

APPENDICES



APPENDIX 1

Syllabus



SILABUS TAHUN PELAJARAN 2018/2019

Satuan Pendidikan : SMK/MAK
Mata Pelajaran : Bahasa Inggris – Wajib
Kelas : X
Alokasi waktu : 26 X 3 = 78 JP

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerja sama, toleran, damai), bertanggung-jawab, sosial, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan, dan pengkondisian secara berkesinambungan serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia”.

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi tentang pengetahuan faktual, konseptual, procedural dasar dan metakognitif sesuai dengan bidang dan lingkup *Bahasa Inggris* pada tingkat teknis, spesifik, detail dan kompleks berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional dan internasional.

KI 4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris.

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

KOMPETENSI DASAR	INDIKATOR	Nilai-Nilai Karakter	MATER POKOK	PEMBELAJARAN	PENILAIAN	ALOKAS I WAKTU	SUMBER BELAJAR
3.1 Menganalisis fungsi 4ocial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>) 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan	3.1.1 Mengelompokkan ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga. 3.1.2 Menerapkan penggunaan pronoun sebagai objek dan 4ocial4gat 3.1.3 Menganalisis fungsi 4ocial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan sesuai dengan konteks penggunaannya di dunia kerja. 4.1.1 Menyusun teks acak yang melibatkan tindakan memberi dan meminta informasi terkait jati diri 4.1.2 Menyusun dialog pendek dan sederhana yang melibatkan tindakan	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatif • Teliti • Gemar membaca • Menghargai prestasi	• Fungsi Sosial Menkenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verbal: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan	- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Mengidentifikasi unsur kebahasaan yang digunakan dalam teks interaksi terkait jati diri - Menyusun teks interaksi transaksional tulis dan lisan tentang jati diri masing-masing dengan teman-temannya	Sikap : Observasi kegiatan peserta didik dalam proses Pengetahuan: Test tulis:pilihan ganda, essay, isian Ketrampilan : 1. Unjuk kerja/ kinerja/praktik : (Bermain peran)melakukan dialog tentang jati diri	6 JP	FORWARD for Vocational School Grade x 2014 penerbit erlangga oleh Shyla K Lande . Eka Mulya Astuti Bahasa Inggris Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2016 SMA/SMK Kelas X

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	memberi dan meminta informasi terkait jati diri		masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajarnya			
3.2 Menganalisis fungsi Social, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (<i>extended</i>), dan responnya, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan	3.2.1 Menerapkan ungkapan memberikan ucapan selamat bersayap (<i>extended</i>) pada dialog rumpang. 3.2.2 Menganalisis ungkapan memberikan ucapan selamat bersayap (<i>extended</i>) pada dialog. 4.2.1 Menyusun dialog ungkapan memberikan ucapan selamat bersayap (<i>extended</i>) secara berpasangan. 4.2.2 Menyusun teks pendek sederhana berbentuk kartu ucapan yang melibatkan ungkapan memberikan ucapan	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatif • Teliti • Gemar membaca • Menghargai prestasi	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	- Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara	Pengetahuan: 1. Tes tulis , pilihan ganda, essay, isian. 2. Tes lisan, kuis atau Tanya jawab 3. Penguasaan yang dilakukan secara individu atau kelompok Keterampilan: 1. Unjuk kerja / kinerja / praktik	6 JP	Buku text wajib Depdikbud Dictionary Internet

fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	selamat bersayap (extended).		Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI	lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. Dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar	(bermain peran)		
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>)	3.3.1 Mengelompokkan ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan 3.3.2 Menerapkan ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan.	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatif • Teliti • Gemar membaca • Menghargai prestasi	• Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.	- Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya	Sikap 1. Observasi Pengetahuan: 4. Tes tulis , pilihan ganda, essay, isian. 5. Tes lisan, kuis atau Tanya jawab 6. Penguasaan yang dilakukan secara individu	6 JP	Buku text wajib Depdikbud FORWARD for Vocational School Grade X 2014 penerbit erlangga oleh Shyla K Lande, Eka Mulya Astuti

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.3.1 Menyusun ulang dialog acak tentang ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan. 4.3.2 Menyusun dialog tentang ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan secara berpasangan.		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI	- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. Dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. Melakukan refleksi tentang proses dan hasil belajar.	atau kelompok . Keterampilan: 2. Unjuk kerja / kinerja / praktik (bermain peran)		Internet Dictionary
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai	3.4.1 Menemukan fungsi sosial dan struktur teks dalam teks lisan deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri	• Fungsi Sosial Membanggakan, mempromosikan, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup	- Mengobservasi Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan	Sikap : 1. Observasi Pengetahuan : 1. Tes tulis 2. Tes lisan 3. Penugasan secara individu dan kelompok Ketrampilan:	9 JP	- Edisi Revisi Buku Teks wajib Depdikbud - Kementerian Pendidikan

dengan konteks penggunaannya. 4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	konteks penggunaannya 3.4.2 Membandingkan fungsi social dan struktur teks dalam teks lisan deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya 4.4.1 Menyusun teks deskriptif tulis tentang orang, benda atau tempat wisata. 4.4.2 Mendemonstrasikan teks deskriptif tulis tentang orang, benda atau tempat wisata.	• Kerja sama • Kreatifiti • Teliti • Gemar membaca • Menghargai prestasi	- Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbial terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI	tekanan kata yang benar. - Menanya Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain - Mengasosiasikan Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Menceritakan tempat wisata atau bangunan bersejarah yang pernah dikunjungi untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Mencoba Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya	1. Unjuk kerja atau kinerja, praktek, bermain peran		Republik Indonesia 2016 - Internet - Dictionar y - Suara guru
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				- Menanya Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks descriptive dan unsur kebahasaannya.			
6.12 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan 4.5 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	3.5.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan 3.5.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan 4.5.1 Menyusun ulang teks pengumuman (announcement) sederhana. 4.5.2 Menyusun teks pengumuman sederhana.	• Religiositas • Komunikatif • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatifitas • Teliti • Gemar membaca • Menghargai prestasi	• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah • Struktur Teks - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik	- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar. - Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman	Kriteria Penilaian : - Pencapaian fungsi sosial - Kelengkapan dan keruntutan struktur teks <i>social</i> <i>gativ</i> - Ketepatan unsure kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan. - Kesesuaian format penulisan /penyampaian Cara Penilaian	6 JP	- Bahasa Inggris SMA/MA/ SMAK/MAK - Internet - www.englishdaily.com

			Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik	Melakukan refleksi tentang proses dan hasil belajar.	Unjuk Kerja -. Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas -. Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur teks kebahasaan dalam teks pemberitahuan (<i>announcement</i>)		
6.12 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu	6.12.2 Menerapkan unsur kebahasaan (<i>simple past tense</i> dan <i>present perfect Tense</i>) pada kalimat rumpang. 6.12.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/	• Religiositas • Komunikatif • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatif • Teliti	• Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, ds • Struktur Teks Memulai Menanggapi (diharapkan/di duga). • Unsur Kebahasaan Kalimat deklaratif dan 10cial10gativ	- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat. - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna	TES TERTULIS Pilihan ganda Isian / Melengkapi uraian	6 JP	Bahasa Inggris Kementrian Pendidikan & Kebudayaan 2016 kelas X

terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense) 4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan unsur dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi 11ocial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya. 4.6.1 Menyusun ulang dialog acak menjadi dialog yang benar. 4.6.2 Menyusun dialog Sederhana tentang kejadian lampau menggunakan past tense dan present perfect Tense	• Gemar membaca • Menghargai prestasi	dalam <i>simple past tense, present perfect tense</i>. • Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu. Nomina singular dan plural secara tepat, dengan atau tanpa <i>the, this, those, my, their</i>, dsb • - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI.	kalimat-kalimat yang menggunakan kedua tense tersebut. - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung. - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut. - Melakukan refleksi tentang proses dan hasil belajar			
6.12 Menganalisis fungsi 11ocial, struktur teks, dan unsur kebahasaan beberapa teks recount	3.7.1 Menentukan fungsi 11ocial, struktur teks, dan unsur kebahasaan yang terdapat pada teks recount.	• Religiositas • Komunikatif	• Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman,	- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian	- Tes Tertulis : Pilihan ganda, isian	6 JP	-Revisi Buku Bahasa Inggris

lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya 4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	6.12.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks recount. 4.7.1 Menyusun ulang teks recount pendek dan sederhana yang acak terkait peristiwa/pengalaman 4.7.2 Menyusun teks recount pendek dan sederhana yang acak terkait peristiwa/pengalaman	• Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatifitas • Teliti • Gemar membaca • Menghargai prestasi	mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbial penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbial dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI Dalam	dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.	- Tes Lisan - Penugasan : Individu dan kelompok di sekolah atau di luar sekolah	Wajib kelas X Siswa dan Guru, Kementerian Pendidikan dan Kebudayaan, 2016 - Internet - Dictionary
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6.12 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	6.12.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks narrative 6.12.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang terdapat pada teks narrative. 4.8.1 Menyusun naskah drama singkat sederhana tentang legenda rakyat sederhana. 4.8.2 Memperagakan drama singkat sederhana secara berkelompok.	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatifitas • Teliti • Gemar membaca • Menghargai prestasi	• Fungsi Sosial - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks naratif: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam <i>simple past tense</i>, <i>past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik - Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI	- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada. - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.	Penilaian Pengetahuan : Tes tertulis, Tes lisan, penugasan. Penilaian Keterampilan : Proyek, Produk, Unjuk kerja/kinerja /praktik, portofolio.	9 JP	• Buku Bahasa Inggris Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2016 SMA KELAS X • www.dailylenglish.com • http://englishadmission.com/2015/10/12-contoh-narrative-text-legend-dan.html
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Guru Mata Pelajaran,

6.12 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja. 4.9 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi 14ocial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	3.9.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs. 3.9.2 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs. 4.9.1 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana 4.9.2 Mendemonstrasikan teks khusus dalam bentuk menu	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatif • Teliti • Gemar membaca • Menghargai prestasi	Fungsi 14ocial Mendapatkan informasi terkait dengan tindakan, peristiwa, kegiatan, orang/ benda dan ruang lingkup yang ada pada memo, menu, schedule, dan signs ☐ Struktur text Meminta dan memberi: - Tindakan/peristiwa/ kegiatan - informasi - Orang/benda yang terlibat - Lingkup situasi dalam teks khusus tentang memo, menu, dan sign schedule, ☐ Unsur kebahasaan - Frasa nominal untuk benda, orang, binatang, lokasi, dsb. Yang menjadi 14ocia, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Frasa verbal terkait gambar/ foto/ 14ocia /grafik/ memo/ menu/ jadwal dan tanda tanda (signs) dalam tense yang sesuai - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ☐ Topik Kegiatan, peristiwa, data, fakta 14ocial dari 14ocia atau media yang lainnya yang dapat menumbuhkan perilaku yang termuat dalam KI	Mencermati beberapa teks khusus dalam bentuk <i>memo, menu, schedule</i> dan <i>signs</i> dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja beserta fotonya dari 14ocia - Menyimak dan menirukan guru membacakan semua teks khusus dalam bentuk <i>memo, menu, schedule</i> dan <i>signs</i> dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, dan ucapan dan tekanan kata yang benar. - Mencermati satu 14ocia yang menganalisis unsur-unsur teks khusus dalam bentuk <i>memo, menu, schedule</i> dan <i>signs</i> dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, bertanya jawab, dan kemudian menerapkannya untuk menganalisis beberapa caption lainnya - Mengumpulkan beberapa teks khusus dalam bentuk <i>memo, menu, schedule</i> dan <i>signs</i> dengan memberi dan meminta informasi terkait	Penilaian Pengetahuan : Tes tertulis, Tes lisan, penugasan. Penilaian Ketrampilan : Proyek, Produk, Unjuk kerja/kinerja /praktik, portofolio.	9 JP	- Buku bahasa Inggris Kementerian Pendidikan & Kebudayaan 2016 kelas X - Internet - Rekaman lagu dan video
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				kegiatan sekolah atau tempat kerja dari 15socio beserta gambar/ foto /15socio/ grafik/ bagan. Dalam kerja kelompok: saling membacakan, menganalisis dengan 15socio - Membuat teks khusus dalam bentuk <i>memo</i>, <i>menu</i>, <i>schedule</i> dan <i>signs</i> dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja untuk beberapa foto pribadi: Menggunakan 15socio yang sama.			
6.12 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan kata sifat sesuai dengan bidang keahlian dan konteks penggunaannya. 4.10 Menyusun teks	3.10.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang <i>degree of comparison</i> 3.10.2 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang <i>degree of comparison</i> 4.10.1 Menyusun ulang teks khusus yang terkait dengan <i>degree of comparison</i>	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatifitas • Teliti • Gemar membaca	Fungsi 15social Mendapatkan informasi terkait dengan tindakan, peristiwa, kegiatan, orang/ benda dan ruang lingkup yang ada pada teks tulis dan lisan tentang <i>degree of comparison</i> □ Struktur text Degree of Comparison Positive, comparative dan superlative □ Unsur kebahasaan Frasa nominal untuk benda, orang, binatang, lokasi, dsb. Yang menjadi 15socio, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. Frasa verbal terkait <i>degree of comparison</i> □ Topik	- Mencermati beberapa contoh interaksi terkait niat dengan singkat perbandingan dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapkannya	Penilaian Pengetahuan : Tes tertulis, Tes lisan, penugasan. Penilaian Ketrampilan : Proyek, Produk, Unjuk kerja/kinerja /praktik, portofolio.	3 JP	- Buku bahasa Inggris Kementerian Pendidikan & Kebudayaan 2016 kelas X - Internet - Rekaman lagu dan video

interaksi transaksional lisan dan tulis yang melibatkan tindakan member dan meminta informasi terkait perbandingan kata sifat dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.10.2 Menyusun teks perbandingan	• Menghargai prestasi	Kegiatan, peristiwa, data, fakta social dari social media yang lainnya yang dapat menumbuhkan perilaku yang termuat dalam KI	- Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. Dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.-			
3.11 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) sesuai dengan konteks penggunaannya di dunia kerja. 4.11 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang	3.11.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang <i>asking and giving direction</i> 3.11.2 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang <i>asking and giving direction</i> 4.11.1 Menyusun ulang dialog tentang asking and giving direction	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatifitas • Teliti • Gemar membaca	Fungsi social Mendapatkan informasi terkait dengan tindakan, peristiwa, kegiatan, orang/ benda dan ruang lingkup yang ada pada yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) □ Struktur text Asking and giving directions □ Unsur kebahasaan Asking for directions dan meresponnya. Preposition of place yang lainnya yang dapat menumbuhkan perilaku yang termuat dalam KI	- Mencermati beberapa contoh interaksi terkait niat dengan singkat perbandingan dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya	Penilaian Pengetahuan : Tes tertulis, Tes lisan, penugasan. Penilaian Keterampilan : Proyek, Produk, Unjuk kerja/kinerja /praktik, portofolio.	3 JP	- Buku bahasa Inggris Kementerian Pendidikan & Kebudayaan 2016 kelas X - Internet - Rekaman lagu dan video

melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (direction) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks di dunia kerja	4.11.2 Menyusun dialog tentang asing and giving direction.	• Menghargai prestasi		- Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. Dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.-			
6.12 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja.	3.12.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang <i>Simple present tense</i> 3.12.2 Menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis tentang <i>simple present tense</i> 4.12.1 Menyusun ulang teks khusus yang terkait dengan <i>simple present tense</i>	• Religiositas • Komunikasi • Rasa ingin tahu • Disiplin • Tanggung jawab • Mandiri • Kerja sama • Kreatifitas • Teliti • Gemar membaca	Fungsi 17ocial Mendapatkan informasi terkait dengan tindakan, peristiwa, kegiatan, orang/ benda dan ruang lingkup yang ada pada yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) □ Struktur text Present tense WH question □ Unsur kebahasaan S + V1 Do/does	- Mencermati beberapa contoh interaksi terkait niat dengan singkat perbandingan dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya	Penilaian Pengetahuan : Tes tertulis, Tes lisan, penugasan. Penilaian Keterampilan : Proyek, Produk, Unjuk kerja/kinerja /praktik, portofolio.	6 JP	- Buku bahasa Inggris Kementerian Pendidikan & Kebudayaan 2016 kelas X - Internet - Rekaman lagu dan video
4.12 Menyusun teks							

interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia kerja.	4.12.2 Menyusun dialog tentang kegiatan rutin menggunakan <i>simple present tense</i>	• Menghargai prestasi		- Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. Dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.-			
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Waka Kurikulum

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APPENDIX 2

CONTENT VALIDITY



Form of Content Validity

Name : I Putu Ngurah Wage Myrtawan, S.Pd., M.Pd.

