups (consisting of 4-5 students). 							
Main Activity							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #4a7ebb; color: white;">Syntax</th> <th style="background-color: #4a7ebb; color: white;">Learning Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="288 736 525 1238" style="vertical-align: top;"><i>Stimulation</i></td> <td data-bbox="525 736 1222 1238"> <ul style="list-style-type: none"> • The teacher tells some stories of 80s and 90s teenagers who are accustomed to using poetry or poems to convey their feelings and thoughts. • The teacher asks whether the use of poetry or poem is still valid in the current era. • The teacher presents a poem in Indonesian and English to stimulate students' curiosity to learn </td> </tr> <tr> <td data-bbox="288 1238 525 1957" style="vertical-align: top;"><i>Problem statement</i></td> <td data-bbox="525 1238 1222 1957"> <ul style="list-style-type: none"> • The students are asked to discuss as many questions as possible related to the poems that have been presented. The teacher can convey aspects that need to attention including function, structure, and linguistic elements in the text. • In pairs, students are asked to have discussions related to the function of poem in adolescents' lives (can be re-linked to apperceptions of the 80s and 90s). • The teachers and students discuss and conduct question and answer activities to find out the functions of popular texts in </td> </tr> </tbody> </table>	Syntax	Learning Activity	<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher tells some stories of 80s and 90s teenagers who are accustomed to using poetry or poems to convey their feelings and thoughts. • The teacher asks whether the use of poetry or poem is still valid in the current era. • The teacher presents a poem in Indonesian and English to stimulate students' curiosity to learn 	<i>Problem statement</i>	<ul style="list-style-type: none"> • The students are asked to discuss as many questions as possible related to the poems that have been presented. The teacher can convey aspects that need to attention including function, structure, and linguistic elements in the text. • In pairs, students are asked to have discussions related to the function of poem in adolescents' lives (can be re-linked to apperceptions of the 80s and 90s). • The teachers and students discuss and conduct question and answer activities to find out the functions of popular texts in 	70 minutes
Syntax	Learning Activity						
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher tells some stories of 80s and 90s teenagers who are accustomed to using poetry or poems to convey their feelings and thoughts. • The teacher asks whether the use of poetry or poem is still valid in the current era. • The teacher presents a poem in Indonesian and English to stimulate students' curiosity to learn 						
<i>Problem statement</i>	<ul style="list-style-type: none"> • The students are asked to discuss as many questions as possible related to the poems that have been presented. The teacher can convey aspects that need to attention including function, structure, and linguistic elements in the text. • In pairs, students are asked to have discussions related to the function of poem in adolescents' lives (can be re-linked to apperceptions of the 80s and 90s). • The teachers and students discuss and conduct question and answer activities to find out the functions of popular texts in 						

	adolescents' lives (Indicator 3.4.1)	
<i>Data collection</i>	<ul style="list-style-type: none"> The students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> Finding a poem text about the lives of teenagers that is different from other groups Discussing the text structure Distinguishing the meaning that is explicit and implied in the text that has been determined <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p>	
<i>Data processing</i>	<ul style="list-style-type: none"> The students conduct discussions related to data and information that has been collected The teacher controls the discussion carried out by students. Occasionally, the teacher gives questions to be discussed independently or in groups such as: <ol style="list-style-type: none"> What is the pattern of the poem that you are studying? Is there any uniqueness in the structure that you find? Tell it! Are the structures in the poem that you study are always the same? What meaning can you capture from the poem? Why do you interpret the meaning like that? 	
<i>Verification</i>	<ul style="list-style-type: none"> Each group presents their findings through previous activities, which at the same time 	

	<p>practice their speaking skills.</p> <ul style="list-style-type: none"> • Other groups giving opinions and questions about presentations, which at the same time practice their speaking performance in the context of expressing opinions. • The teacher clarifies and reviews the structure of the text and interprets the meaning of a poem text (Indicator 3.4.2 and 4.4.1) 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Guru Teachers and students conclude: <ol style="list-style-type: none"> 1. The social function of popular texts in adolescent life 2. Poem text structure 3. The meaning expressed and implied in a poem text. 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 		10 Minutes

2. Second Meeting (2 x 45 minutes)		Time
Opening Activity		10
<p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 		Minutes
Main Activity		70
Syntax	Learning Activity	Minutes
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher opens the class by giving several examples of poem sentences with figurative language such as: <ol style="list-style-type: none"> 1. <i>You are the sambless of my heart</i> 2. <i>Apple of my eyes</i> 3. <i>Honey gets the sweetheart</i> • The teacher asks whether students have used these sentences 	

	<ul style="list-style-type: none"> • The teacher shows several pictures with different situations; students are asked to make a simple short sentence using figurative language 	
<i>Problem statement</i>	<ul style="list-style-type: none"> • Students are asked to formulate several questions related to figurative language. • The teacher gives students the opportunity to have a discussion 	
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 4. Discussing the types of figurative language in poem texts 5. Discussing examples of using figurative language in simple sentences. <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p> 	
<i>Data processing</i>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups • Students are asked to present the results of the discussions they have done. 	
<i>Verification</i>	<ul style="list-style-type: none"> • Students return to their respective places. Students are appointed one by one to display a simple speaking with the context of simple short poetic sentences containing 	

	<p>figurative language</p> <ul style="list-style-type: none"> • Students display a display in accordance with the instruction of the teacher. Learners do it spontaneously (Indicator 3.4.3) 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 4. The examples of figurative language 5. The use of figurative language 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 		10 Minutes

2. Third meeting (2 x 45 minutes)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p>	10 Minutes

<ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 									
<p style="text-align: center;">Main Activity</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; text-align: center;">Syntax</th> <th style="text-align: center;">Learning Activity</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><i>Stimulation</i></td> <td> <ul style="list-style-type: none"> • The teacher opens the class by reading a poem text • The teacher asks whether students have read a poem text • The teacher re-shows the poem texts that have been analyzed by students at previous meetings </td> </tr> <tr> <td style="vertical-align: top;"><i>Problem statement</i></td> <td> <ul style="list-style-type: none"> • Students are asked to formulate some questions related to read a poem text • Teacher gives students the opportunity to have a discussion </td> </tr> <tr> <td style="vertical-align: top;"><i>Data collection</i></td> <td> <ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. The aspects that must be considered in reading public texts </td> </tr> </tbody> </table>	Syntax	Learning Activity	<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher opens the class by reading a poem text • The teacher asks whether students have read a poem text • The teacher re-shows the poem texts that have been analyzed by students at previous meetings 	<i>Problem statement</i>	<ul style="list-style-type: none"> • Students are asked to formulate some questions related to read a poem text • Teacher gives students the opportunity to have a discussion 	<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. The aspects that must be considered in reading public texts 	<p>70 minutes</p>
Syntax	Learning Activity								
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher opens the class by reading a poem text • The teacher asks whether students have read a poem text • The teacher re-shows the poem texts that have been analyzed by students at previous meetings 								
<i>Problem statement</i>	<ul style="list-style-type: none"> • Students are asked to formulate some questions related to read a poem text • Teacher gives students the opportunity to have a discussion 								
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). In groups, students will be asked to: <ol style="list-style-type: none"> 1. The aspects that must be considered in reading public texts 								

	Students can seek information from various sources while still getting supervision and guidance from the Teacher.	
<i>Data processing</i>	<ul style="list-style-type: none"> • Students conduct discussions related to data and information that has been collected • The teacher controls the discussion conducted by the students. • • Occasionally, the teacher gives questions to be discussed independently or in groups. • Students are asked to present the results of the discussion. 	
<i>Verification</i>	<ul style="list-style-type: none"> • Students return to their respective places. Learners are asked to search for or make a poem text about the lives of teenagers that are short and simple • Some students are asked to practice reading poem texts in front of the class. (Indicator 4.4.2) • The teacher provides input on aspects that need attention such as: <ol style="list-style-type: none"> 1. Pronunciation 2. Intonation 3. Emphasis 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 1. Reading a poem text 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
Closing Activity		10

<p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Facilitating in finding interim conclusions based on the findings of the concept of rational and irrational inequality, through the review of indicators to be achieved. • Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 	Minutes
--	----------------

H. Assessment

3. Knowledge Competence

Assessment technique : Oral test

Base Competence	Indicator	Assessment Technique	Question
3.4 Interpreting social functions, text structures, and language features of specific texts in the form of poem, oral and written, by giving and requesting information related to teenage life, according to the context.	3.4.1 Students are able to know the function of popular poem in adolescent life 3.4.2 Students are able to understand the structure	Oral test	

	<p>of poem.</p> <p>3.4.3 Students are able to understand the use of figurative language in poem.</p>		
--	--	--	--

4. Skill Competence

Assessment technique : Written and Oral test

Standard Competence	Indicator	Assessment Technique	Question
4.4 Understanding the contextual meaning related to social functions, text structure, and language features specified in the form of poem related to teenage life	4.4.1 Students are able to interpret meanings (explicit or implied) in a poem text.	Written test	
	4.4.2 Students are able to practice reading a poem.	Oral test	Please present your work in front of the class!