Position : First expert judge (Lecture of English Language Education)

Please give checklist (✓) in the column relevant if the item is relevant and give checklist (✓) irrelevant if the item is not relevant.

Items	1 st item (Writing Scoring Rubric)	2 nd item (Writing Posttest)
Relevant	✓	✓
Irrelevant		

Singaraja, 10-08-2019


 (I Putu Ngurah Wage Myrtawan, S.Pd., M.Pd.)
 NIP 198210052006041005

Form of Content Validity

Name : I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

Position : Second expert judge (Lecture of English Language Education)

Please give checklist (✓) in the column relevant if the item is relevant and give checklist (✓) irrelevant if the item is not relevant.

Items	1 st item (Writing Scoring Rubric)	2 nd item (Writing Posttest)
Relevant	✓	✓
Irrelevant		

Singaraja, 11-08-2019

I Nyoman Pasek Hadi Saputra

APPENDIX 3

Lesson plan
Experimental group



LESSON PLAN

(Experimental)

School	: SMK N 1 Sukasada
Subject	: English
Class/Semester	: X/1
Material	: Descriptive Text
Time	: 3 x 45 Minutes
Meeting	: 1 st and 2 nd meeting

I. Core 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 and confident in interacting effectively with the social and natural environments in which they interact and live.
3. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
4. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

II. Basic Competence

3.4 Comparing the social function, text structure, and language features of several descriptive texts, be they spoken or written, by giving and asking information related to the short and simple description of people, animals, and things based on the context used.

4.4 Writing a short and simple descriptive text, be it spoken or written, about people, animals, and things by considering its social function, text structure, and language features based on the context.

III. Indicators

- a. Completing a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Writing a short descriptive text by considering its text structure and language features.

IV. Learning Objective

- a. Students are able to complete a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Students are able to write a short descriptive text by considering the text structure and language features.

V. Learning Method

- Approach : Scientific Approach
- Method : Direct Method
- Techniques : Mind Mapping Technique
- Strategy : Plan and Write Strategy

VI. Learning Activities

1st Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Brainstorming the students : -Have you ever written something? -What kind of text did you write? -Do you like writing?	➤ Responding to the teacher ➤ Responding to the teacher ➤ Answering the teacher's questions.	15 minutes

Pre-activities	➤ Displaying a picture of animal (pet) and asking them to observe the picture. ➤ Asking the students to identify the picture (the physical appearance, the characteristics, etc.) ➤ Asking the students to make a sentence based on the appearance and characteristics of the pet on the picture. ➤ Telling the topic of the lesson (Descriptive text)	➤ Paying attention and observing the picture. ➤ Identifying the picture. ➤ Making a sentence. ➤ Paying attention to the teacher.	
Main activities	➤ Giving explanation about descriptive text (definition, generic structure, etc.) ➤ Giving them two examples of descriptive text about animal (my pet) ➤ Asking the students to read and identify the text. ➤ Asking them to compare the texts by completing the comparison table. ➤ Discussing the result of students' works. ➤ Giving feedback about students' works. ➤ Showing the example of E-mind map. ➤ Explaining the use and the function of E-mind map in writing a text. ➤ Explaining how to use mind map in writing descriptive text. ➤ Asking the students to make an	➤ Paying attention to the explanation. ➤ Paying attention to the teacher. ➤ Doing teacher's instruction. ➤ Comparing the texts. ➤ Paying attention to the teacher. ➤ Paying attention to the explanation. ➤ Paying attention to the teacher. ➤ Paying attention to the explanation. ➤ Paying attention to the explanation.	110 minutes

	outline using E-mind map about topic given (pet) ➤ Asking the students to write a descriptive text based on the E-mind map as a guideline. ➤ Asking the students to submit the writing.	➤ Making an outline using E-mind map. ➤ Writing a descriptive text. ➤ Submitting the works	
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson. ➤ Asking the students to bring some preparations in making E-mind map for the next meeting. ➤ Ending the class.	➤ Giving question. ➤ Paying attention to the feedbacks ➤ Concluding the lesson. ➤ Paying attention to the teacher. ➤ Responding to the instruction. ➤ Saying good bye.	10 minutes

2nd Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
Pre-activities	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Reviewing the previous lesson by asking several questions related to the descriptive text. ➤ Giving back the students writings.	➤ Responding the teacher. ➤ Responding the teacher. ➤ Answering the teacher's questions. ➤ Taking the writings.	15 minutes
	➤ Asking several students to read their	➤ Reading the works.	

Main activities	works in front of the class. ➤ Asking the other students to give comment about their friends' work. ➤ Giving feedback about what students did. ➤ Showing the students a picture of a famous actor and asking them to observe it. ➤ Asking them to identify the picture and make sentences related to the picture (personal information, appearance, nature, etc.) ➤ Showing two examples of descriptive text about people. ➤ Asking them to compare the texts. ➤ Asking them to complete the comparison table. ➤ Discussing together the comparison of the texts. ➤ Asking them to prepare the stuffs to make a descriptive text using E-mind map. ➤ Giving the students a topic to be written (popular person). ➤ Asking the students to make E-mind map on their smartphones as outline about the topic given. ➤ Asking the students to submit their works.	➤ Giving comments. ➤ Paying attention to the teacher. ➤ Observing the picture. ➤ Identifying the picture. ➤ Paying attention to the teacher. ➤ Comparing the texts. ➤ Completing the comparison table. ➤ Paying attention to the discussion. ➤ Preparing the stuffs in making E-mind map. ➤ Paying attention to the teacher. ➤ Responding to the instruction. ➤ Submitting the works.	110 minutes
	➤ Asking the students whether they have questions or not.	➤ Giving questions. ➤ Paying attention to the feedbacks.	10 minutes

Post activities	➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson ➤ Ending the class.	➤ Concluding the lesson. ➤ Paying attention to the teacher. ➤ Saying good bye.	
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VII. Teaching Media and material

a. Smartphone

b. Pictures :

1st Meeting



2nd Meeting



Material

Descriptive text

Descriptive text is a kind of text which is used in daily life in describing thing, people, animal, etc. **The purpose** of descriptive text is to describe and reveal how people, thing, and animal look like.

There are 2 general structure of descriptive text,

1. **Identification.** It is a part where the people, animal, or thing is introduced before being described.
2. **Description.** It contains the description of the topic. The description can be physical, quality, and characteristic or behavior.

Language features of descriptive text are:

- Using simple present tense.
- Particular nouns (brother, table, elephant, etc.)
- Adjectives (tall, strong, heavy, etc.)

Example of descriptive text:

1st Meeting

My Friend's Rabbit

My friend has a lovely rabbit in her house. I really like to play with him whenever I come to her house. He is cute and sweet and takes my much attention. He is a very cute rabbit and I always call him bunny.

Bunny is a small cute rabbit. My friend made him as her pet since he was a baby. That is why I call him bunny because he is still cute like a bunny. Bunny, now, is still a little rabbit. He is some months old now. Bunny is the kind of Angora rabbit. Just like the other Angora rabbit, bunny has long fur. It is very smooth fur so you have to be careful when you touch it because the fur will stick to your hand. The color of bunny's fur is bright white with little black strips from his head to his ear. Bunny has also little black strips on his legs. Bunny is a kind of attractive rabbit than the other rabbits that my friend has. He likes to jump here and there, and he also likes to play with his friends in the cage. He, moreover, likes to play some plastic balls that my friend has already prepared there.

Bunny likes to eat much. Whenever I go to my friend's house, I always give bunny some carrots. Like the other rabbits do, bunny likes to eat carrot. I also

give the other rabbits some carrots. Besides, the rabbits in my friend's house including bunny like to eat something green, such as water spinach. My friend has already prepared the places like bowls in the cage of her rabbit for their drink and food. My friend also buys a special food for rabbit in a pet shop for her rabbits. That food can make the rabbits grow well and healthy. Bunny, nevertheless, like to play with human. My friend and her cousin like to play with bunny and so do I. Whenever I visit my friend's house, I always look for bunny. Bunny likes to be spoiled. He likes it when I touch his body and play with his fur. He is such a cute little rabbit and I like him much.

(Source: <https://www.kakakpintar.id>)

My Cat

I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a Persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. That is maybe because it is a Persian cat. Kitty looks very cute and sweet with her white soft fur. Moreover, it has bright blue eyes. When you look at its eyes, you will feel as if you see a sky or a blue ocean because it looks very bright blue. Kitty is a very beautiful cat. I really take care of its fur. I regularly take Kitty to the saloon for animals in my town twice a week to give a treatment for its fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. Moreover, Kitty is a little bit heavier now. It eats much now. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

Kitty has a healthy body so that it becomes very attractive. I really like play with her. Kitty likes to play plastic ball or yarn ball in my house with me. I also sometimes give it a mouse in the form of a toy. It really likes to chase the mouse. I find it very cute when Kitty runs here and there trying to catch the mouse. Kitty is my lovely cat. I sometimes tell many things to it. Even though I know that it may not understand what I say, but at least it always hears what I want to say. I like to play with it when I come home after having an exhausted day at school. I love my cat so much.

(Source: <https://www.kakakpintar.id>)

2nd Meeting

Raditya Dika

Raditya Dika is a writer from Indonesia. His real name is "Dika Angkasaputra Nasution" or what is often called Raditya Dika or Radit. Radit was born in Jakarta, 28 December 1984. His education after college S1 latter at the University of Adelaide, Australia "Department of Finance", Radit continued his studies in the Faculty of Extension Study of Social and Political Sciences at the University of Indonesia. Radit is derived from Batak family surnamed "Nasution". Radit's parents named "Joeslin Nasution and Tetty Nasution". Radit is the first child of five children, his first brother is Yudit, the twins sister named Ingga and Anggi, and the youngest is Edgar.

In Indonesia, Raditya Dika is known as the author of humorous books. The writings came from his personal blog which then recorded. That makes Radit different from the other author. It is the idea of the name Radit animal life in each book, from the first book to his new book, all of them contain the names of animals. The results of the writing on his blog that he got the winner as "Indonesian Blog Award", and the award-winning "The Online Inspiring Award" from Indosat. From there Radit began posting his writings. The first book issued by Radit entitled "Kambing Jantan (in 2005) ", the second "Cinta Brontosaurus (2006) ", the third "Radikus Makan Kakus: Bukan Binatang Biasa (29 August 2007) ", the fourth "Babi Ngesot (2008)", the fifth "Marmut Merah Jambu (2010)", the sixth is "Manusia Setengah Salmon (on 24 December 2011)", and Koala Kumal (2015). In addition, Radith also made a movie scenario, and writing the comic with title "Kambing Jantan" in 2008, and the second "Kambing Jantan II" in 2011.

Raditya Dika also made a movie that was taken from his novel, which is "Kambing Jantan The Movie", "Cinta Brontosaurus", "Cinta Dalam Kardus", "Manusia Setengah Salmon", "Single", and "Koala Kumal". Now Radith also as a KOMIKA (Stand Up Comedy), and Radit becomes one of the directors in the company issuing BUKUNE.

(Source: <http://nadyaera.blogspot.com>)

JOKO WIDODO

IR. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) was the 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja Purnama as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor. The two years of his second period became the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of struggle (PDI-P), to fight in the election of the Governor of DKI Jakarta to pair with Basuki Tjahaja Purnama (Ahok).

Joko Widodo came from a simple family. In fact, his home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the Faculty of forestry University of Gajah Mada. After graduation, he was practicing his profession as a furniture businessman. His political career began with being Mayor of Surakarta in 2005. He is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support which was considered as a leader of the “young” and “clean“, although he was more than fifty years.

Since being elected as Governor, his popularity continued to soar and became the spotlight of the media. As a result, emerging discourse to make a presidential candidate for the general election of the President of Indonesia, 2014. In addition, the survey results indicate, the name Jokowi continues to Excel. At first, the General Chairman of the PDI-P, Megawati Sukarno Putri declared that he would not announce a presidential candidate of the PDI Perjuangan until the legislative elections of 9 April 2014. However, on March 14, 2014, Jokowi received a mandate from Megawati to advance as a presidential candidate, three weeks before the legislative elections and two days before the campaign.

(Source: <https://www.kuliahbahasainggris.com>)

LESSON PLAN

(Experimental)

School	: SMK N 1 Sukasada
Subject	: English
Class/Semester	: XI/1
Material	: Descriptive Text
Time	: 3 x 45 Minutes
Meeting	: 3 rd and 4 th meeting

VIII. Core Competency

5. Appreciating and practicing the religious values that students are professed.
6. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
7. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
8. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

IX. Basic Competence

3.4 Comparing the social function, text structure, and language features of several descriptive texts, be they spoken or written, by giving and asking information related to the short and simple description of people, animals, and things based on the context used.

4.4 Writing a short and simple descriptive text, be it spoken or written, about people, animals, and things by considering its social function, text structure, and language features based on the context.

X. Indicators

- a. Completing a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Writing a short descriptive text by considering its text structure and language features.

XI. Learning Objective

- a. Students are able to complete a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Students are able to write a short descriptive text by considering the text structure and language features.

XII. Learning Method

- Approach : Scientific Approach
- Method : Direct Method
- Techniques : Mind Mapping Technique
- Strategy : Plan and Write Strategy

XIII. Learning Activities

3rd Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Reviewing the previous lesson by asking several questions related to the descriptive text. ➤ Giving back the students works from	➤ Responding the teacher. ➤ Responding the teacher. ➤ Answering the teacher's questions. ➤ Taking the works.	10 minutes

Pre-activities	the previous meeting.		
Main activities	➤ Asking the students to write a descriptive text based on the E-mind map as a guideline. ➤ Asking the students to submit the writing. ➤ Pointing randomly several students to read their writing in front of the class. ➤ Asking the other students to give comments about their friends' writing. ➤ Giving feedback about the students' writing. ➤ Displaying a picture of things and asking them to observe the picture. ➤ Asking the students to identify the picture. ➤ Asking the students to make a sentence based on the picture. ➤ Giving them two examples of descriptive text about thing. ➤ Asking the students to read and identify the text. ➤ Asking them to compare the texts by completing the comparison table. ➤ Discussing the result of students' works. ➤ Giving feedback about students' works.	➤ Writing a descriptive text. ➤ Submitting the works. ➤ Responding to the instruction. ➤ Giving comments. ➤ Pay attention to the feedback. ➤ Paying attention and observing the picture. ➤ Identifying the picture. ➤ Making a sentence. ➤ Paying attention to the teacher. ➤ Doing teacher's instruction. ➤ Comparing the texts. ➤ Paying attention to the teacher.	115 minutes

		➤ Paying attention to the explanation.	
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson. ➤ Asking the students to bring some preparations in making E-mind map for the next meeting. ➤ Ending the class.	➤ Responding to the instruction. ➤ Giving question. ➤ Paying attention to the feedbacks ➤ Concluding the lesson. ➤ Paying attention to the teacher ➤ Saying good bye	10 minutes

4th Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
Pre-activities	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Reviewing the previous lesson by asking several questions related to the descriptive text. ➤ Telling the students about topic they going to learn.	➤ Responding the teacher. ➤ Responding the teacher. ➤ Answering the teacher's questions. ➤ Paying attention to the teacher.	15 minutes
	➤ Asking the students to make an outline using E-mind map about topic given (thing). ➤ Asking the students to write a descriptive text based on the E-mind map as a guideline. ➤ Asking several students to read their	➤ Making an outline using E-mind map. ➤ Writing a descriptive text. ➤ Reading their writing.	110 minutes

Main activities	writing in front of the class. ➤ Asking the other students to give comments about their friends' writing. ➤ Giving feedback about the students' writing. ➤ Asking the students to submit their writing.	➤ Giving comments. ➤ Pay attention to the feedback. ➤ Submitting the writing.	
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson ➤ Ending the class.	➤ Giving questions. ➤ Paying attention to the feedbacks ➤ Concluding the lesson. ➤ Paying attention to the teacher. ➤ Saying good bye.	10 minutes

XIV. Teaching Media and Material

- a. Smartphone.
- b. Pictures :



Material

Descriptive text

Descriptive text is a kind of text which is used in daily life in describing thing, people, animal, etc. **The purpose** of descriptive text is to describe and reveal how people, thing, and animal look like.

There are 2 general structure of descriptive text,

3. **Identification.** It is a part where the people, animal, or thing is introduced before being described.
4. **Description.** It contains the description of the topic. The description can be physical, quality, and characteristic or behavior.

Language features of descriptive text are:

- Using simple present tense.
- Particular nouns (brother, table, elephant, etc.)
- Adjectives (tall, strong, heavy, etc.)

Example of descriptive text:

My Laptop

I got my laptop in the first year of college. It was a gift from my father to me. But, since my father live far away from my campus, so my father sent the money to my cousin and ask him to get it for me. I was very happy because it was my first laptop. I do a lot of things with it such as watch movie, play games, listen to my favorite songs and I also use it to complete my college assignment. It was very reliable, it is like every time I need it, it will always be there for me.

The color of my laptop is black. Just like any other laptop with an old style, the screen of my laptop is joined to the body by using hinges, so it cannot be separated. The border of the screen is made of black plastic. There is a web cam planted in the screen framework, it is located at the top-middle side of the screen. The screen is 14 inch wide. The screen and its skeleton thickness is about 0.8 centimeters. The thickness of the body is about 2.2 centimeters, so when we combine the thickness of the screen and the body, the overall thickness of my laptop is about 3 centimeters. So you can imagine now that my laptop is thick and heavy.

The body of my laptop contains the CPU. On the top side of the body, there is a power button located on the top-left side. In line with the power button is the speaker of my laptop. After that, we will also see the keyboard of the laptop occupying the top side of the body. The color of the keyboard is also black. There is also a touch pad located right under the keyboard. Some important parts were attached into the side framework of the body, such as DVD room, USB port, power jack, projector port, ventilation system, land line port, and also HDMI port just in case I want to connect my laptop to TV.

(Source: <http://www.wordcliff.com>)

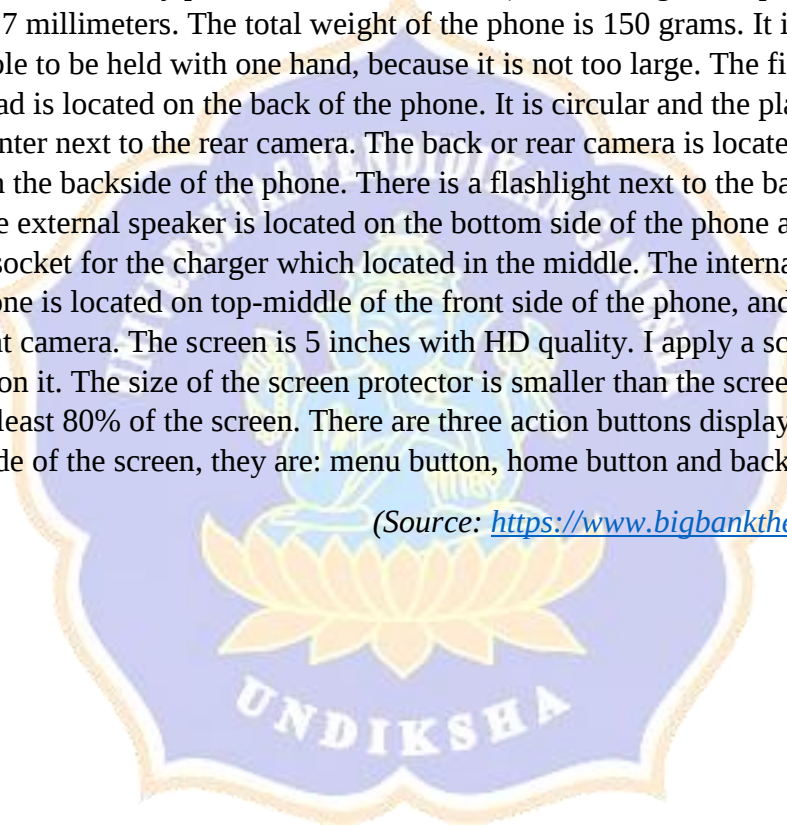
My Favorite Phone

I have a favorite phone. I bought it last year by using the money that I earn from my job as a writer. It was the second phone that I bought by using my own savings. I have been waiting for two months since its initial introduction on March. Finally it is available at the official store in my town.

My favorite phone is an android based smartphone. The android version is 7.1.2 or it is also known as Android Nougat. It is very reliable for me to play various of recent android-based game such as Mobile Legends and AoV since it is supported by 1.40 GHz Octa-core Max CPU with 3 GB RAM and 32 GB internal memory. Besides that, my phone is also supported by 4100 mAH lithium-ion polymer battery so I can play my favorite games for a long duration without even worry of running out of power. It is also very sophisticated since it is equipped with fingerprint scanner that allow me to unlock the phone quickly by only placing one of my finger on the pad. I always satisfy with the quality of photo taken by this phone because it has 13 MP rear or back camera and 5 MP front camera.

The color of my phone is black. The size (width x height x depth) is 70 x 139.2 x 8.7 millimeters. The total weight of the phone is 150 grams. It is very comfortable to be held with one hand, because it is not too large. The fingerprint scanner pad is located on the back of the phone. It is circular and the place is at the top center next to the rear camera. The back or rear camera is located at the top left on the backside of the phone. There is a flashlight next to the back camera. The phone external speaker is located on the bottom side of the phone along with the USB socket for the charger which located in the middle. The internal speaker of the phone is located on top-middle of the front side of the phone, and next to it is the front camera. The screen is 5 inches with HD quality. I apply a screen protector on it. The size of the screen protector is smaller than the screen, but it covers at least 80% of the screen. There are three action buttons displayed on the bottom side of the screen, they are: menu button, home button and back button.

(Source: <https://www.bigbanktheories.com>)



APPENDIX 4

Lesson Plan Control Group



LESSON PLAN

(Control Group)

School	: SMK N 1 Sukasada
Subject	: English
Class/Semester	: X/1
Material	: Descriptive Text
Time	: 3 x 45 Minutes
Meeting	: 1 st and 2 nd meeting

XV. Core Competency

9. Appreciating and practicing the religious values that students are professed.
10. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
11. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
12. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

XVI. Basic Competence

3.4 Comparing the social function, text structure, and language features of several descriptive texts, be they spoken or written, by giving and asking information related to the short and simple description of people, animals, and things based on the context used.

4.4 Writing a short and simple descriptive text, be it spoken or written, about people, animals, and things by considering its social function, text structure, and language features based on the context.

XVII. Indicators

- a. Completing a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Writing a short descriptive text by considering its text structure and language features.

XVIII. Learning Objective

- a. Students are able to complete a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Students are able to write a short descriptive text by considering the text structure and language features.

XIX. Learning Method

- Approach : Scientific Approach
- Method : Direct Method
- Techniques : Conventional Technique
- Strategy : Pair Work

XX. Learning Activities

1st Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Brainstorming the students : -Have you ever written something? -What kind of text did you write? -Do you like writing? ➤ Displaying a picture of animal (pet)	➤ Responding to the teacher ➤ Responding to the teacher ➤ Answering the teacher's questions.	15 minutes

Pre-activities	and asking them to observe the picture. ➤ Asking the students to identify the picture (the physical appearance, the characteristics, etc.) ➤ Asking the students to make a sentence based on the appearance and characteristics of the pet on the picture. ➤ Telling the topic of the lesson (Descriptive text)	➤ Paying attention and observing the picture. ➤ Identifying the picture. ➤ Making a sentence. ➤ Paying attention to the teacher.	
Main activities	➤ Giving explanation about descriptive text (definition, generic structure, etc.) ➤ Giving them two examples of descriptive text about animal (my pet) ➤ Asking the students to read and identify the text. ➤ Asking them to compare the texts by completing the comparison table. ➤ Discussing the result of students' works. ➤ Giving feedback about students' works. ➤ Explaining how to make descriptive text. ➤ Asking the students to write a descriptive text, ➤ Asking the students to submit the	➤ Paying attention to the explanation. ➤ Paying attention to the teacher. ➤ Doing teacher's instruction. ➤ Comparing the texts. ➤ Paying attention to the teacher. ➤ Paying attention to the explanation. ➤ Paying attention to the teacher. ➤ Writing a descriptive text. ➤ Submitting the works	110 minutes

	writing.		
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson. ➤ Ending the class.	➤ Giving question. ➤ Paying attention to the feedbacks ➤ Concluding the lesson. ➤ Paying attention to the teacher ➤ Saying good bye	10 minutes

2nd Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
Pre-activities	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Reviewing the previous lesson by asking several questions related to the descriptive text. ➤ Giving back the students writings.	➤ Responding the teacher. ➤ Responding the teacher. ➤ Answering the teacher's questions. ➤ Taking the writings.	15 minutes
	➤ Asking several students to read their works in front of the class. ➤ Asking the other students to give comment about their friends' work. ➤ Giving feedback about what students did. ➤ Showing the students a picture of a famous actor and asking them to observe it.	➤ Reading the works. ➤ Giving comments. ➤ Paying attention to the teacher. ➤ Observing the picture.	110 minutes

Main activities	➤ Asking them to identify the picture and make sentences related to the picture (personal information, appearance, nature, etc.) ➤ Showing two examples of descriptive text about people. ➤ Asking them to compare the texts. ➤ Asking them to complete the comparison table. ➤ Discussing together the comparison of the texts. ➤ Asking them to prepare the stuffs before writing descriptive text. ➤ Giving the students a topic to be written (person). ➤ Asking the students to write a descriptive text. ➤ Asking the students to submit the writing. ➤ Giving feedback about what the students did.	➤ Identifying the picture. ➤ Paying attention to the teacher. ➤ Comparing the texts. ➤ Completing the comparison table. ➤ Paying attention to the discussion. ➤ Preparing the stuffs in writing the text. ➤ Paying attention to the teacher. ➤ Writing descriptive text. ➤ Collecting the work. ➤ Paying attention to the feedback.	
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson ➤ Ending the class.	➤ Giving questions. ➤ Paying attention to the feedbacks. ➤ Concluding the lesson. ➤ Paying attention to the teacher. ➤ Saying good bye.	10 minutes

XXI. Teaching Media and material

a. Pictures :



Material

Descriptive text

Descriptive text is a kind of text which is used in daily life in describing thing, people, animal, etc. **The purpose** of descriptive text is to describe and reveal how people, thing, and animal look like.

There are 2 general structure of descriptive text,

5. **Identification.** It is a part where the people, animal, or thing is introduced before being described.
6. **Description.** It contains the description of the topic. The description can be physical, quality, and characteristic or behavior.

Language features of descriptive text are:

- Using simple present tense.
- Particular nouns (brother, table, elephant, etc.)
- Adjectives (tall, strong, heavy, etc.)

Example of descriptive text:

1st Meeting

My Friend's Rabbit

My friend has a lovely rabbit in her house. I really like to play with him whenever I come to her house. He is cute and sweet and takes my much attention. He is a very cute rabbit and I always call him bunny.

Bunny is a small cute rabbit. My friend made him as her pet since he was a baby. That is why I call him bunny because he is still cute like a bunny. Bunny, now, is still a little rabbit. He is some months old now. Bunny is the kind of Angora rabbit. Just like the other Angora rabbit, bunny has long fur. It is very smooth fur so you have to be careful when you touch it because the fur will stick to your hand. The color of bunny's fur is bright white with little black strips from his head to his ear. Bunny has also little black strips on his legs. Bunny is a kind of attractive rabbit than the other rabbits that my friend has. He likes to jump here and there, and he also likes to play with his friends in the cage. He, moreover, likes to play some plastic balls that my friend has already prepared there.

Bunny likes to eat much. Whenever I go to my friend's house, I always give bunny some carrots. Like the other rabbits do, bunny likes to eat carrot. I also give the other rabbits some carrots. Besides, the rabbits in my friend's house including bunny like to eat something green, such as water spinach. My friend has already prepared the places like bowls in the cage of her rabbit for their drink and food. My friend also buys a special food for rabbit in a pet shop for her rabbits. That food can make the rabbits grow well and healthy. Bunny, nevertheless, like to play with human. My friend and her cousin like to play with bunny and so do I. Whenever I visit my friend's house, I always look for bunny. Bunny likes to be spoiled. He likes it when I touch his body and play with his fur. He is such a cute little rabbit and I like him much.

(Source: <https://www.kakakpintar.id>)

My Cat

I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a Persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. That is maybe because it is a Persian cat. Kitty looks very cute and sweet with her white soft fur. Moreover, it has bright blue eyes. When you look at its eyes, you will feel as if you see a sky or a blue ocean because it looks very bright blue. Kitty is a very beautiful cat. I really take care of its fur. I regularly take Kitty to the saloon for animals in my town twice a week to give a treatment for its fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. Moreover, Kitty is a little bit heavier now. It eats much now. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

Kitty has a healthy body so that it becomes very attractive. I really like play with her. Kitty likes to play plastic ball or yarn ball in my house with me. I also sometimes give it a mouse in the form of a toy. It really likes to chase the mouse. I find it very cute when Kitty runs here and there trying to catch the mouse. Kitty is my lovely cat. I sometimes tell many things to it. Even though I know that it may not understand what I say, but at least it always hears what I want to say. I like to play with it when I come home after having an exhausted day at school. I love my cat so much.

(Source: <https://www.kakakpintar.id>)

2nd Meeting

Raditya Dika

Raditya Dika is a writer from Indonesia. His real name is "Dika Angkasaputra Nasution" or what is often called Raditya Dika or Radit. Radit was born in Jakarta, 28 December 1984. His education after college S1 latter at the University of Adelaide, Australia "Department of Finance", Radit continued his studies in the Faculty of Extension Study of Social and Political Sciences at the

University of Indonesia. Radit is derived from Batak family surnamed "Nasution". Radit's parents named "Joeslin Nasution and Tetty Nasution". Radit is the first child of five children, his first brother is Yudit, the twins sister named Ingga and Anggi, and the youngest is Edgar.