I. Rubric Assessment

3. Oral rubric assessment

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Content
--	----------------	---------------------------------	-------------------	----------------	----------------

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

4. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect but does not affect meaning.	2
	• Vocabulary selection is incorrect and influences meaning.	1
Mechanic	• Correct punctuation and spelling	4
	• There are 1-2 errors in punctuation and spelling	3
	• There are more than 2 errors in punctuation and spelling	2
	• There are many errors in punctuation and spelling	1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$

APPENDIX 5

LESSON PLAN

(Control Group)

School	: SMAN 1 Sukasada
Subject	: Bahasa dan Sastra Inggris (Peminatan)
Class/Semester	: XI /I
Material	: Short Story (Narrative text)
Academic Year	: 2019/2020
Time	: 3x2 Jam Pelajaran (6 JP)

A. Basic Competency

1. Appreciating and practicing the religious values that students are professed.
2. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered, responsive, pro-active and confident in interacting effectively with the social and natural environments and can be the solution of the problems in which they interact and live.
3. Understand, apply, and analyze factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights regarding the causes of phenomena and events, and applying knowledge procedural in the field of study that is specific according to his talents and interests to solve problems.
4. Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules

B. Standard Competencies and Indicators

Standard Competencies	Indicators
3.5 Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to short stories, according to the context of their use	3.5.1 Students are able to distinguish the function of narrative text short story 3.5.2 Students are able to analyze the text structure of narrative short story 3.5.3 Students are able to analyze the language features of narrative short story
4.5 Interpreting the contextual meaning related to social function, structure, and elements of language, verbal and written, related to short stories	4.5.1 Students are able to Interpret contextual meaning of narrative short story 4.5.2 Students are able to re-tell a narrative short story

C. Learning Objectives

After following the learning process, students are expected to be able to:

1. Differentiating the function of several short narrative texts through discussion and marking activities in pairs in a thorough and responsive manner.
2. Analyzing the text structure of a short story narrative text through reading and analyzing a short story narrative text in groups with care and confidence.
3. Analyzing the linguistic elements of a short story narrative text through reading and analyzing a short story narrative text in groups with a thorough and confident.
4. Interpreting the contextual meaning of narrative texts of short stories through reading and analyzing narrative texts of short stories in groups critically and thoroughly

5. Re-telling a narrative text of a short story that has been modified through observation, copying, and modification of a short story narrative text independently with courage and confidence.

D. Learning Material

Learning Material

a. Fact:

- Showing examples of text giving and requesting information related to short stories

b. Concepts

- Social functions and text structures give and request information related to short stories,

c. Principle

- Features Language Features: Simple tense, Continuous, Perfect tense, in the form of Present and Past, with or without capital auxiliary verbs, integrated
- Vocabulary: related to characters, characters, and settings in a short story
- Proper use of singular and plural nominal, with or without a, the, this, those, my, their, etc. correctly in nominal phrases
- All types of adverb.
- Speech, word stress, intonation, spelling and punctuation, and handwriting

d. Procedure

- Making appropriate disclosures to give and request information related to short stories
- Making the text about giving and asking for information related to a short story

Remedial Learning Material

- *The use of singular and plural nominal as fast as possible, with or without the a, the, this, those, my, their, etc. as soon as in nominal terms*

Enrichment Learning Material

- *Imitating some examples of conversations suggesting to do or not do something that the teacher demonstrated, with the correct pronunciation and emphasis*

E. Learning Method

- Approach : Scientific
- Method : Questioning and Answering, Discussion, Presentation, ATM
- Model : *Discovery Learning*

F. Media/Tools, Materials, and Learning Resources

Media/Tools:

- LCD projector,
- Laptop,
- Display Materials

Learning Resources

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran *Bahasa Inggris (Peminatan) Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran *Bahasa Inggris (Peminatan) Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
3. Other relevant books

G. Learning Activity

1. First Meeting (2 x 45 menit)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none">• Greeting and praying together• Checking student's attendance• Prepare students physically and psychologically in initiating	<p style="text-align: center;">10 minutes</p>

<p>learning activities.</p> <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 		
<p>Main Activity</p>		<p>70 minutes</p>
<p>Syntax</p>	<p>Learning Activity</p>	
<p><i>Stimulation</i></p>	<ul style="list-style-type: none"> • The teacher shows some short story narrative texts. • Students are asked to discuss the different functions of each text by giving a few questions: <ul style="list-style-type: none"> 1. <i>Are the functions different from each other?</i> 2. <i>Are there any similarities that you find?</i> • Teachers and students discuss the social function of narrative text short stories (Indicator 3.5.1) 	
<p><i>Problem statement</i></p>	<ul style="list-style-type: none"> • The teacher provides opportunities for students to ask questions that they do not understand. • The teacher gives answers or saves the questions given to be discussed in the next 	

	activity.	
<i>Data collection</i>	<ul style="list-style-type: none"> • Students are divided into several groups (consisting of 4-5 people). Within the group, students will be asked to: <ol style="list-style-type: none"> 1. Look for a short narrative text that is different from other groups. 2. Discuss the predetermined text structure 3. Discuss the explicit and implicit contextual meaning in a predetermined text <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p>	
<i>Data processing</i>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups such as: <ol style="list-style-type: none"> 1. <i>What is the pattern of the narrative text of the short story?</i> 2. <i>Is there any uniqueness in the structure that you find? Tell!</i> 3. <i>Is the structure in the narrative text of the short story always the same?</i> 4. <i>What meaning can you understand from the text?</i> 5. <i>Why do you interpret the meaning like that?</i> 	
<i>Verification</i>	<ul style="list-style-type: none"> • Each group presents their findings through 	

	<p>previous activities. It is to practice public speaking performance.</p> <ul style="list-style-type: none"> • Other groups provide advice and questions about presentations. It is also practice in speaking performance in giving opinions. • The teacher clarifies and reviews the structure of the text and interprets the meaning of a short story narrative text (Indicators 3.5.2 and 4.5.1) 	
<i>Generalization</i>	<ul style="list-style-type: none"> • Teachers and students conclude: <ol style="list-style-type: none"> 1. The social function of narrative text short stories 2. The structure of the narrative text of short stories 3. The contextual meaning that is written and implied in a narrative text of short story. 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> • Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> • Facilitating in finding conclusions. • Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting • Greeting. 		<p>10 Minutes</p>

2. Second Meeting (2 x 45 menit)		Waktu
Opening Activity		10 minutes
<p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> • Greeting and praying together • Checking student's attendance • Prepare students physically and psychologically in initiating learning activities. <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 		
Main Activity		70 minutes
Syntax	Learning Activity	
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher starts the class by asking the titles of the narrative text of the short story they analyzed at the previous meeting. • The teacher appoints one student to tell the contents of the narrative text that has been analyzed with the group in the previous meeting to activate the atmosphere of class. 	
<i>Problem</i>	<ul style="list-style-type: none"> • Teachers provide opportunities for students 	