In Indonesia, Raditya Dika is known as the author of humorous books. The writings came from his personal blog which then recorded. That makes Radit different from the other author. It is the idea of the name Radit animal life in each book, from the first book to his new book, all of them contain the names of animals. The results of the writing on his blog that he got the winner as "Indonesian Blog Award", and the award-winning "The Online Inspiring Award" from Indosat. From there Radit began posting his writings. The first book issued by Radit entitled "Kambing Jantan (in 2005)", the second "Cinta Brontosaurus (2006)", the third "Radikus Makan Kakus: Bukan Binatang Biasa (29 August 2007)", the fourth "Babi Ngesot (2008)", the fifth "Marmut Merah Jambu (2010)", the sixth is "Manusia Setengah Salmon (on 24 December 2011)", and Koala Kumal (2015). In addition, Radith also made a movie scenario, and writing the comic with title "Kambing Jantan" in 2008, and the second "Kambing Jantan II" in 2011.

Raditya Dika also made a movie that was taken from his novel, which is "Kambing Jantan The Movie", "Cinta Brontosaurus", "Cinta Dalam Kardus", "Manusia Setengah Salmon", "Single", and "Koala Kumal". Now Radith also as a KOMIKA (Stand Up Comedy), and Radit becomes one of the directors in the company issuing BUKUNE.

(Source: <http://nadyaera.blogspot.com>)

IR. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) was the 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja Purnama as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor. The two years of his second period became the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of struggle (PDI-P), to fight in the election of the Governor of DKI Jakarta to pair with Basuki Tjahaja Purnama (Ahok).

Joko Widodo came from a simple family. In fact, his home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the Faculty of forestry University of Gajah Mada. After graduation, he was practicing his profession as a furniture businessman. His political career began with being Mayor of Surakarta in 2005. He is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support which was considered as a leader of the “young” and “clean“, although he was more than fifty years.

Since being elected as Governor, his popularity continued to soar and became the spotlight of the media. As a result, emerging discourse to make a presidential candidate for the general election of the President of Indonesia, 2014. In addition, the survey results indicate, the name Jokowi continues to Excel. At first, the General Chairman of the PDI-P, Megawati Sukarno Putri declared that he would not announce a presidential candidate of the PDI Perjuangan until the legislative elections of 9 April 2014. However, on March 14, 2014, Jokowi received a mandate from Megawati to advance as a presidential candidate, three weeks before the legislative elections and two days before the campaign.

(Source: <https://www.kuliahbahasainggris.com>)



LESSON PLAN

(Control Group)

School	: SMK N 1 Sukasada
Subject	: English
Class/Semester	: XI/1
Material	: Descriptive Text
Time	: 3 x 45 Minutes
Meeting	: 3 rd and 4 th meeting

XXII. Core Competency

13. Appreciating and practicing the religious values that students are professed.
14. Respecting and putting into practice the behaviors of being honest, disciplined, responsible, caring (tolerant and cooperative among each other), well-mannered and confident in interacting effectively with the social and natural environments in which they interact and live.
15. Understanding factual, conceptual, and procedural knowledge in accordance with students' curiosity on science, technology, art, and culture related to tangible phenomena and events.
16. Attempting, processing, and presenting things in concrete domains (applying, analyzing, synthesizing, modifying, and constructing) and abstract domains (writing, reading, calculating, drawing, and composing) based on what have been learnt at school as well as on other sources having similar concept or theory.

XXIII. Basic Competence

3.4 Comparing the social function, text structure, and language features of several descriptive texts, be they spoken or written, by giving and asking information related to the short and simple description of people, animals, and things based on the context used.

4.4 Writing a short and simple descriptive text, be it spoken or written, about people, animals, and things by considering its social function, text structure, and language features based on the context.

XXIV. Indicators

- a. Completing a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Writing a short descriptive text by considering its text structure and language features.

XXV. Learning Objective

- a. Students are able to complete a comparison table from two different descriptive texts in terms of text structure and language features.
- b. Students are able to write a short descriptive text by considering the text structure and language features.

XXVI. Learning Method

- Approach : Scientific Approach
- Method : Direct Method
- Techniques : Conventional Technique
- Strategy : Pair Work

XXVII. Learning Activities

3rd Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Reviewing the previous lesson by asking several questions related to the descriptive text. ➤ Giving back the students works from	➤ Responding the teacher. ➤ Responding the teacher. ➤ Answering the teacher's questions. ➤ Taking the works.	10 minutes

Pre-activities	the previous meeting.		
Main activities	➤ Asking the students to write a descriptive text. ➤ Asking the students to submit the writing. ➤ Pointing randomly several students to read their writing in front of the class. ➤ Asking the other students to give comments about their friends' writing. ➤ Giving feedback about the students' writing. ➤ Displaying a picture of a thing and asking them to observe the picture. ➤ Asking the students to identify the picture. ➤ Asking the students to make a sentence based on the picture. ➤ Giving them two examples of descriptive text about thing. ➤ Asking the students to read and identify the text. ➤ Asking them to compare the texts by completing the comparison table. ➤ Discussing the result of students' works. ➤ Giving feedback about students' works.	➤ Writing a descriptive text. ➤ Submitting the works. ➤ Responding to the instruction. ➤ Giving comments. ➤ Pay attention to the feedback. ➤ Paying attention and observing the picture. ➤ Identifying the picture. ➤ Making a sentence. ➤ Paying attention to the teacher. ➤ Doing teacher's instruction. ➤ Comparing the texts. ➤ Paying attention to the teacher.	115 minutes

		➤ Paying attention to the explanation.	
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson. ➤ Ending the class.	➤ Responding to the instruction. ➤ Giving question. ➤ Paying attention to the feedbacks ➤ Concluding the lesson. ➤ Saying good bye	10 minutes

4th Meeting

PHASES	ACTIVITIES		TIMES
	Teacher	Students	
Pre-activities	➤ Greeting the students. ➤ Checking the students' attendance. ➤ Reviewing the previous lesson by asking several questions related to the descriptive text. ➤ Telling the students about topic they going to learn.	➤ Responding the teacher. ➤ Responding the teacher. ➤ Answering the teacher's questions. ➤ Paying attention to the teacher.	15 minutes
	➤ Asking the students to write a descriptive text. ➤ Asking several students to read their writing in front of the class. ➤ Asking the other students to give comments about their friends' writing. ➤ Giving feedback about the students'	➤ Writing a descriptive text. ➤ Reading their writing. ➤ Giving comments.	110 minutes

Main activities	writing. ➤ Asking the students to submit their writing.	➤ Pay attention to the feedback. ➤ Submitting the writing.	
Post activities	➤ Asking the students whether they have questions or not. ➤ Giving feedback about the questions. ➤ Asking the students to conclude the lesson. ➤ Reviewing the lesson ➤ Ending the class.	➤ Giving questions. ➤ Paying attention to the feedbacks ➤ Concluding the lesson. ➤ Paying attention to the teacher. ➤ Saying good bye.	10 minutes

XXVIII. Teaching Media and Material

a. Pictures :



Material

Descriptive text

Descriptive text is a kind of text which is used in daily life in describing thing, people, animal, etc. **The purpose** of descriptive text is to describe and reveal how people, thing, and animal look like.

There are 2 general structure of descriptive text,

7. **Identification.** It is a part where the people, animal, or thing is introduced before being described.
8. **Description.** It contains the description of the topic. The description can be physical, quality, and characteristic or behavior.

Language features of descriptive text are:

- Using simple present tense.
- Particular nouns (brother, table, elephant, etc.)
- Adjectives (tall, strong, heavy, etc.)

Example of descriptive text:

My Laptop

I got my laptop in the first year of college. It was a gift from my father to me. But, since my father live far away from my campus, so my father sent the money to my cousin and ask him to get it for me. I was very happy because it was my first laptop. I do a lot of things with it such as watch movie, play games, listen to my favorite songs and I also use it to complete my college assignment. It was very reliable, it is like every time I need it, it will always be there for me.

The color of my laptop is black. Just like any other laptop with an old style, the screen of my laptop is joined to the body by using hinges, so it cannot be separated. The border of the screen is made of black plastic. There is a web cam planted in the screen framework, it is located at the top-middle side of the screen. The screen is 14 inch wide. The screen and its skeleton thickness is about 0.8 centimeters. The thickness of the body is about 2.2 centimeters, so when we combine the thickness of the screen and the body, the overall thickness of my laptop is about 3 centimeters. So you can imagine now that my laptop is thick and heavy.

The body of my laptop contains the CPU. On the top side of the body, there is a power button located on the top-left side. In line with the power button is the speaker of my laptop. After that, we will also see the keyboard of the laptop

occupying the top side of the body. The color of the keyboard is also black. There is also a touch pad located right under the keyboard. Some important parts were attached into the side framework of the body, such as DVD room, USB port, power jack, projector port, ventilation system, land line port, and also HDMI port just in case I want to connect my laptop to TV.

(Source: <http://www.wordcliff.com>)

My Favorite Phone

I have a favorite phone. I bought it last year by using the money that I earn from my job as a writer. It was the second phone that I bought by using my own savings. I have been waiting for two months since its initial introduction on March. Finally it is available at the official store in my town.

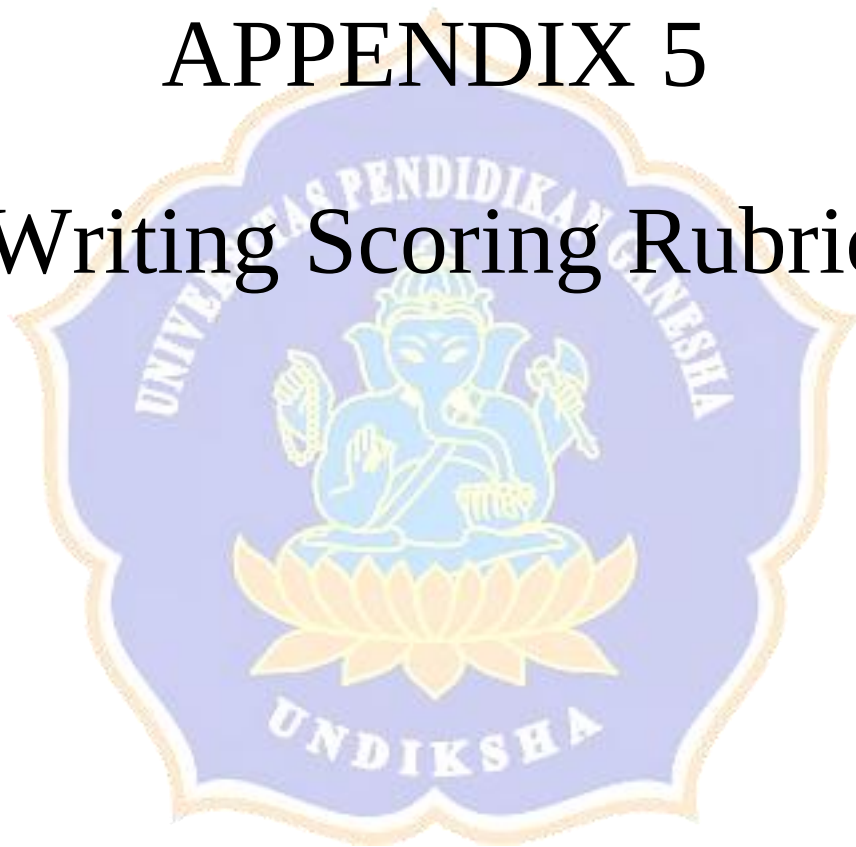
My favorite phone is an android based smartphone. The android version is 7.1.2 or it is also known as Android Nougat. It is very reliable for me to play various of recent android-based game such as Mobile Legends and AoV since it is supported by 1.40 GHz Octa-core Max CPU with 3 GB RAM and 32 GB internal memory. Besides that, my phone is also supported by 4100 mAH lithium-ion polymer battery so I can play my favorite games for a long duration without even worry of running out of power. It is also very sophisticated since it is equipped with fingerprint scanner that allow me to unlock the phone quickly by only placing one of my finger on the pad. I always satisfy with the quality of photo taken by this phone because it has 13 MP rear or back camera and 5 MP front camera.

The color of my phone is black. The size (width x height x depth) is 70 x 139.2 x 8.7 millimeters. The total weight of the phone is 150 grams. It is very comfortable to be held with one hand, because it is not too large. The fingerprint scanner pad is located on the back of the phone. It is circular and the place is at the top center next to the rear camera. The back or rear camera is located at the top left on the backside of the phone. There is a flashlight next to the back camera. The phone external speaker is located on the bottom side of the phone along with the USB socket for the charger which located in the middle. The internal speaker of the phone is located on top-middle of the front side of the phone, and next to it is the front camera. The screen is 5 inches with HD quality. I apply a screen protector on it. The size of the screen protector is smaller than the screen, but it covers at least 80% of the screen. There are three action buttons displayed on the bottom side of the screen, they are: menu button, home button and back button.

(Source: <https://www.bigbanktheories.com>)

APPENDIX 5

Writing Scoring Rubric



Writing Scoring Rubric

No	Components	Weight	Score	Description
1	Content	5	5	• Topic is relevant to the assignment • Showing appropriate topic sentence • The number of supporting sentences are enough to support the topic
			4	• Topic is relevant to the assignment • Showing mostly appropriate topic sentence • The number of supporting sentences are quite enough to support the topic
			3	• Topic is mostly relevant to the assignment • Showing inappropriate topic sentence • The number of supporting sentences are almost enough to support the topic
			2	• Topic is irrelevant to the assignment • Showing inappropriate topic sentence • The number of supporting sentences are less enough to support the topic
			1	• Topic is irrelevant to the assignment • Showing inappropriate topic sentence • The number of supporting sentences are not enough to support the topic

2	Organization	5	5	- Organizing the ideas appropriately with the generic structure - Every sentences is logically connected one to another
			4	- Organizing the ideas appropriately with the generic structure - Few sentences are logically connected one to another
			3	- Organizing the ideas appropriately with the generic structure - Some sentences are not logically connected one to another
			2	- Organizing the ideas inappropriately with the generic structure - Almost all sentences are not logically connected one to another
			1	- Organizing the ideas inappropriately with the generic structure - All sentences are not logically connected one to another
3	Grammar	4	5	There is no grammatical errors
			4	Few noticeable errors of grammar (Max 1 error)

			3	• There are some errors of grammar (2–3 errors found)
			2	• Errors of grammar are frequent (4–5 errors found)
			1	• Errors of grammar are so severe (More than 5 errors found)
4	Vocabulary	3	5	• Using excellent vocabulary • Using varied selection of words
			4	• Using many excellent vocabulary • Using many varied selection of words
			3	• Using enough excellent vocabulary • Using enough selection of words
			2	• Using less excellent vocabulary • Using less varied selection of words
			1	• Using no excellent vocabulary • Using no varied selection of words
5	Mechanic	3	5	• Correct spelling • Correct punctuation • Correct capitalization
			4	• Few misspelling (1-2 mistakes) • Few mistakes in punctuation (1-2 mistakes) • Few incorrect capitalization (1-2 mistakes)

			3	• Some incorrect spelling (3-4 mistakes) • Some incorrect punctuation (3-4 mistakes) • Some incorrect capitalization (3-4 mistakes)
			2	• Many incorrect spelling (more than 5 mistakes) • Many incorrect punctuation (more than 5 mistakes) • Many incorrect capitalization (more than 5 mistakes)
			1	• Incorrect spelling • Incorrect punctuation • Incorrect capitalization

Adapted from Anderson's Descriptive Writing Rubric

$$(SC \times 5) + (So \times 5) + (SG \times 4) + (SV \times 3) + (SM \times 3) = \text{Total Score}$$

APPENDIX 6

Writing Competency Test

(POSTTEST)

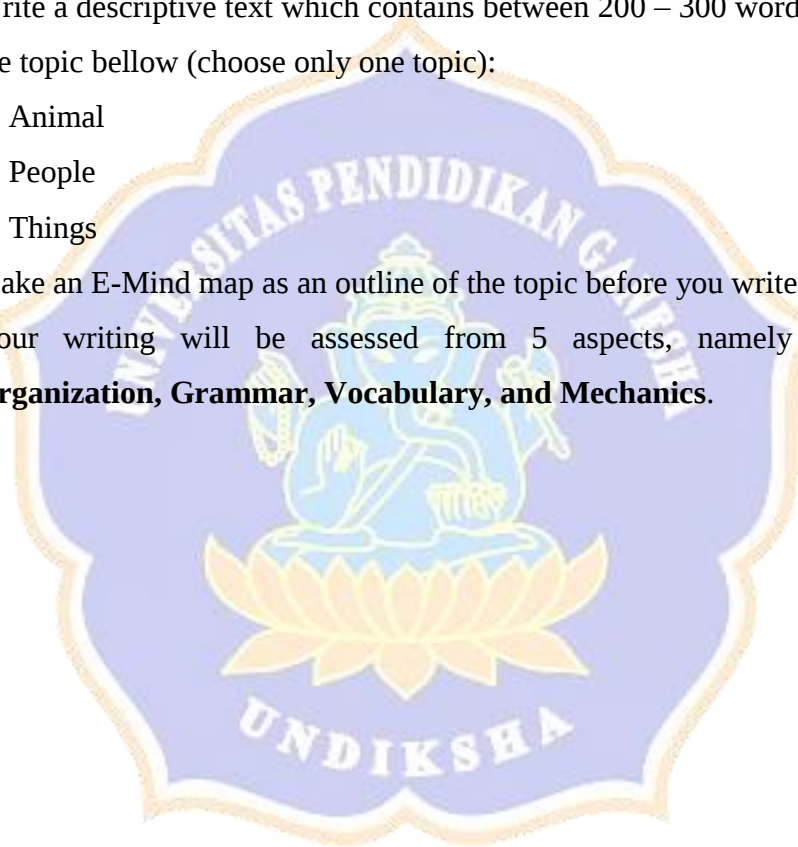
WRITING COMPETENCY TEST (POSTTEST)

School : SMK N 1 Sukasada

Class/Semester : X TB1/1

Time Allotment : 90 Minutes

1. Write a descriptive text which contains between 200 – 300 words based on the topic bellow (choose only one topic):
 - a) Animal
 - b) People
 - c) Things
2. Make an E-Mind map as an outline of the topic before you write the text.
3. Your writing will be assessed from 5 aspects, namely **Content, Organization, Grammar, Vocabulary, and Mechanics.**



WRITING COMPETENCY TEST (POSTTEST)

School : SMK N 1 Sukasada

Class/Semester : X TB1/1

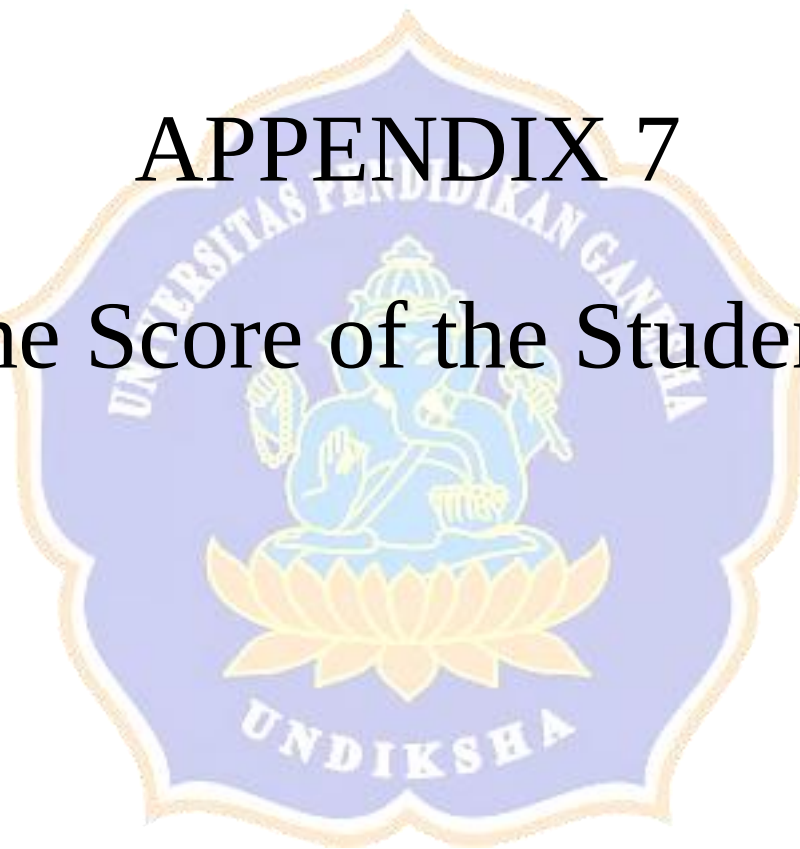
Time Allotment : 90 Minutes

1. Write a descriptive text which contains between 200 – 300 words based on the topic bellow (choose only one topic):
 - d) Animal
 - e) People
 - f) Things
2. Your writing will be assessed from 5 aspects, namely **Content, Organization, Grammar, Vocabulary, and Mechanics.**



APPENDIX 7

The Score of the Students



Score Before Treatment (X TB 1)

NO	STUDENTS	SCORE
1	DAYU KADE WINA ARTINI	54
2	GEDE ARTA DIPA	60
3	GEDE FEBRY PRADANA GUNAWAN	36
4	GEDE SUPUTRA ADI NATA	70
5	GEDE SUTRESNA	78
6	GEDE TARA DIPA	72
7	GEDE WENTEN SURYA APRIANA	50
8	I KADEK NGURAH DWI ADI SAPUTRA	54
9	I KOMANG WAHYU ANGGA SAPUTRA	88
10	I MADE DIVA PRADANA	59
11	I NYOMAN WIRADI YASA	48
12	KADEK ARIADI SETIAWAN	56
13	KADEK DESI SETIA ARTINI	46
14	KADEK DWI APRILLIANTI	78
15	KADEK ESA PUTRA	48
16	KADEK LIA YUNITA DEWI	72
17	KADEK OKTA RANI	55
18	KADEK RISK ARIYANI	74
19	KETUT SETIA DEWI	75
20	KETUT SULASTRINI	78
21	KOMANG BUDARSANA	64

22	KOMANG PUTRAWAN	63
23	KOMANG SRI WIDARI	68
24	KOMANG YUNITA	60
25	LUH BUDIASA	40
26	LUH LITA LARASATI	53
27	LUH PUTU ARIANI	58
28	LUH PUTU AYU LISNA YANTINI	54
29	MADE PUSPA ARDANA	64
30	MADE YOGA WINAYA	70
31	NI PUTU EKA OCTAVIA DARMAYANI	68
32	PUTU KRISNA MAHENDRA	64
33	PUTU SRI DEVI ANJANI	62
34	PUTU VEGA PUSPA PUTRI LESTARI	88
35	PUTU YUDI WIDIADNYANA	70
36	VLADIMIR MUKTI KINANTA	45



Score Before Treatment (X SR 3)

No	Students	Score
1	ANDRE ADRIAN SURYA ABDI	70
2	ERASMUS NUGRAHA PRASTAWA	45
3	ERMAWATI	48
4	GEDE ANDI PRATAMA	35
5	GEDE SEMARA	40
6	GUSTI NGURAH ANGGILEN SAPUTRA	64
7	I KADEK ADI GANES WARMADDEWA	44
8	I KADEK AGUS BUDIARTAWAN	56
9	I KADEK WAHYU DWI PALGUNA	42
10	I KOMANG PANDE ADI SASTRAWAN	32
11	I PUTU ANDIKA	28
12	I PUTU EVAN SANTANA PUTRA	60
13	I PUTU SETIANA	49
14	KADEK AGUS ARTAWAN	34
15	KADEK ANGGA SUKMAADANA	77
16	KADEK ARIK PRASETYA	30
17	KADEK MERY JULIANA DEWI	36
18	KETUT SASTRAWAN	62
19	KETUT SULANANG	54
20	KOMANG HARIS HENDRIAWAN	65
21	KOMANG MERTA WARDANA	42

22	MADE BAYU ARIADA	50
23	NI KADEK RANI TIRTAYANI	56
24	NI LUH SRI ANGGRENI	58
25	PUTU AGUS BAYU CANDRA DIPA	50
26	PUTU DENI DARMA PRASETIYA	52
27	PUTU SETIA WAHYUDI	60
28	RANI JUNAEDAH	44



Posttest score of X TB 1 (Experimental Group)

NO	STUDENTS	SCORE
1	DAYU KADE WINA ARTINI	76
2	GEDE ARTA DIPA	73
3	GEDE FEBRY PRADANA GUNAWAN	73
4	GEDE SUPUTRA ADI NATA	76
5	GEDE SUTRESNA	63
6	GEDE TARA DIPA	65
7	GEDE WENTEN SURYA APRIANA	63
8	I KADEK NGURAH DWI ADI SAPUTRA	77
9	I KOMANG WAHYU ANGGA SAPUTRA	65
10	I MADE DIVA PRADANA	74
11	I NYOMAN WIRADI YASA	68
12	KADEK ARIADI SETIAWAN	73
13	KADEK DESI SETIA ARTINI	85
14	KADEK DWI APRILLIANTI	72
15	KADEK ESA PUTRA	68
16	KADEK LIA YUNITA DEWI	73
17	KADEK OKTA RANI	77
18	KADEK RISK ARIYANI	70
19	KETUT SETIA DEWI	81
20	KETUT SULASTRINI	88

21	KOMANG BUDARSANA	77
22	KOMANG PUTRAWAN	80
23	KOMANG SRI WIDARI	73
24	KOMANG YUNITA	80
25	LUH BUDIASA	85
26	LUH LITA LARASATI	80
27	LUH PUTU ARIANI	74
28	LUH PUTU AYU LISNA YANTINI	68
29	MADE PUSPA ARDANA	74
30	MADE YOGA WINAYA	76
31	NI PUTU EKA OCTAVIA DARMAYANI	76
32	PUTU KRISNA MAHENDRA	63
33	PUTU SRI DEVI ANJANI	85
34	PUTU VEGA PUSPA PUTRI LESTARI	70
35	PUTU YUDI WIDIADNYANA	68
36	VLADIMIR MUKTI KINANTA	77

Posttest Score of X SR 3 (Control Group)

No	Students	Score
1	ANDRE ADRIAN SURYA ABDI	60
2	ERASMUS NUGRAHA PRASTAWA	50
3	ERMAWATI	61
4	GEDE ANDI PRATAMA	72
5	GEDE SEMARA	63
6	GUSTI NGURAH ANGGILEN SAPUTRA	51
7	I KADEK ADI GANES WARMADDEWA	72
8	I KADEK AGUS BUDIARTAWAN	55
9	I KADEK WAHYU DWI PALGUNA	73
10	I KOMANG PANDE ADI SASTRAWAN	63
11	I PUTU ANDIKA	63
12	I PUTU EVAN SANTANA PUTRA	52
13	I PUTU SETIANA	63
14	KADEK AGUS ARTAWAN	50
15	KADEK ANGGA SUKMAADANA	71
16	KADEK ARIK PRASETYA	57
17	KADEK MERY JULIANA DEWI	68
18	KETUT SASTRAWAN	60
19	KETUT SULANANG	60
20	KOMANG HARIS HENDRIAWAN	72

21	KOMANG MERTA WARDANA	50
22	MADE BAYU ARIADA	72
23	NI KADEK RANI TIRTAYANI	74
24	NI LUH SRI ANGGRENI	63
25	PUTU AGUS BAYU CANDRA DIPA	63
26	PUTU DENI DARMA PRASETIYA	63
27	PUTU SETIA WAHYUDI	72
28	RANI JUNAEDAH	62



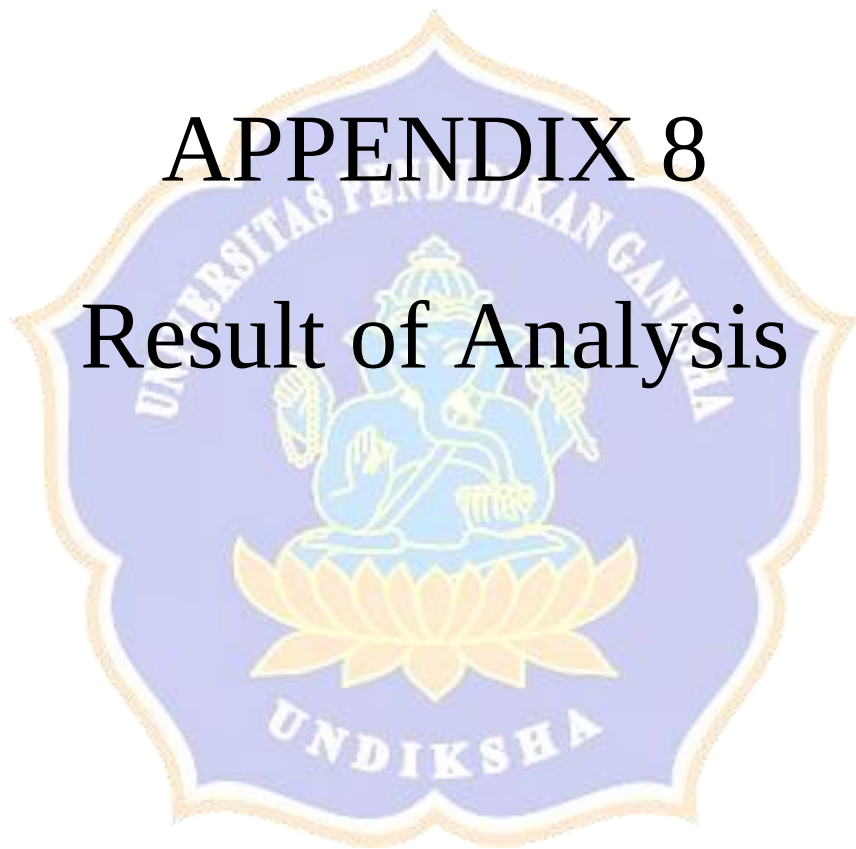
The Result of Tryout

No	Students	Score 1	Score 2
1	DESAK PUTU EKA YULIA PARAMITA	60	65
2	DESAK PUTU TRISNA WATI	76	77
3	GEDE TIRTA	74	75
4	GEDE YOGI DARMAWAN	82	82
5	GUSTI AYU KADEK DIANTARI	74	75
6	I GEDE SILA KERTIYASA	70	72
7	I GEDE YOGA WIDIA PERMANA PUTRA	77	75
8	I PUTU DHIVA WAISNA PUTRA	80	82
9	I PUTU RUDI EKA SAPUTRA	65	65
10	I. G. AYU NGURAH SINTIYANI	65	70
11	IDA BAGUS SURYADI PUTRA	74	75
12	KADEK HARUM PATRICIA	85	88
13	KADEK INTAN PURNAMA SARI	76	77
14	KADEK JESIKA LIANA DEWI	82	80
15	KADEK KARINA	76	78
16	KADEK KRISNA DARMA PUTRA	80	77
17	KADEK SRI SEPTIANI	85	85
18	KADEK YUDI SUDADARMA	61	67
19	KETUT WIRA ARYA SANJAYA	74	75
20	KETUT YOGA DARMA PUTRA	65	65