<p><i>statement</i></p>	<p>to ask questions that they have not yet understood.</p> <ul style="list-style-type: none"> • The teacher gives answers or saves the questions given to be discussed in the next activity. • The teacher then gives some questions such as: <ol style="list-style-type: none"> 1. <i>What words do you often encounter from your friend's story in front?</i> 2. <i>Is there a special choice of words that appears in each narrative text of the short story?</i> 	
<p><i>Data collection</i></p>	<ul style="list-style-type: none"> • Students are divided into groups (consisting of 4-5 people). In the group, students will be asked to: <ol style="list-style-type: none"> 1. <i>Discussing language features in short-story text.</i> <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p> 	
<p><i>Data processing</i></p>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups • Students are asked to present the results of discussions. It is also to practice their speaking performance. (Indicator 3.5.3) • Students are asked to return to their respective seats. 	
<p><i>Verification</i></p>	<ul style="list-style-type: none"> • Students are asked to make a sentence 	

	<p>verbally using language features that have been discussed previously.</p> <ul style="list-style-type: none"> The teacher provides clarification if there are still some errors in understanding the language features of a simple short story narrative text. 	
<i>Generalization</i>	<ul style="list-style-type: none"> Teachers and students conclude: <ul style="list-style-type: none"> <i>1. Language features of narrative text of short story</i> 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> Facilitating in finding conclusions. Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting Greeting. 		<p>10</p> <p>Minutes</p>

2. Third Meeting (2 x 45 menit)	Time
<p style="text-align: center;">Opening Activity</p> <p>Teacher :</p> <p>Orientation</p> <ul style="list-style-type: none"> Greeting and praying together Checking student's attendance Prepare students physically and psychologically in initiating 	<p>10</p> <p>Minutes</p>

<p>learning activities.</p> <p>Aperception</p> <ul style="list-style-type: none"> • Linking learning material with previous material. • Asking questions that are related to the lesson. <p>Motivation</p> <ul style="list-style-type: none"> • Providing an overview of the benefits of studying subject matter. • Conveying learning objectives. <p>Stimulation</p> <ul style="list-style-type: none"> • Conveying the competencies to be achieved and their benefits for daily life • Conveying an outline of material coverage • Conveying learning methods and assessment techniques to be used 		
Main Activity		70 minutes
Syntax	Learning Activity	
<i>Stimulation</i>	<ul style="list-style-type: none"> • The teacher tells a famous narrative story that is modified by the characters and settings. • The teacher asks the students whether they know the original version of the narrative text that has been deliver 	
<i>Problem Statement</i>	<ul style="list-style-type: none"> • The teacher gives some questions related to previous activities such as: <ul style="list-style-type: none"> 3. <i>Can a story be modified?</i> 4. <i>What parts of the narrative text can be modified?</i> • Students and teachers conduct discussions related to these questions. The teacher can appoint several students to give their opinions. 	
<i>Data</i>	<ul style="list-style-type: none"> • Students are asked to divide themselves into 	

<p><i>collection</i></p>	<p>heterogeneous groups (consisting of 3-4 people). In the group, participants will be asked to discuss:</p> <ol style="list-style-type: none"> 4. Intrinsic elements of narrative text 5. Extrinsic elements of narrative text 6. ATM Techniques (Observe, Imitate, and Modify) <p>Students can seek information from various sources while still getting supervision and guidance from the Teacher.</p>	
<p><i>Data processing</i></p>	<ul style="list-style-type: none"> • The students conduct discussions related to data and information that has been collected • The teacher controls the discussion carried out by students. • Occasionally, the teacher gives questions to be discussed independently or in groups such as: <ol style="list-style-type: none"> 1. <i>Can ATM techniques be used?</i> 2. <i>Does the ATM technique have advantages and disadvantages?</i> • Each group reports the results of their discussion in front of the class. Other groups can provide advice and questions related to presentations. This activity also to practice speaking performance the context of presentation and discussion. 	
<p><i>Verification</i></p>	<ul style="list-style-type: none"> • Students are returned to their respective seats. • Students are asked to apply ATM techniques. • Students are asked to retell a narrative text of a short story that has been modified with 	

	ATM techniques. (Indicator 4.5.2)	
<i>Generalization</i>	<ul style="list-style-type: none"> Teacher and students conclude: <ol style="list-style-type: none"> <i>Re-telling short story that had been modify</i> 	
<p>Note :</p> <p>During learning process, the teacher observes the attitude of students in learning which includes attitudes: discipline, self-confidence, behave honestly, resilient to deal with problems of responsibility, curiosity, care for the environment)</p>		
<p style="text-align: center;">Closing Activity</p> <p>The students:</p> <ul style="list-style-type: none"> Schedule for homework. <p>The teacher:</p> <ul style="list-style-type: none"> Facilitating in finding conclusions. Give assignments to students, and remind students to learn the material to be discussed at the next meeting and prepare for the final test / evaluation at the next meeting Greeting. 		10 Minutes

H. Assessment

5. Knowledge Competence

Assessment technique : Oral test

Standard Competence	Indicator	Assessment Technique	Question
3.5 Distinguishing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and requesting information related to short stories,	3.5.1 Students are able to distinguish the function of	Oral test	Asking the social function of narrative text short stories

according to the context of their use	<p>narrative text short story</p> <p>3.5.2 Students are able to analyze the text structure of narrative short story</p> <p>3.5.3 Students are able to analyze the language features of narrative short story</p>		<p>Each group presents their findings of the structure of the text and interprets the meaning of a short story narrative text</p> <p>asking to present the results of discussions.</p>
---------------------------------------	--	--	--

6. Skill Competence

Assessment technique: Written and Oral test

Standard Competence	Indicator	Assessment Technique	Question
4.5 Interpreting the contextual meaning related to social function, structure, and elements of language, verbal and written, related to short stories	<p>4.5.1 Students are able to Interpret contextual meaning of narrative short story</p> <p>4.5.2 Students</p>	Oral test	<p>Each group presents their findings of the structure of the text and interprets the meaning of a short story narrative text</p> <p>asking to</p>

	are able to re-tell a narrative short story		retell a narrative text of a short story that has been modified with ATM techniques
--	---	--	---

I. Rubric Assessment

1. Oral rubric assessment

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

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

J. Writing rubric assessment

Aspect	Criteria	Score
Idea	• In appropriate with the theme, very creative, and original.	4
	• Quite in appropriate with the theme, creative and original.	3
	• Less appropriate with the theme, less creative and there are taking ideas from other sources.	2
	• Does not match the theme.	1
	• Does not match the theme.	1
Grammar	• Right and accurate.	4
	• Sometimes it's not accurate but it doesn't affect the meaning.	3
	• Less accurate and affect the meaning.	2
	• Difficult to understand.	1
Text coherence	• Appropriate text coherence.	4
	• Text coherence are quite accurate.	3
	• Text coherence are less accurate	2
	• Text coherence is not accurate	1
Vocabulary	• • Vocabulary selection is correct and accurate.	4
	• Vocabulary selection is sometimes incorrect but does not affect meaning.	3
	• Vocabulary selection is incorrect and	2
		1

	influences meaning. <ul style="list-style-type: none"> • Vocabulary selection is incorrect so it is difficult to understand. 	
Mechanic	<ul style="list-style-type: none"> • Correct punctuation and spelling • There are 1-2 errors in punctuation and spelling • There are more than 2 errors in punctuation and spelling • There are many errors in punctuation and spelling 	4 3 2 1

$$\text{Score} = \frac{\text{Score}}{\text{Maximum score}} \times 100$$



APPENDIX 6

BLUEPRINT OF QUESTIONNAIRE

Variable	Phases	Dimensions	Indicators	Number of items	Total Item
Self-regulated Learning	Forethought Phase	Task Analysis	3. Students' ways to select their goal of learning. 4. Students' ability to plan and choose the strategies which are needed.	1, 2, 4, 5, 7	5
		Self-Motivation Beliefs	4. Students' belief about their personally ability to perform a task. 5. Students' belief about their success in doing a certain task. 6. Students' belief toward their learning purposes.	3, 6, 8, 9, 10	5
	Performance Phase	Self-control	1. Students' ability to use a specific strategy to do their task. 2. Students' ability to solve their problems in learning and asking for help when needed. 3. Students' ability to keep their willingness to put in effort and interest for their	11, 15, 20, 22, 24	5

			unprogressive task.		
		Self-observation	<p>3. Students' awareness toward their strengths and weaknesses in the learning process</p> <p>4. Students' ability to monitor their understanding during the learning process.</p>	12, 13, 14, 17, 21	5
	Self-reflection Phase	Self-Judgment	<p>1. Students' ability to assess their performance following the learning process.</p> <p>2. Students' ability to find the reasons for their success and/or failure of their learning.</p>	18, 19, 23, 27, 28	5
		Self-reaction	<p>1. Students' reaction toward the result of their learning through self-judgment.</p> <p>2. Students' willingness to learn, perform the task, and modify the learning strategies.</p>	16, 25, 26, 29, 30	