21	KOMANG AGUS SAPUTRA	61	65
22	KOMANG ARIAWAN	76	80
23	KOMANG AYU KRISTİYANI	65	65
24	KOMANG GEDE ALDI PUTRAYANA	67	72
25	KOMANG INDAH SAPUTRI	80	80
26	MADE BASKARA ADI PUTRA	85	82
27	MADE SAMITA SETIA BUDI	76	77
28	NI KADEK HENDRI ARTINI	76	75
29	NI KETUT SRI DEWI	74	75
30	PUTU AGUS RUDYAWAN	65	65
31	PUTU ARI ASTAYANI	77	75
32	PUTU CHELSI HANDAYANI	82	85
33	PUTU KIKI ARISTA	74	75
34	PUTU OKTA RINA	76	80
35	PUTU SEPNA IRMAYANI	80	80
36	PUTU WISMA ADHY PRATAMA	82	82

APPENDIX 8

Result of Analysis



BEFORE TREATMENT

NORMALITY AND HOMOGENEITY TEST

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
experimental	28	43.8%	36	56.3%	64	100.0%
control	28	43.8%	36	56.3%	64	100.0%

Descriptives

			Statistic	Std. Error
experimental	Mean		56.82	1.728
	95% Confidence Interval for Mean	Lower Bound	53.28	
		Upper Bound	60.37	
	5% Trimmed Mean		57.18	
	Median		57.00	
	Variance		83.634	
	Std. Deviation		9.145	
	Minimum		36	
	Maximum		70	
	Range		34	
	Interquartile Range		14	
	Skewness		-.387	.441
	Kurtosis		-.397	.858
control	Mean		49.39	2.372
	95% Confidence Interval for Mean	Lower Bound	44.53	
		Upper Bound	54.26	
	5% Trimmed Mean		49.13	
	Median		49.50	
	Variance		157.581	
	Std. Deviation		12.553	
	Minimum		28	
	Maximum		77	
	Range		49	
	Interquartile Range		19	

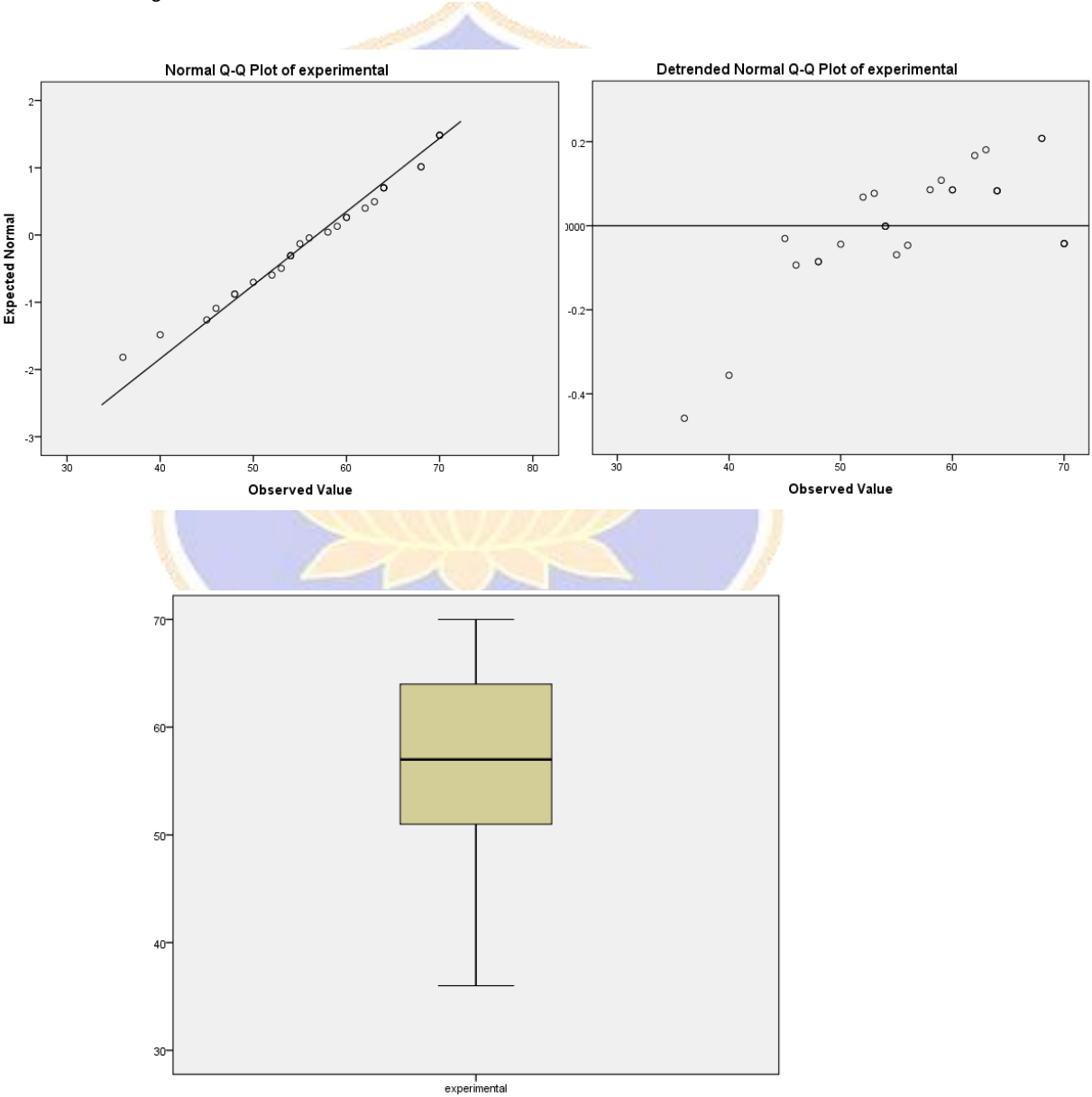
Skewness	.182	.441
Kurtosis	-.540	.858

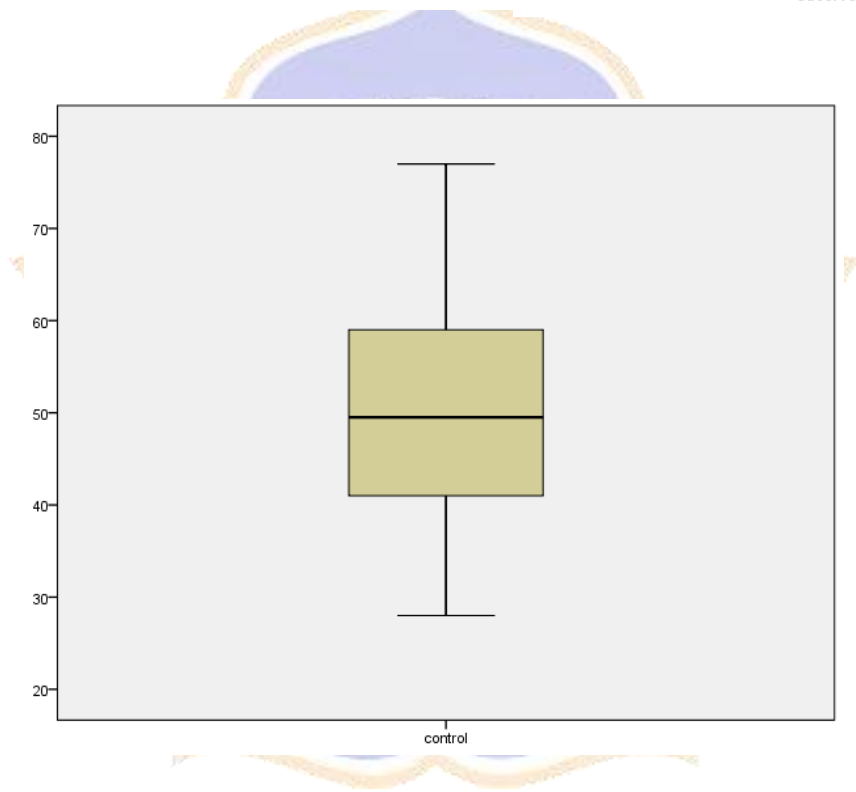
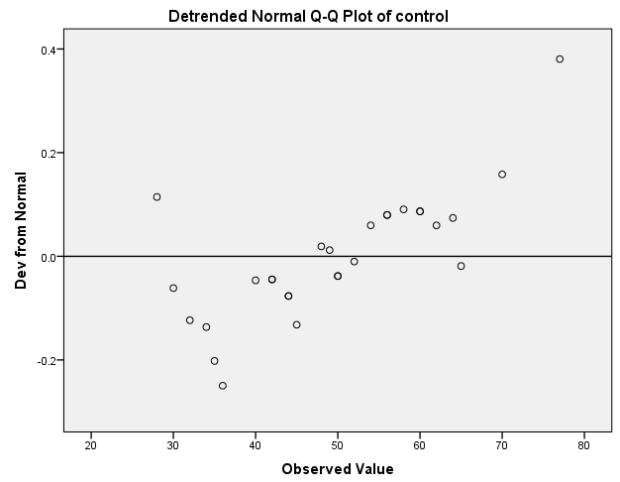
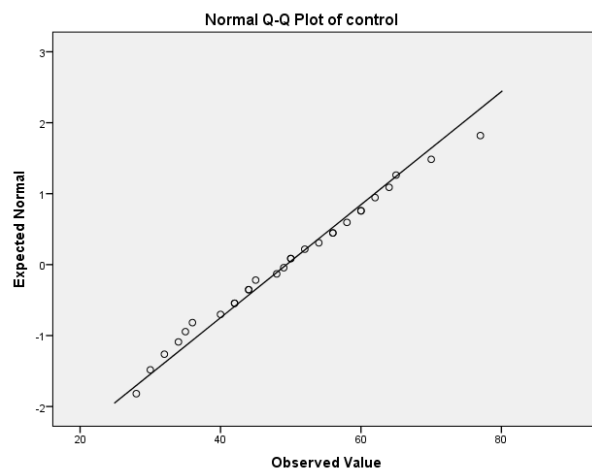
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimental	.075	28	.200*	.965	28	.445
control	.071	28	.200*	.983	28	.916

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction





Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.070	1	62	.792

AFTER TREATMENT
NORMALITY AND HOMOGENEITY TEST

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Control	28	43.8%	36	56.3%	64	100.0%
Experimental	28	43.8%	36	56.3%	64	100.0%

Descriptives

		Statistic	Std. Error
Control	Mean	62.68	1.462
	95% Confidence Interval for Mean	Lower Bound 59.68 Upper Bound 65.68	
	5% Trimmed Mean	62.77	
	Median	63.00	
	Variance	59.856	
	Std. Deviation	7.737	
	Minimum	50	
	Maximum	74	
	Range	24	
	Interquartile Range	14	
	Skewness	-.198	.441
	Kurtosis	-.976	.858
Experimental	Mean	74.18	1.242
	95% Confidence Interval for Mean	Lower Bound 71.63 Upper Bound 76.73	
	5% Trimmed Mean	74.08	
	Median	73.50	
	Variance	43.189	
	Std. Deviation	6.572	
	Minimum	63	
	Maximum	88	
	Range	25	
	Interquartile Range	11	
	Skewness	.144	.441

Kurtosis	-391	.858
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Tests of Normality

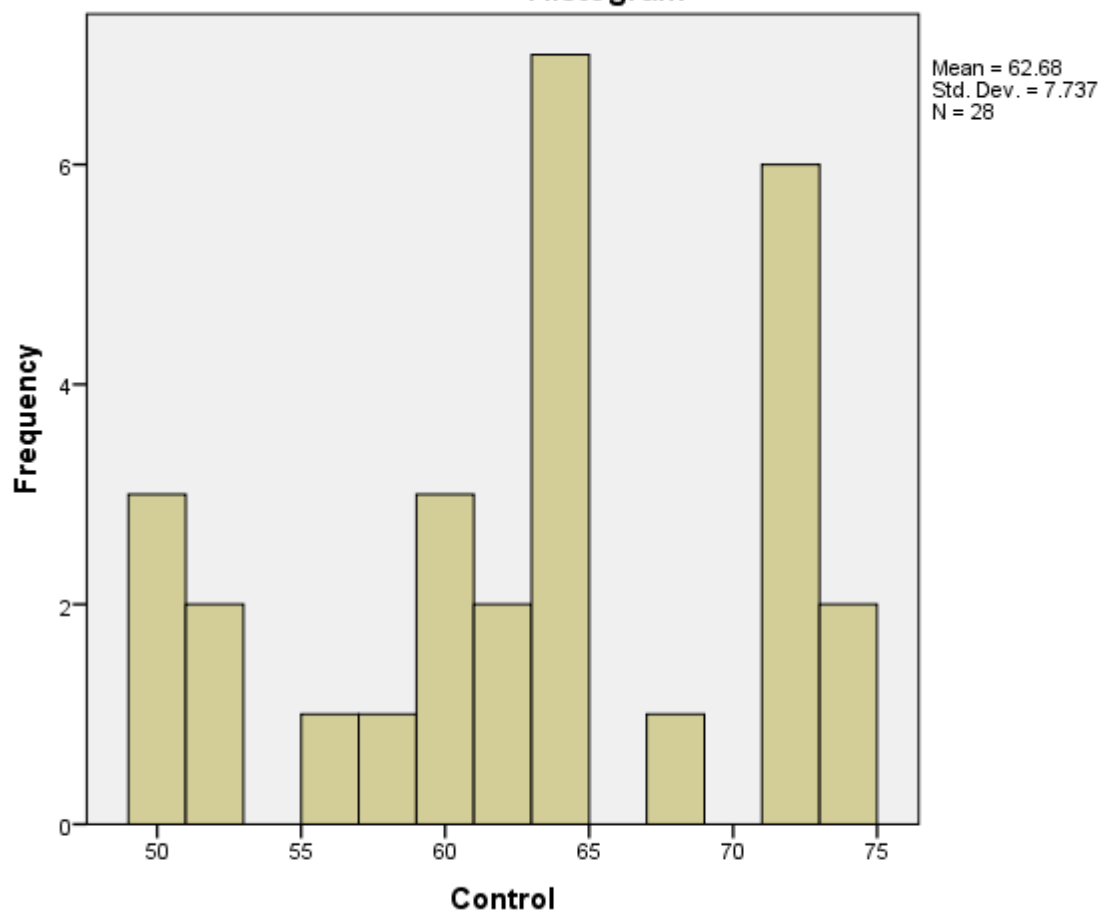
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	.162	28	.058	.909	28	.019
Experimental	.107	28	.200*	.971	28	.606

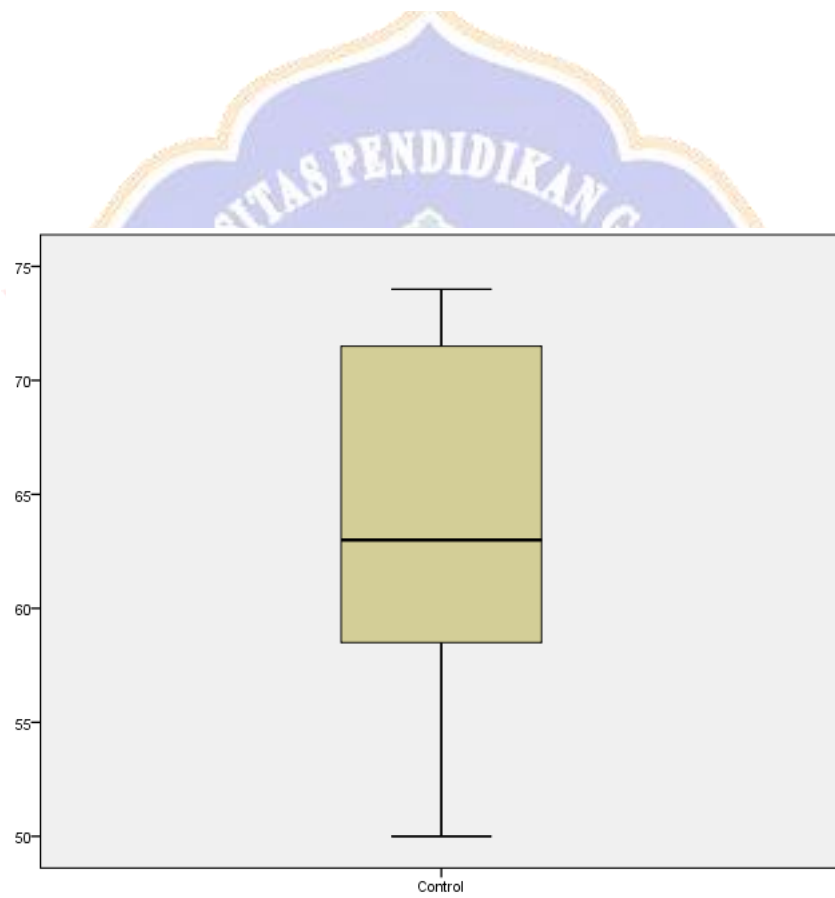
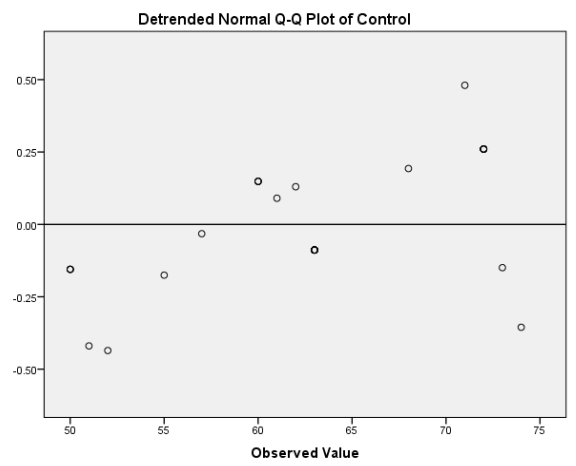
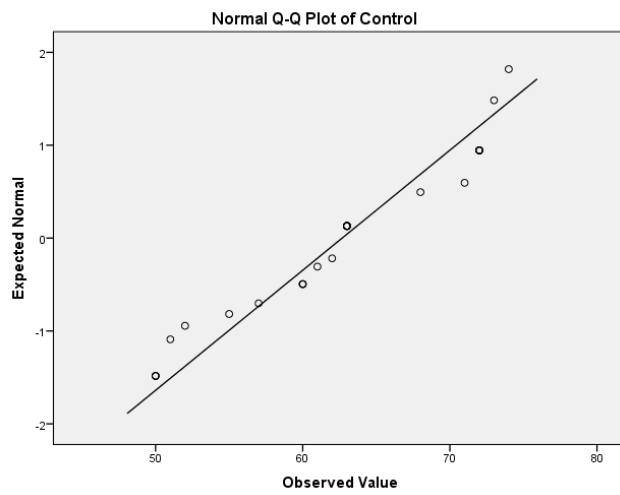
*. This is a lower bound of the true significance.

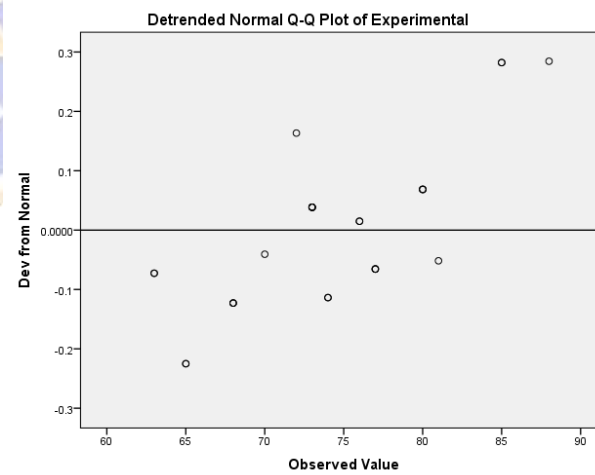
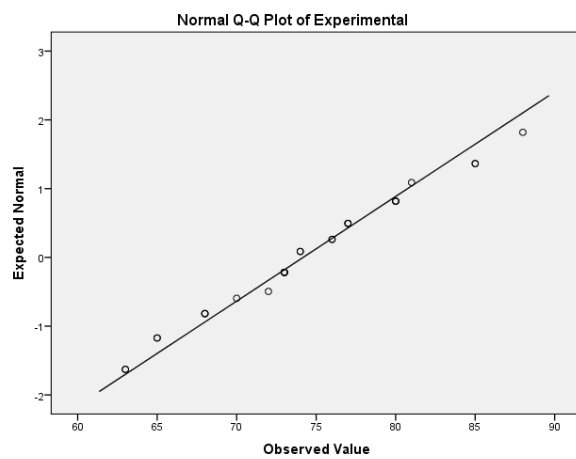
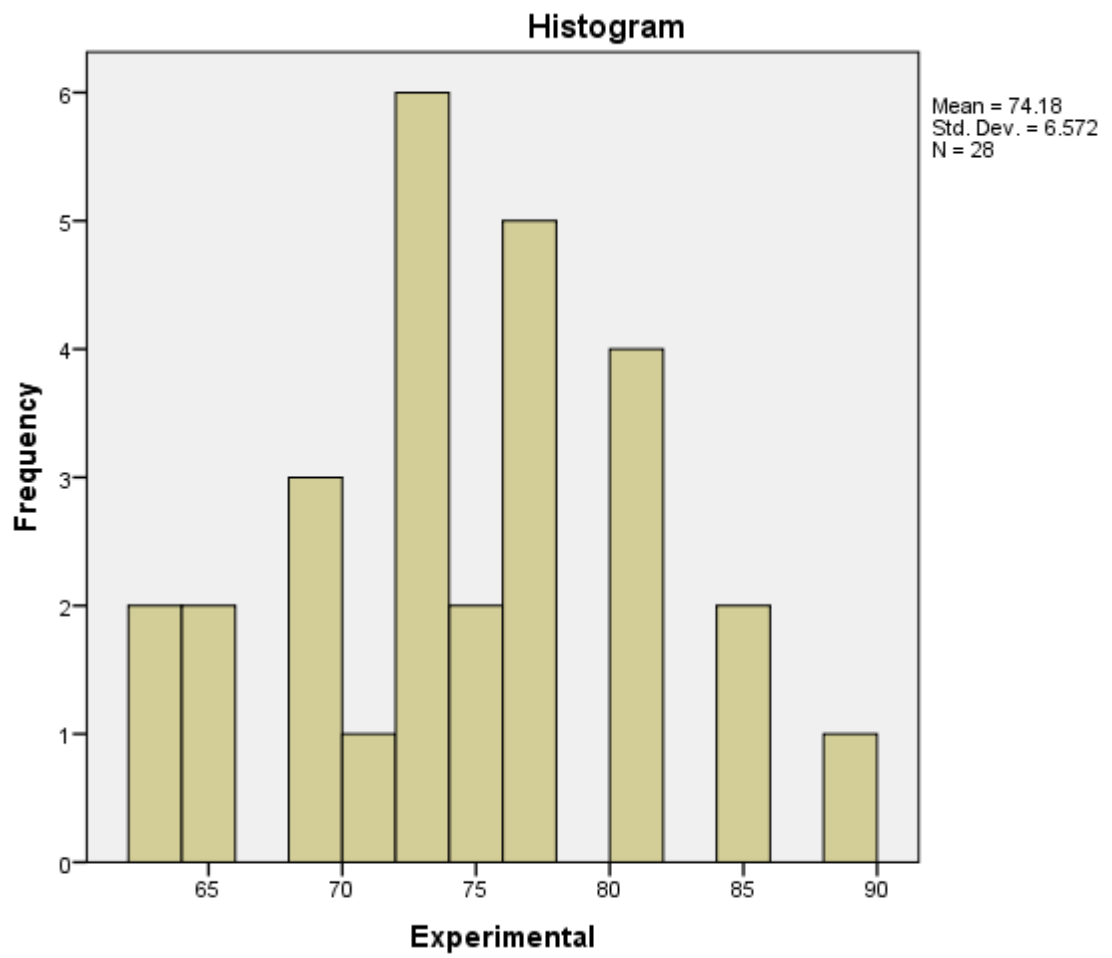
a. Lilliefors Significance Correction

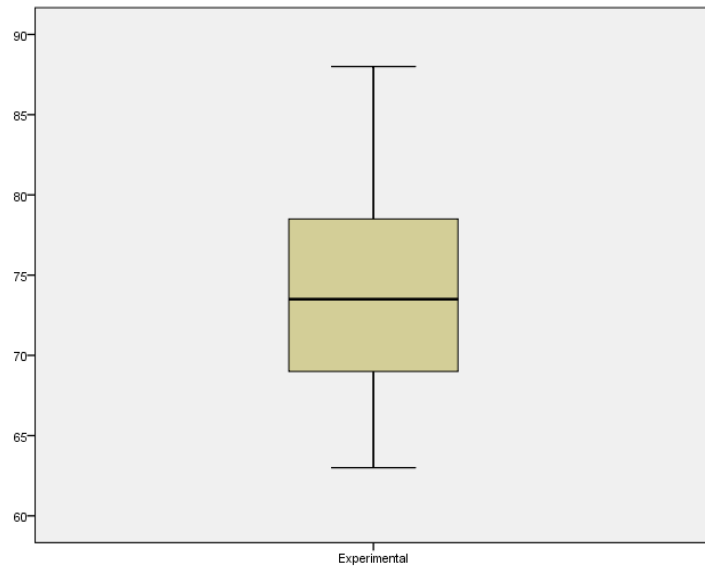


Histogram









Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
.757	1	62	.388



DESCRIPTIVE ANALYSIS

Statistics		Control	Experimental
N	Valid	28	36
	Missing	36	28
Mean		62.68	74.06
Median		63.00	74.00
Mode		63	73
Std. Deviation		7.737	6.498
Variance		59.856	42.225
Skewness		-.198	.129
Std. Error of Skewness		.441	.393
Kurtosis		-.976	-.393
Std. Error of Kurtosis		.858	.768
Range		24	25
Minimum		50	63
Maximum		74	88
Sum		1755	2666

Frequency Table

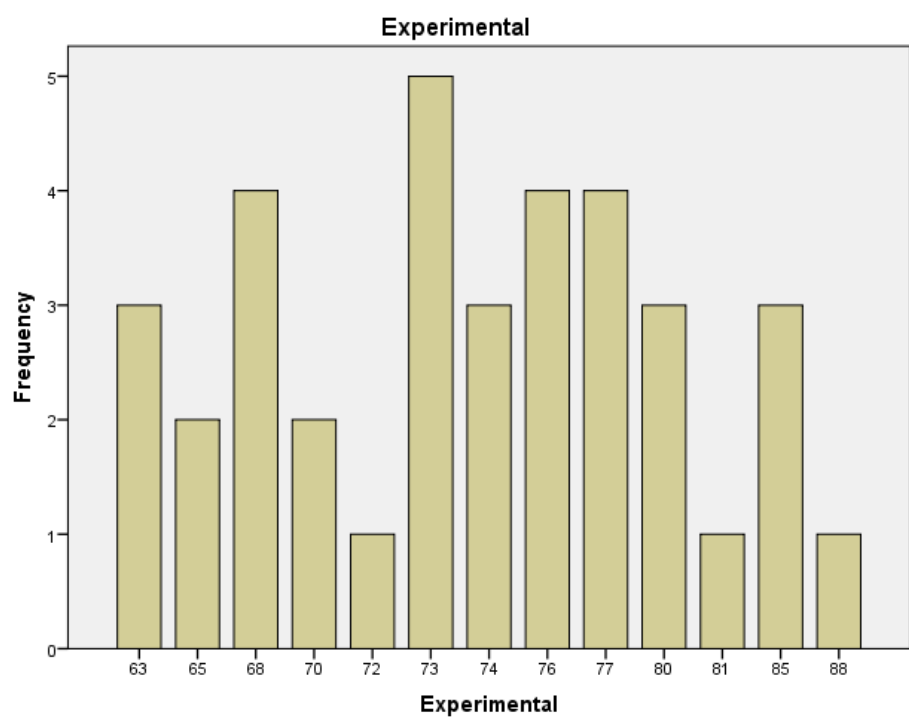
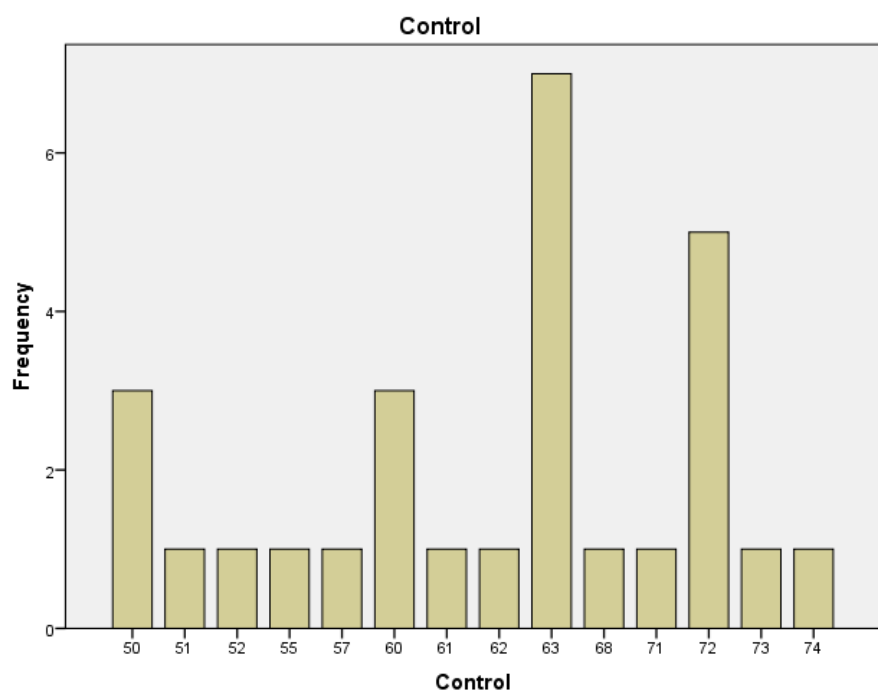
		Control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	4.7	10.7	10.7
	51	1	1.6	3.6	14.3
	52	1	1.6	3.6	17.9
	55	1	1.6	3.6	21.4
	57	1	1.6	3.6	25.0
	60	3	4.7	10.7	35.7
	61	1	1.6	3.6	39.3
	62	1	1.6	3.6	42.9
	63	7	10.9	25.0	67.9
	68	1	1.6	3.6	71.4
	71	1	1.6	3.6	75.0
	72	5	7.8	17.9	92.9
	73	1	1.6	3.6	96.4

74	1	1.6	3.6	100.0
Total	28	43.8	100.0	
System	36	56.3		
Total	64	100.0		

Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	3	4.7	8.3	8.3
	65	2	3.1	5.6	13.9
	68	4	6.3	11.1	25.0
	70	2	3.1	5.6	30.6
	72	1	1.6	2.8	33.3
	73	5	7.8	13.9	47.2
	74	3	4.7	8.3	55.6
	76	4	6.3	11.1	66.7
	77	4	6.3	11.1	77.8
	80	3	4.7	8.3	86.1
	81	1	1.6	2.8	88.9
	85	3	4.7	8.3	97.2
	88	1	1.6	2.8	100.0
	Total	36	56.3	100.0	
	System	28	43.8		
Total		64	100.0		