APPENDIX 7

QUESTIONNAIRE

Angket Penelitian Tingkat 'Self-regulated Learning' pada Siswa

Sekolah Menengah Atas.

Kalian diminta untuk memberikan respon secara terbuka dan sejujurnya terhadap pernyataan-pernyataan di bawah ini dengan memberikan tanda centang (✓) pada pilihan yang paling mewakili tentang apa yang kalian lakukan dalam mengatur cara belajar kalian sendiri. Kuesioner ini **tidak akan mempengaruhi nilai akademik kalian**, maka tidak akan ada jawaban yang dianggap salah ataupun benar.

Nama Siswa :

No. Absen :

Kelas :

Keterangan

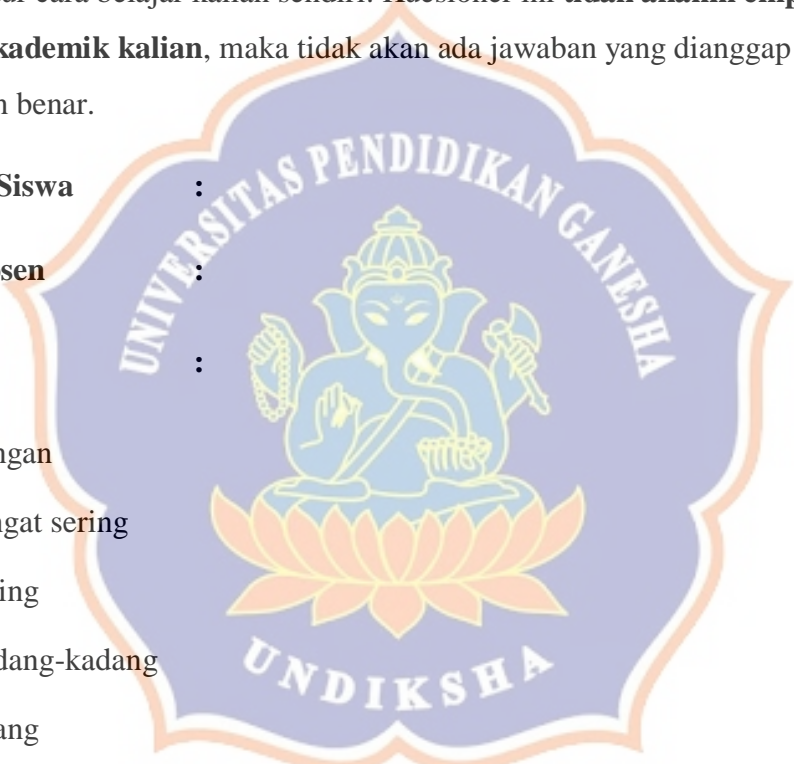
5 = Sangat sering

4 = Sering

3 = Kadang-kadang

2 = Jarang

1 = Tidak pernah



No.	Pernyataan	1	2	3	4	5
1.	Saya menyusun target belajar yang ingin saya capai.					
2.	Saya menentukan target nilai di setiap mata pelajaran.					
3.	Saya yakin saya akan memperoleh nilai yang bagus pada semua mata pelajaran.					

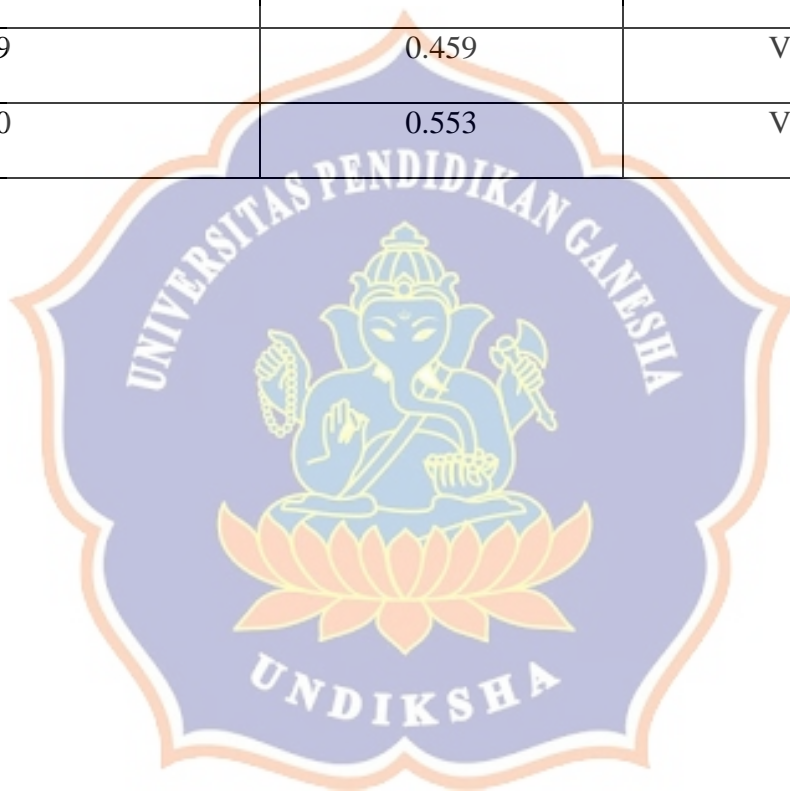
4.	Saya mencari materi pembelajaran sebelum diajarkan di kelas.					
5.	Saya mencoba memahami materi pembelajaran yang akan diajarkan di kelas.					
6.	Saya yakin saya mampu memahami setiap materi yang akan diajarkan di kelas.					
7.	Saya menjawab soal-soal yang ada di buku sebelum dibahas oleh guru.					
8.	Saya yakin akan kemampuan saya untuk mengerjakan tugas-tugas yang diberikan oleh guru.					
9.	Saya yakin saya mampu melakukan yang terbaik pada semua mata pelajaran.					
10.	Saya yakin atas kemampuan saya untuk mencapai target pembelajaran.					
11.	Saya memilih posisi tempat duduk yang nyaman saat belajar di kelas.					
12.	Saya aktif merespon pertanyaan yang diberikan oleh guru saat pembelajaran di kelas.					
13.	Saya berinisiatif untuk mencatat hal-hal penting dari penjelasan guru.					
14.	Saya meminjam catatan teman apabila catatan saya kurang lengkap ataupun saat saya tidak masuk sekolah.					
15.	Saya mencoba menyelesaikan permasalahan yang ditemukan saat belajar di kelas sebelum bertanya kepada guru di kelas.					
16.	Setelah mendapatkan materi di sekolah, saya membaca ulang materi tersebut di rumah.					
17.	Saya mendiskusikan jawaban yang saya miliki dengan teman di samping saya.					
18.	Saya tidak malu untuk membandingkan hasil belajar saya dengan teman saya.					