INFERENCEAL ANALYSIS

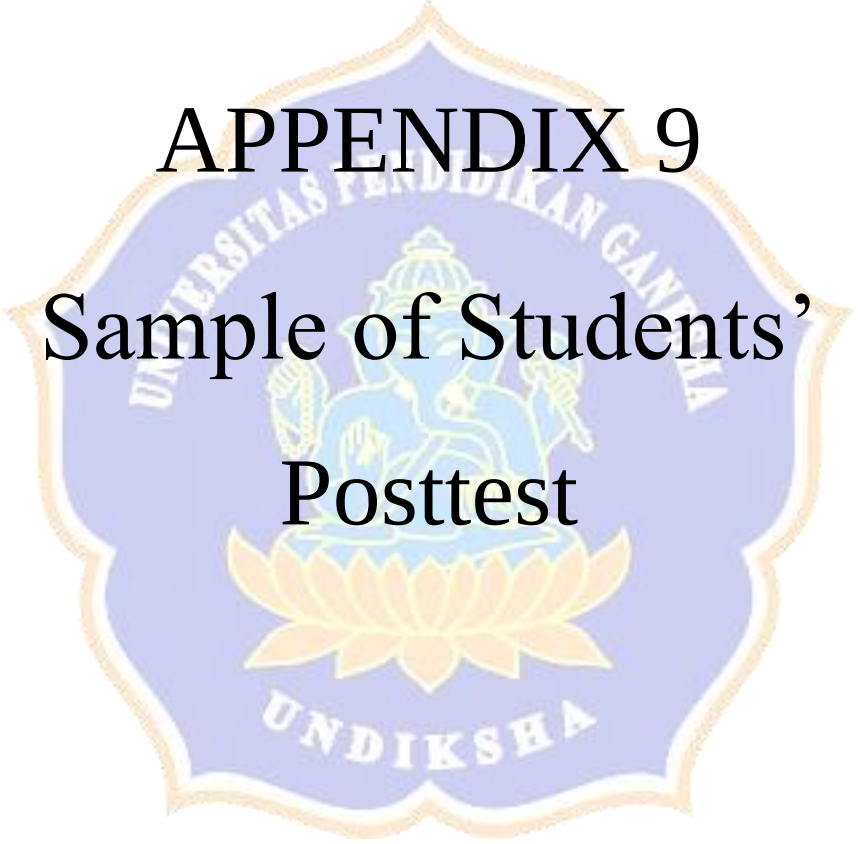
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	control	28	62.68	7.737	1.462
	experimental	36	74.06	6.498	1.083

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.757	.388	-6.392	62	.001	-11.377	1.780	-14.935	-7.819
	Equal variances not assumed			-6.253	52.553	.001	-11.377	1.820	-15.027	-7.727





APPENDIX 9

Sample of Students' Posttest

EXPERIMENTAL GROUP

Name : Kristi Alastriani
 Number : 20
 Class : X TB 1

88

My Favorite Novel

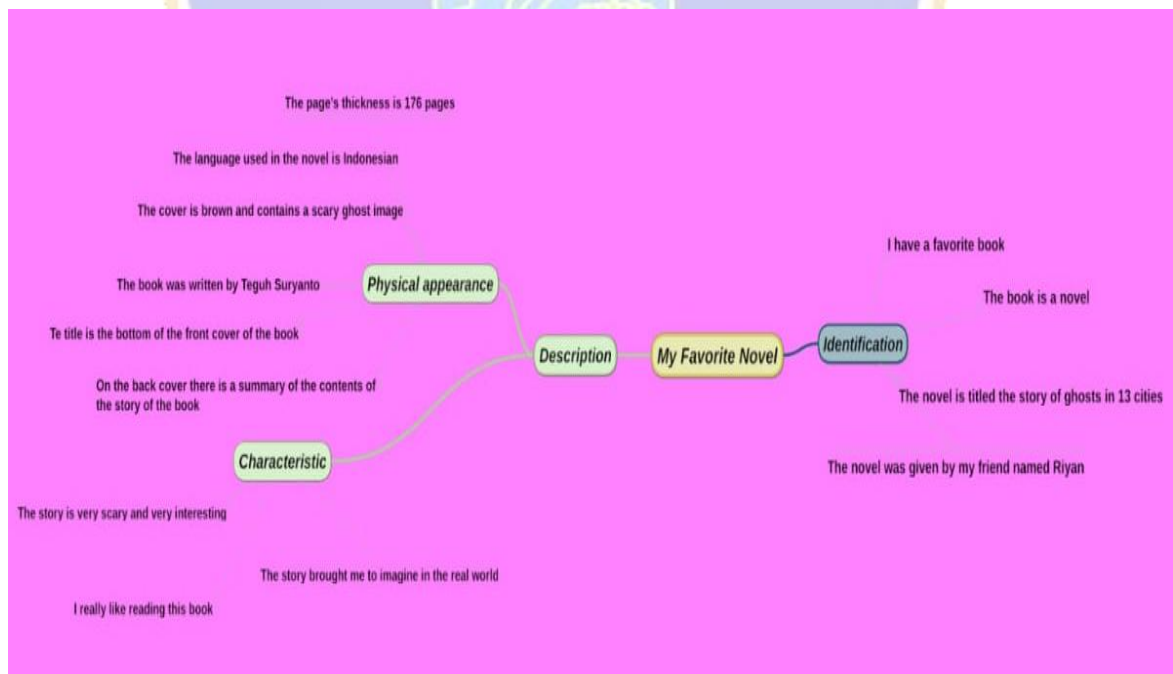
I have a favorite book, the book is a novel. The novel is titled "Kisah Kotamadya di 13 Kota". The story is about the story of someone meeting a ghost in thirteen cities in Java. The story is very scary and interesting, making the reader want to continue reading until the end.

This book was given by my friend named Riyan. He gave it to me because he knows that I like reading books. At home, I have three novel books. The first book is titled the story of the Granny's Rocking Chair, the second book is titled the story of the gray ward, and the last book is titled mystery empty house. The whole novel books that I collect is a ghost book. All three books have different covers. The first book is a purple cover that contains a picture of a rocking chair. The second book has a gray cover and contains a gray school

picture. And the third book has a brown cover and contains a scary child. I put the books on a special bookshelf of novels. Every Sunday, I always clean the books so that it doesn't get damaged and dirty.

I like to read books so that every year I like to buy a novel at Tegalar Singoreja market. In the store there are so many types of books and I like to buy books there because the prices are very cheap. Not only cheap, his distance was close to my house so that I can easily buy the book I want there.

SC=5, SO=4, SG=4, SV=4, SM=5



85 Nama : putu Sri Dewi Mijani
No : 32
KIS : X TB

My cat

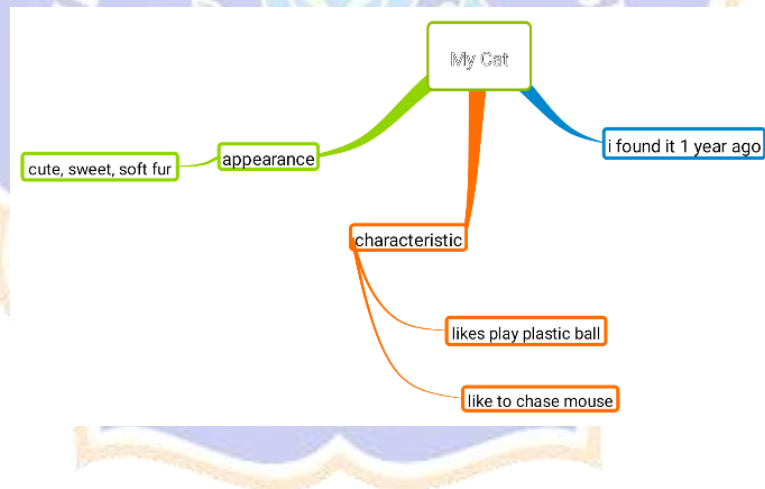
I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a Persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. That is maybe because it is a Persian cat. Kitty looks very cute and sweet with her white soft fur. Cute and moreover, it has bright blue eyes. When you look at its eyes, you will feel as if you see a sky or a blue ocean because it looks very beautiful cat. I really take care of its fur. I regularly take kitty to the salon for animals in my town twice a week to give a treatment for its fur. I also regularly bath it twice a week so that kitty will be healthy and is not vulnerable

of any disease. moreover, kitty is a little bit heavier now. It eats much now. I feed it regularly with a special food for cats. I also give kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

Kitty has a healthy body so that it becomes very attractive. I really like play with her. Kitty likes to play plastic ball or yarn ball in my house with me. I also sometimes give it a mouse in the form of a toy. It really likes to chase the mouse. I find it very cute when kitty runs here and there trying to catch the mouse. Kitty is my lovely cat. I sometimes tell many things to it. even though I know that it may not understand what I say but at least it always hears what I want to say. I like to play with it when I come home after having an exhausted day at school. I love my cat so much.

SC=5, SO=4, SG=4, SV=4, SM=4



Ulangan Harian (1).

Alqama > /Kadek Ngurah Dwi Adi &
No 8 / X TB1

*

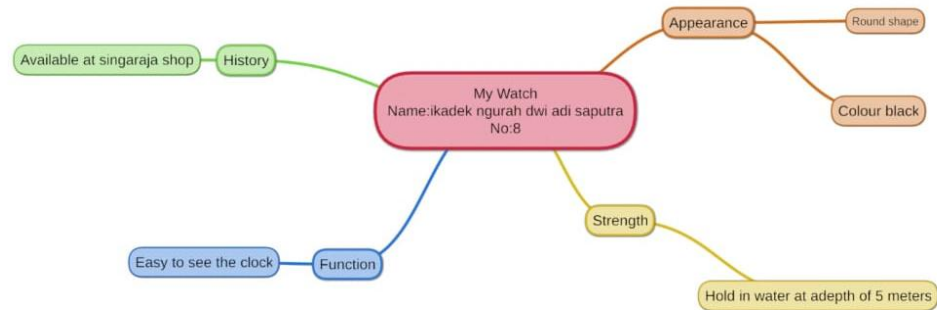
My favorite watch.

When I received my first watch, I decided to buy a watch from online shop. There are plenty of choice available on the online shop, but my eye just couldn't move from this one like the design, for me it is elegant and sporty. Plus I will get discount if I buy this item, completed the order and transferred the money, and then I wait for three days. When the watch arrive at my house, I try to put it on and I love it so much, I still use it until today, it is my favorite watch.

My favorite watch is a digital watch, the digital screen is not only showing the time, but also day, date and year, time location, and also the digital version of analog watch. The brand of the watch is written on the top of screen the shape of the watch and its frame work is circle, with four sitting button around it two on the right side and two on the left side. It is made of plastic, but the back cover is made of stainless steel. The colour is black, the strap is made of rubber and the colour is also black.

Now, I will tell you more about the feature or special function of the watch. The four button around the watch have their own function. The button on the right side one light button and search button and the light button is used to turn on the LED light inside the screen, by doing this we will be able to keep track of the time even in the dark. The search button is used to check the time difference based on the time location. The button on the left side are adjust button and mode button. The adjust button is used in time setting. The mode button is used to display some special function of the watch such as alarm, timer and stop watch.

SC=4, SO=4, SG=4, SV=4, SM=3



Nama : I. Nyoman Wiradi Yasa
 No : 11
 Kls : XTBL

68

My brother

I have an older brother and he is named GEDE SUMERTA YASA, and he is 25 years old he is 10 years older than me. My older brother is playing music, and sports. He often plays selow songs, and older brothers often play music with me and his friends at home in the afternoon and evening.

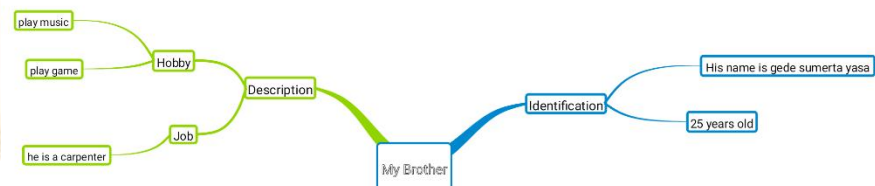
The work of an older brother is a carpenter, and my brother works at his own house. I went to school in smk ~~1~~ sukasada and my brother graduated from smk 1 sukasada in 2012 and my brother to a wooden gurusu, my brother once won 3rd place in wood carving.

My brother is very familiar with me, I often take vacations together brother and also go out and brother is very kind to me, my brother and I have the same hobby, that is ~~exercise~~ sports.

My brother often invites me to play games and also invites to learn to carve, I am often invite to hunt or shoot birds. My brother and I both can't swim, and we two also like

meatballs, my brother and I both have wavy hair

SC=4, SO=3, SG=3, SV=4, SM3



CONTROL GROUP

Nama : Ari KD Rani firtayani
No : 23
Kelas : X (SR3)

74

My dog.

I have a pet. my father bought me a dog on my ~~for~~ birthday. It is male golden retriever dog and I call it buddy. I really love him as my pet. I really ~~like~~ like rising animals because they can entertain me.

he has a long tail and big body. he has short nails. It has black eyes. he has brown fur. when I cuddle it the fur feels soft. he likes to be rubbed on his belly. I feed buddy two or three times a day. he likes to eat meat, bone, and fish. in the morning I always give him a bowl of milk. he looks so happy when I give it to him. he likes to dig and make his body become dirty it doesn't matter because I always wash him after that to keep him clean. When I am at school buddy plays with my cat. they like to play ball together they get along well and never fight. maybe because ~~but~~ buddy does not ~~like~~ a lot.

Nama : Ika Lek wahyu dewi polouna
No : 10
Kelas : X SR3

73

My Mom

My mother is a very beautiful woman. Her tall is about 165 cm and her weight is about 60 kg. She has a black and shiny curly hair. She also has a pointed nose and a dimple that makes her beautiful. Her eyes are brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beautiful smile. My mom is not fat and skinny too. I think her body is pretty proportional.

She is a very nice, a friendly, and a patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever

Nama : Kadek mery juliana dewi
Kelas : X SR3 (from lukis)

68

my cat

my cat has name is blue. I found it about 2 years ago on the side of the road near the bus terminal, the first time I saw it I liked this cat even though it looked thin and not skinny.

Blue fur is pure white because blue resembles a Persian cat, it has a long tail bent ears downward, deep black eyes, and it is also very fat. Blue really likes fatty foods like cat snacks in general sometimes I also give him human food like fish meat. Blue can't eat just any fish he can only eat fish that has been cooked first because blue has allergies when he ~~like~~ eats raw fish he often throws up so since then I don't give him raw fish. He is male.

Blue has a unique character he is not like a normal agile cat but rather the opposite he is very quiet he is very lazy he never plays with other cats outside my house he comes out

Nama : Ika Lati gines Wismakarna
No : 07
Kis : X lukis

72

My cat

Miming is the name of my cat in the village. is a native cat that I have long found in a ditch near the river when I was about to go to school at that time des I was again in the rain saw miming looked hungry and cold from the rain I could not bear to let her stay in such an unworthy place and finally I decided to bring miming home and take care of her.

It's no wonder that after a few days I dreamed of taking care of her that she turned into a few days I took care of her now that she had indeed become a healthy and carefree cute cat every morning miming habit was to leave the house and she would return home when I came from miming school always stands by waiting for me to come home, she asks for food the she plays again.

Miming is a very adorable cat with his funny behavior. every day I feel amused by the expressions. I really like to play plastic ball and chicken feathers miming is my favorite cat. said I disappear instantly

APPENDIX 10

Documentation





Treatment in control group



Posttest in control group



Treatment in experimental group



Posttest in experimental group