19.	Saya mau menerima masukan dari teman dan guru.					
20.	Saya berinisiatif menemukan jawaban dari sumber lain selain buku saat diskusi kelompok.					
21.	Saya menyampaikan pendapat saya dalam kegiatan diskusi kelompok.					
22.	Saya mengerjakan tugas yang diberikan guru tepat waktu.					
23.	Saya selalu kritis dalam menarritahu kenapa saya mendapatkan hasil belajar seperti yang saya terima.					
24.	Berapapun nilai yang saya dapat, saya akan tetap belajar lebih giat lagi.					
25.	Saya akan tetap belajar lebih giat lagi jika mendapat skor (nilai) di bawah KKM.					
26.	Saya akan tetap giat belajar walaupun sudah mendapatkan nilai bagus.					
27.	Saya selalu mengevaluasi cara belajar saya.					
28.	Saya akan mengoreksi kembali kesalahan-kesalahan yang saya buat setelah proses belajar.					
29.	Saya selalu berusaha meningkatkan hasil belajar saya dengan mengikuti bimbingan belajar di luar jam sekolah.					
30.	Saya yakin akan mendapatkan hasil yang lebih memuaskan jika saya sering belajar dan berlatih.					

APPENDIX 8

Number of Items	R_{xy}	Category
Item 1	0.562	Valid
Item 2	0.594	Valid
Item 3	0.547	Valid
Item 4	0.672	Valid
Item 5	0.434	Valid
Item 6	0.598	Valid
Item 7	0.400	Valid
Item 8	0.514	Valid
Item 9	0.465	Valid
Item 10	0.785	Valid
Item 11	0.294	Valid
Item 12	0.362	Valid
Item 13	0.610	Valid
Item 14	0.512	Valid
Item 15	0.619	Valid
Item 16	0.572	Valid
Item 17	0.348	Valid
Item 18	0.380	Valid
Item 19	0.447	Valid
Item 20	0.476	Valid
Item 21	0.456	Valid

Item 22	0.669	Valid
Item 23	0.597	Valid
Item 24	0.778	Valid
Item 25	0.611	Valid
Item 26	0.581	Valid
Item 27	0.466	Valid
Item 28	0.466	Valid
Item 29	0.459	Valid
Item 30	0.553	Valid



APPENDIX 9

BLUEPRINT OF SPEAKING TEST

No	Basic Competence	Standard Competence	Indicator	Instruction
1	Processing, reasoning, presenting in concrete and abstract domain related to the development that is learned at school independently and being able to use method based on the scientific and rule.	4.5 Interpreting the contextual meaning related to social function, structure, and elements of language, verbal and written, related to short stories	<ul style="list-style-type: none"> - Students are able to Interpret contextual meaning of narrative short story - Students are able to re-tell a narrative short story 	Please work in pair and prepare a simple short story. After preparing the story, please perform in front of the class in 3-4 minutes.

APPENDIX 10

SPEAKING TEST

(POST-TEST)

Class : XI

Semester : 1

Subject : English

Time Allotment : 90 minutes (1 meeting)

Please work in pair and prepare a simple re-tell a short story. Then, please perform in front of the class in 2-3 minutes.

While performing, please consider the following aspect for your speaking performance

1. Fluency : Speaking fluently and automatically.
2. Accuracy : Speak using a good grammar
3. Pronunciation : Speak clearly and the listener understand your speech
4. Vocabulary : Use enough and accurate vocabulary
5. Comprehension :The idea or the message that the speaker utterance

APPENDIX 11

SPEAKING SCORING RUBRIC

Criteria	Scale	Descriptor
Fluency	5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
	4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
	3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
	2	The student is quiet often hesitated and stops while performing the short conversation
	1	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
Pronunciation and accent	5	Pronunciation is excellent; good effort at accent
	4	Pronunciation is good; good effort at accent
	3	Pronunciation is good; Some effort at accent, but is definitely non-native
	2	Pronunciation is okay; No effort towards a native Accent
	1	Pronunciation is lacking and hard to understand; No effort towards a native accent
Vocabulary	5	Excellent control of language features; a wide range of well-chosen vocabulary
	4	Good language control; good range of relatively well-chosen vocabulary
	3	Adequate language control; vocabulary range is lacking
	2	Weak language control; basic vocabulary choice with some words clearly lacking
	1	Weak language control; vocabulary that is used does not match the task
Accuracy	5	Accuracy & variety of grammatical Structures
	4	Some errors in grammatical structures possibly caused by attempt to include a variety.
	3	Frequent grammatical errors that do not obscure meaning; little variety in structures
	2	Frequent grammatical errors even in simple structures that at times obscure meaning.
	1	Frequent grammatical errors even in simple structures; meaning is obscured.
Comprehension	5	The content is clear and the students understand the content of speaking.

	4	The content is clear and the students understand the content of speaking although there is repetition in certain parts of speaking.
	3	The content is quite easy to understand and there are some repetitions.
	2	The content is quite difficult to understand and there are a lot of repetitions.
	1	The Content is not clear and the students do not understand the content.



APPENDIX 12

FORM OF CONTENT VALIDITY

1st Expert

Name : LuhDiah Surya Adnyani, S.Pd., M.Pd.

Position : Lecturer in Ganesha University of Education

Please give a checklist mark in column relevant if the item is relevant and a checklist in column irrelevant if the item is irrelevant

No	Items	Relevant	Irrelevant
1	Lesson plan for experimental class		
2	Lesson plan for control class		
3	Questionnaire		
4	Speaking post-test		
5	Speaking scoring rubric		

First Expert

LuhDiah Surya Adnyani, S.Pd., M.Pd.

NIP.198309232008122001

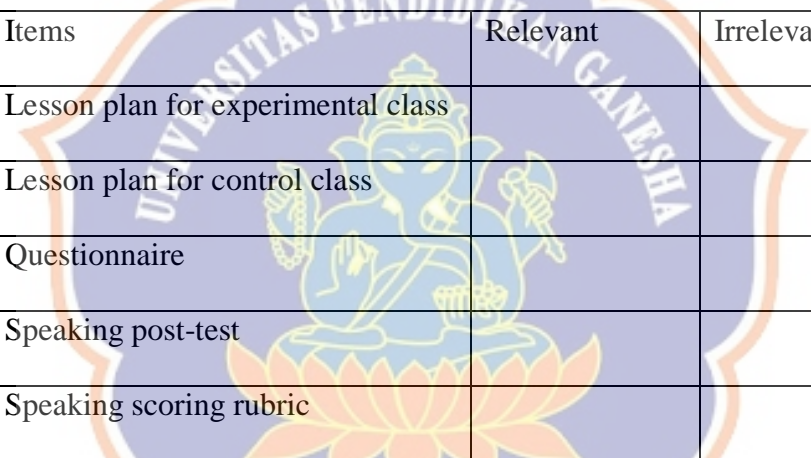
FORM OF CONTENT VALIDITY

2ndExpert

Name : Luh Gd. RahayuBudiarta, S.Pd., M.Pd

Position : Lecturer in Ganesha University of Education

Please give a checklist mark in column relevant if the item is relevant and a checklist in column irrelevant if the item is irrelevant



No	Items	Relevant	Irrelevant
1	Lesson plan for experimental class		
2	Lesson plan for control class		
3	Questionnaire		
4	Speaking post-test		
5	Speaking scoring rubric		

Second Expert

Luh Gd. RahayuBudiarta, S.Pd., M.Pd
NIP. 199309192018032001

APPENDIX 13**POST TEST OF STUDENTS' SPEAKING SCORE AND STUDENTS
SELF-REGULATED LEARNING IN EXPERIMENTAL GROUP**

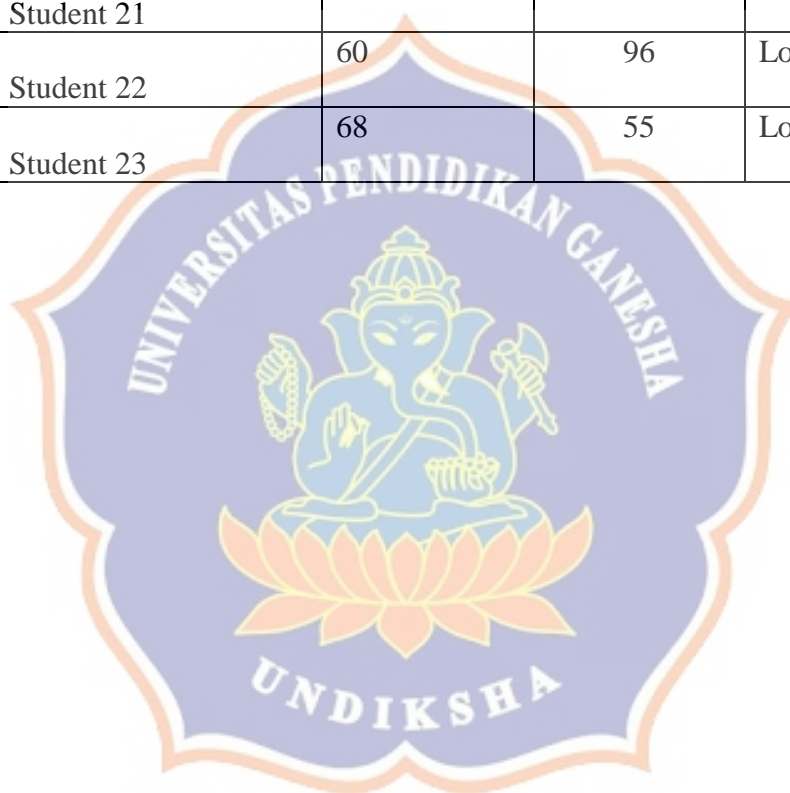
No	Number of the Subject	Speaking Score	Self-Regulated Learning	
			Score	Level
1	Student 1	76	116	High
2	Student 2	60	90	Low
3	Student 3	64	111	High
4	Student 4	64	113	High
5	Student 5	64	102	Low
6	Student 6	80	119	High
7	Student 7	88	126	High
8	Student 8	76	90	Low
9	Student 9	88	139	High
10	Student 10	76	127	High
11	Student 11	76	109	High
12	Student 12	72	85	Low
13	Student 13	72	106	High
14	Student 14	72	114	High
15	Student 15	92	102	Low
16	Student 16	68	114	High
17	Student 17	64	101	Low
18	Student 18	64	112	High
19	Student 19	76	96	Low

20	Student 20	92	120	High
21	Student 21	76	78	Low
22	Student 22	72	108	High
23	Student 23	68	103	Low
24	Student 24	88	116	High

**POST TEST OF STUDENTS' SPEAKING SCORE AND STUDENTS
SELF-REGULATED LEARNING IN CONTROL GROUP**

No	Number of the Subject	Speaking Score	Self-Regulated Learning	
			Score	Level
1	Student 1	60	96	Low
2	Student 2	60	105	Low
3	Student 3	68	73	Low
4	Student 4	64	117	High
5	Student 5	72	70	Low
6	Student 6	64	127	High
7	Student 7	60	111	High
8	Student 8	64	106	High
9	Student 9	60	91	Low
10	Student 10	72	77	Low
11	Student 11	60	108	High
12	Student 12	60	108	High
13	Student 13	68	113	High
14	Student 14	68	143	High

15	Student 15	60	116	High
16	Student 16	60	60	Low
17	Student 17	68	131	High
18	Student 18	60	109	Low
19	Student 19	60	112	High
20	Student 20	48	121	High
21	Student 21	60	148	High
22	Student 22	60	96	Low
23	Student 23	68	55	Low



APPENDIX 14

DESCRIPTIVE STATISTICAL ANALYSIS OF STUDENTS'

SCORE ON POST-TEST

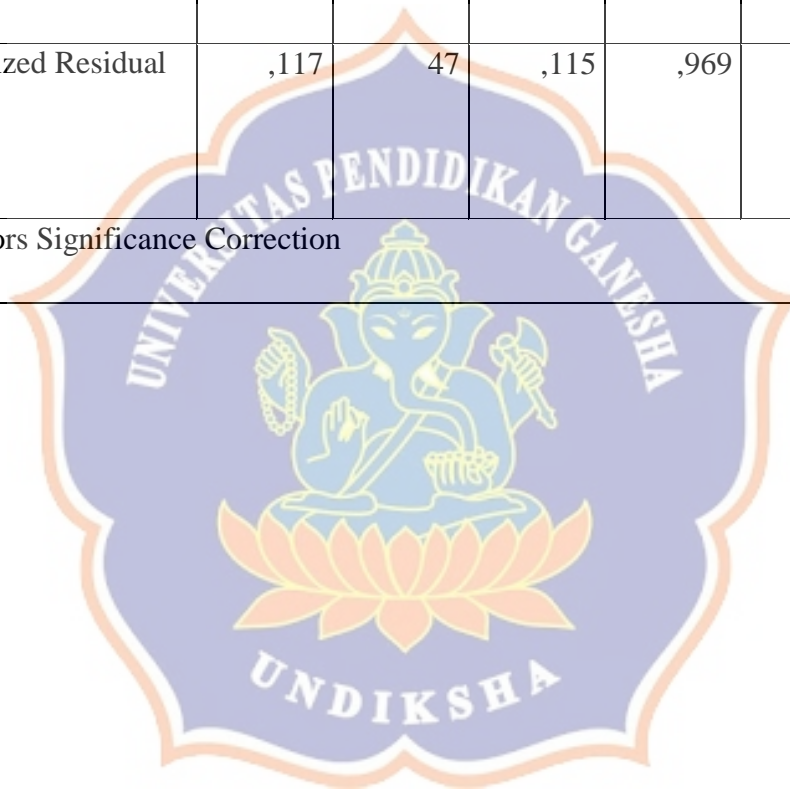
Descriptive Statistics				
Dependent Variable:Score				
Model	SLR	Mean	Std. Deviation	N
Flipped learning	Low	72,00	9,043	10
	High	76,29	9,730	14
	Total	74,50	9,496	24
Conventional	Low	64,40	5,147	10
	High	61,54	5,301	13
	Total	62,78	5,317	23
Total	Low	68,20	8,154	20
	High	69,19	10,803	27
	Total	68,77	9,678	47

APPENDIX 15

ASSUMPTION TESTING OF STUDENTS'

SCORE ON POST-TEST

Tests of Normality						
	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Standardized Residual for Score	,117	47	,115	,969	47	,246
a. Lilliefors Significance Correction						



Test of Homogeneity

Levene's Test of Equality of Error Variances ^a			
Dependent Variable:Score			
F	df1	df2	Sig.
2,091	3	43	,115
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + Model + SLR + Model * SLR			

APPENDIX 16

HYPOTHESIS TESTING

Two-Way ANOVA Test

Tests of Between-Subjects Effects						
Dependent Variable: Score						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1765,938 ^a	3	588,646	9,956	,000	,410
Intercept	215870,655	1	215870,655	3650,927	,000	,988
Model	1433,608	1	1433,608	24,246	,000	,361
SLR	5,822	1	5,822	,098	,755	,002
Model * SLR	146,643	1	146,643	2,480	,123	,055
Error	2542,488	43	59,128			
Total	226560,000	47				
Corrected Total	4308,426	46				
a. R Squared = ,410 (Adjusted R Squared = ,369)						



APPENDIX 17

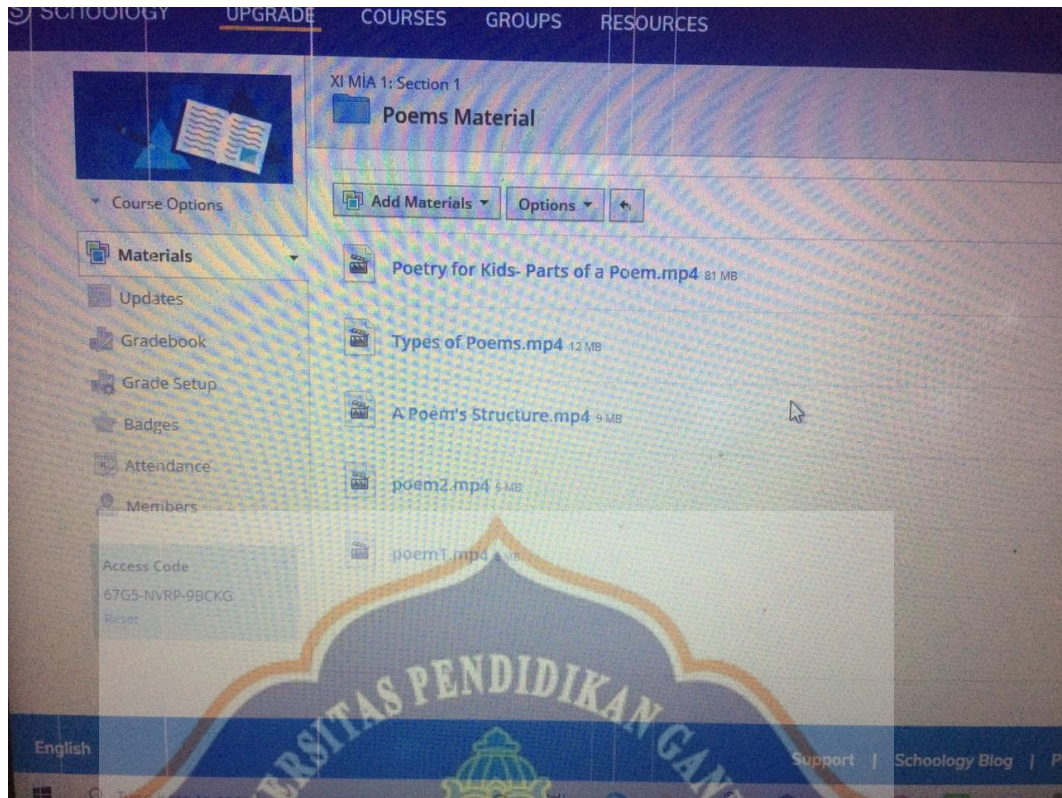
DOCUMENTATION



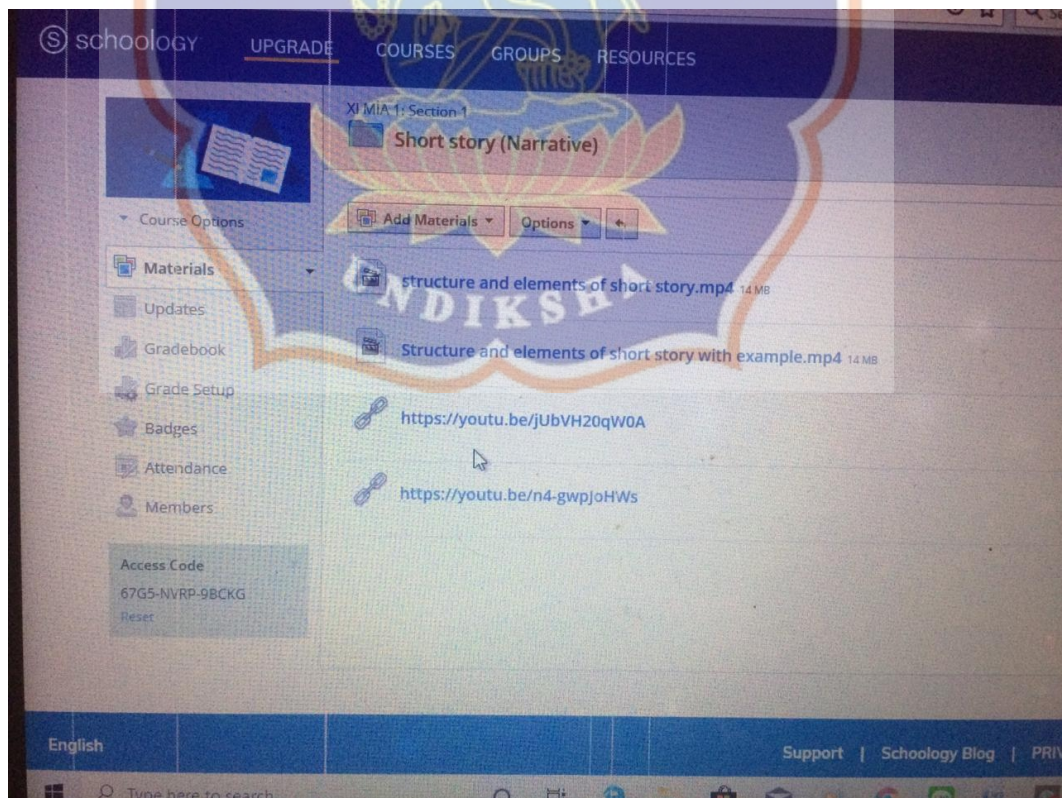
Treatment in Experimental Group



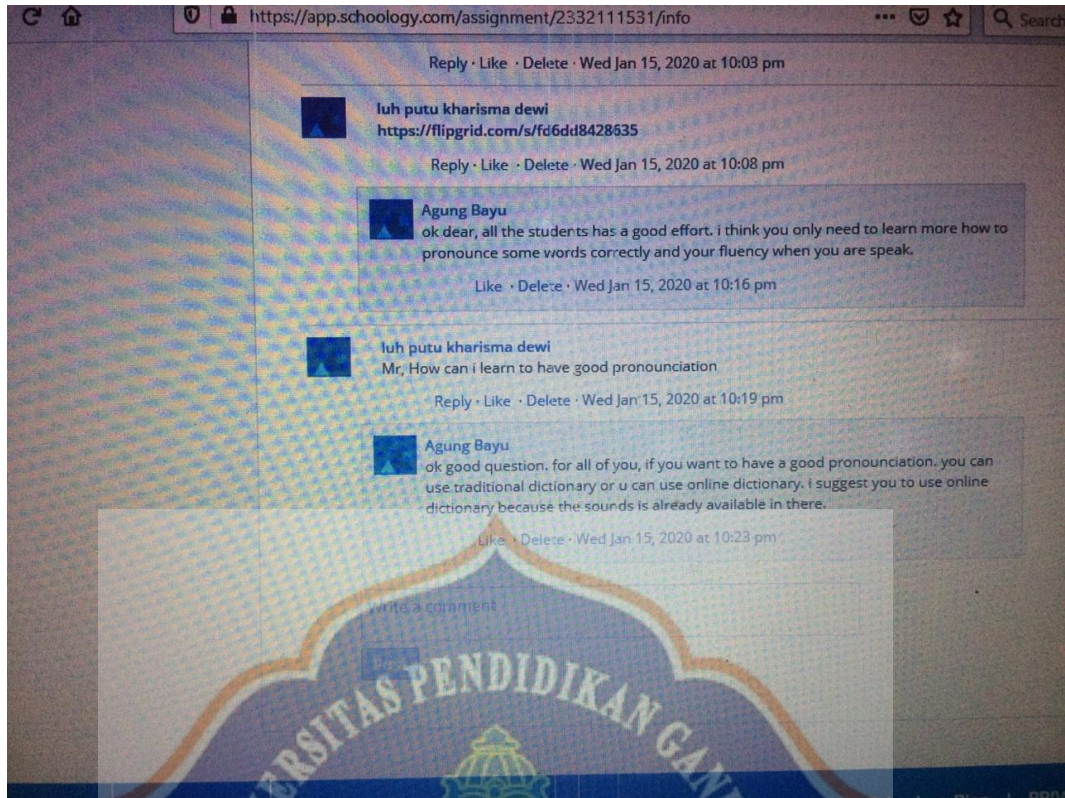
Treatment in Control Group



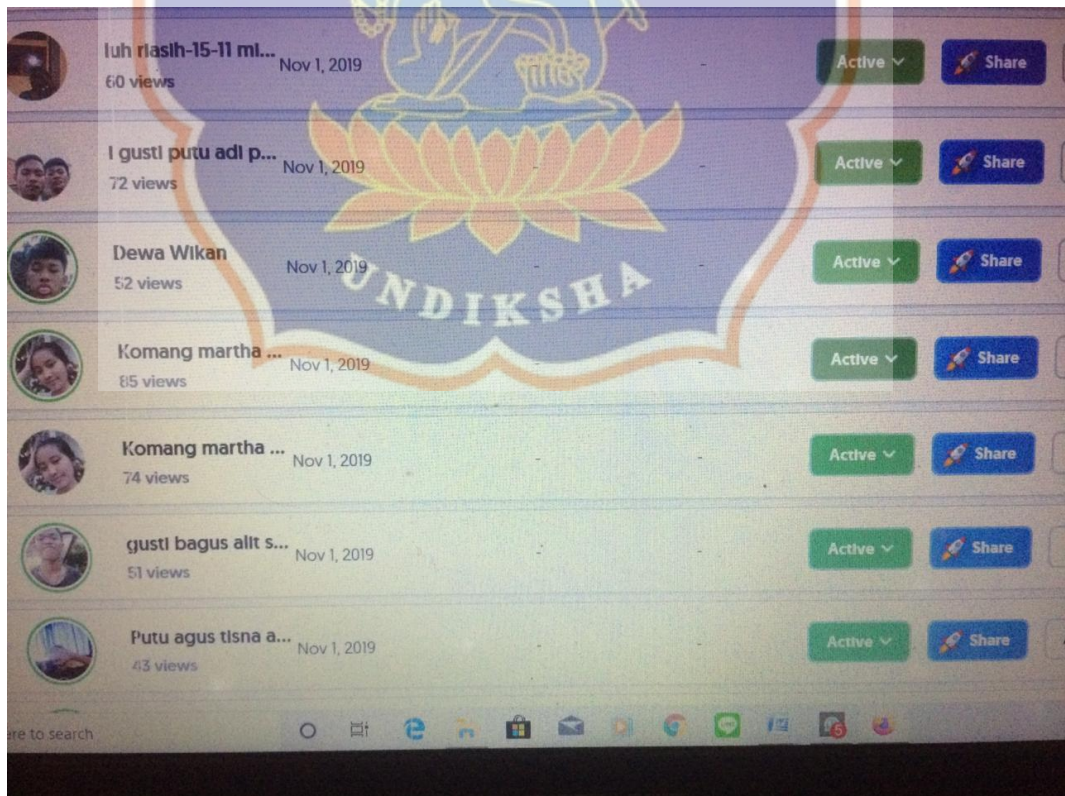
Activity in *Schoology*



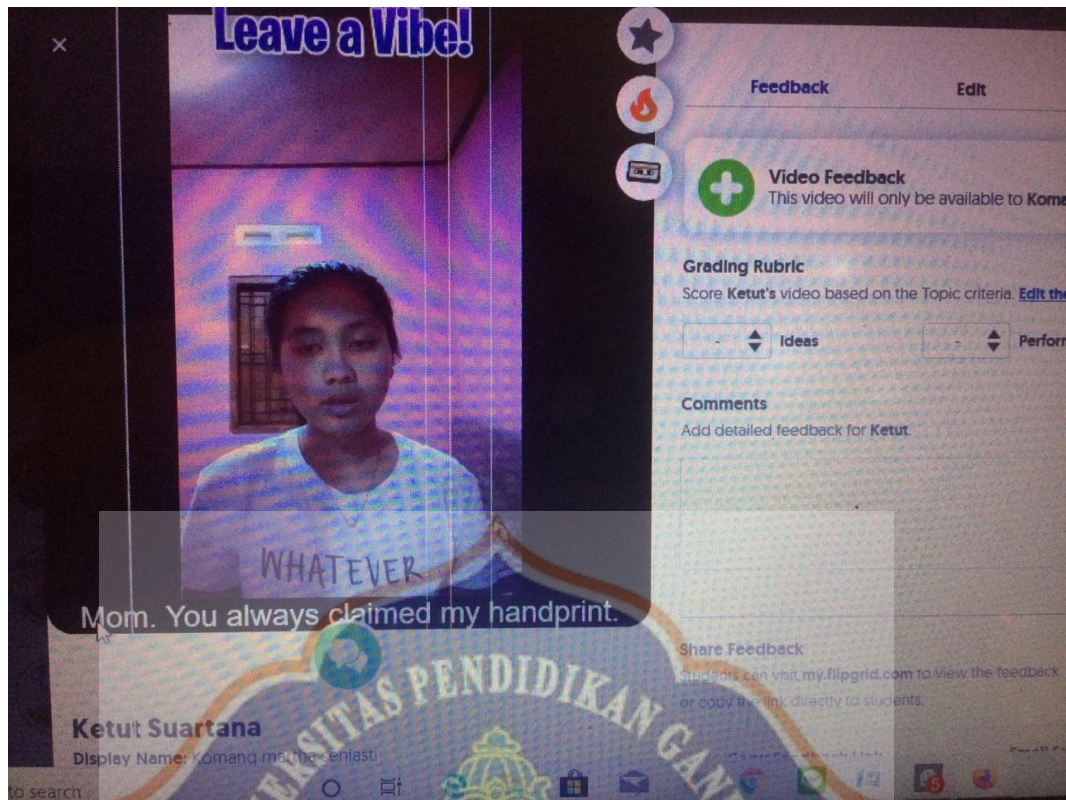
Activity in *Schoology*



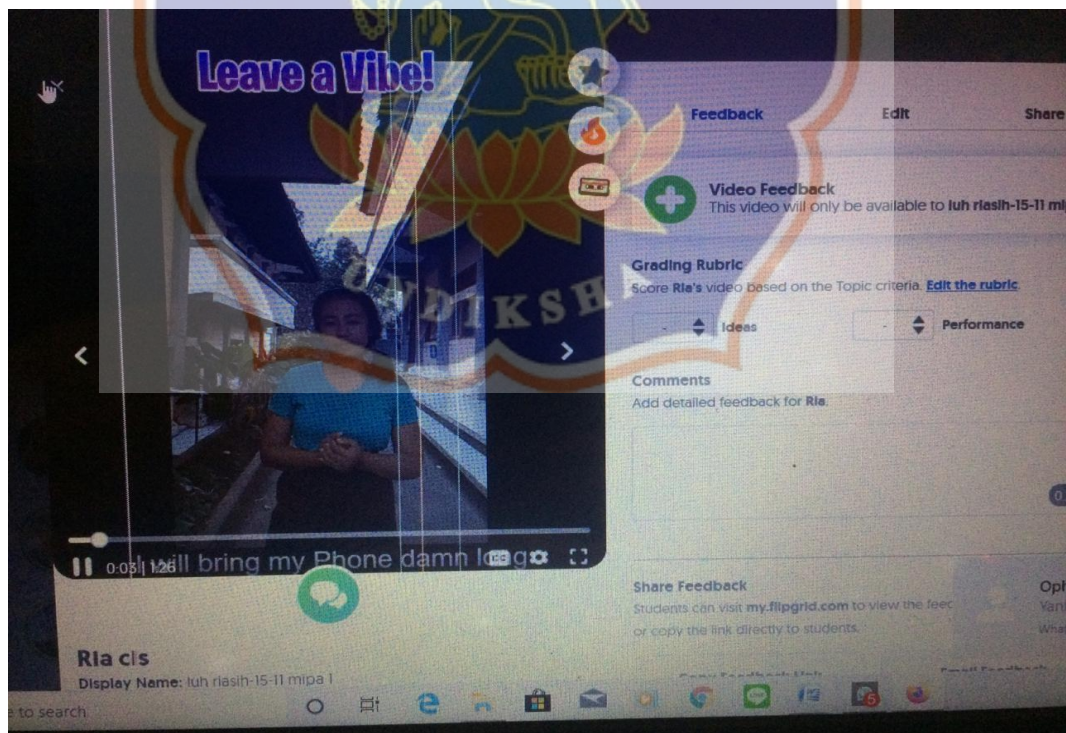
Activity in Schoology



Activity in Flipgrid



Student's Video on *FlipGrid*



Student's Video on *FlipGrid*