

AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS LISTENING SKILL THROUGH

PODCAST OF EIGHTH GRADE

OF SMP TMI ROUDLATUL QURAN METRO

Written By :
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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022

AN UNDERGRADUATE THESIS

IMPROVING STUDENTS LISTENING SKILL
THROUGH PODCAST OF THE EIGHTH GRADE
OF SMP TMI ROUDLATUL QURAN METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H /2022



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NOTA DINAS

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Kepada yth,
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Assalamualaikum Wr. Wb.


Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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AT EIGHTH GRADE IN SMP TMI ROUDLATUL QURAN METRO

Sudah kami dapat setuju dan dapat diajukan untuk diMunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.


Wassalmu'alaikum Wr. Wb

The Head of English Education Department


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APPROVAL PAGE

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AT EIGHTH GRADE SMP TMI ROUDLATUL QURAN METRO

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To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb


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Title : IMPROVING STUDENTS LISTENING SKILL TROUGH PODCAST
AT EIGHTH GRADE IN SMP TMI ROUDLATUL QURAN METRO


It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

No: B-~~207~~/17-28-1/P/PP-00-9/06/2022

An Undergraduate thesis entitled: IMPROVING THE STUDENTS LISTENING SKILL THROUGH PODCAST OF EIGHTH GRADE OF SMP TMI ROUDLATUL QURAN METRO, Written by: Muhammad Arief Hidayat, Student Number 1701070125 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on June 20th, 2022, at 09.00-11.00.

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**IMPROVING STUDENTS LISTENINGSKILL
THROUGH PODCAST OF THE EIGHTH GRADE
OF SMP TMI ROUDLATUL QURAN METRO**

ABSTRACT:

BY:

Muhammad Arief Hidayat

The purpose of this study is to improve students listening skill through podcast as a means to help the learning process. The main idea of the research material using recount text as podcast. This research was conducted in class VIII SMP TMI Roudlatul Quran, Metro, and the subject of this class consist of twenty students. The problem in this study is that students have difficulties and lack of understanding, particularly in listening aspect.

This research uses Classroom Action Research (CAR). This research was conducted in two cycles. Each cycle consists of planning, action, observation and reflection. In collecting data, researchers used test, observation, field note and documentation.

The findings of this study had increase from cycle I to cycle II. The average score obtained from the first cycle is 64,5 with a passing percentage of 10%. Then, in the next cycle the average score obtained by students became 74,5 with a passing percentage of 70% so that there was a progress of 10 points. These results indicate that the success indicator has been achieved, namely 70% with a passing standard score of 75. The conclusion is that using podcast can improve listening skill in the learning process and provide motivation to improve students understanding in listening aspects.

Keywords: *English, Listening Skill, Podcast*

**PENINGKATAN KETERAMPILAN MENYIMAK SISWA
MELALUI *PODCAST* DI KELAS DELAPAN
SMP TMI RODLATUL QURAN METRO**

ABSTRAK:

Oleh:

Muhammad Arief Hidayat

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan listening siswa melalui podcast sebagai sarana untuk membantu proses pembelajaran. Ide pokok bahan penelitian menggunakan teks recount sebagai *podcast*. Penelitian ini dilaksanakan di kelas VIII SMP TMI Roudlatul Quran, Metro, dan subjek kelas ini berjumlah dua puluh siswa. Permasalahan dalam penelitian ini adalah siswa mengalami kesulitan dan kurangnya pemahaman, khususnya pada aspek listening.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam pengumpulan data, peneliti menggunakan tes, observasi, catatan lapangan dan dokumentasi.

Hasil penelitian ini mengalami peningkatan dari siklus I ke siklus II. Nilai rata-rata yang diperoleh dari siklus I adalah 64,5 dengan persentase ketuntasan 10%. Kemudian pada siklus berikutnya nilai rata-rata yang diperoleh siswa menjadi 74,5 dengan persentase ketuntasan 70% sehingga terjadi kemajuan sebesar 10 poin. Hasil tersebut menunjukkan bahwa indikator keberhasilan telah tercapai yaitu 70% dengan nilai standar kelulusan 75. Kesimpulannya penggunaan *podcast* dapat meningkatkan keterampilan menyimak dalam proses pembelajaran dan memberikan motivasi untuk meningkatkan pemahaman siswa dalam aspek listening.

Keywords: *Bahasa Inggris, Menyimak, Podcast*

STATEMENT OF THE RESEARCH ORIGINALITY

The undersigned:

Name : Muhammad Arief Hidayat

Student Number : 1701070125

Department Faculty : Tarbiyah and Teaching Training

State that the undergraduate thesis is original except of the certain parts of it quoted from bibliography mentioned.

Metro, 2 June 2022

The Researcher



Muhammad Arief Hidayat

S.N. 1701070125

PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan di bawah ini

Nama : Muhammad Arief Hidayat

NPM : 1701070125

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini asli hasil karya saya, kecuali bagian-bagian tertentu yang dikutip dan telah dicantumkan dalam daftar pustaka.

Metro, 22 Juni 2022

The researcher



Muhammad Arief Hidayat

S.N. 1701070125

MOTTO

*“Develop success from failure. Discouragement and failure are two of the surest
stepping stones to success”.*

(Dale Carnegie)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents Mr. Joko Budi Santoso and Mrs. Marfuatul Istiqomah, thank you so much for your pray as often as time for my successful in study and my adorable little sister and my adorable little brother , Dita and Farhan.

All of my beloved friends that has inspired and always supports in every condition.

My beloved almamater of State Institute for Islamic Studies of Metro

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the researcher can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be achieved without any helps, motivation, advices and supports from many helpful individuals. In this lovely opportunity, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin). Next, The greatest gratitude would also be addressed to :

1. The first, thanks for Mr Dr. Zuhairi, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. The second, thanks for Mr. Andianto, M.Pd as the Head of English Education Department of IAIN Metro and thanks for guiding me which has made me to be in this position.
3. The third, thanks for all of my lecturers in English Education Department of IAIN Metro who always give me knowledge and information.
4. The fourth, all of the staff of English Education Department of IAIN Metro who helped the researcher in processing the administration.
5. The last but not least, thanks for all of my parents (Mr. Joko Budi Santoso and Mrs. Marfuatul Istiqomah) and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realized that there are some weakness in finishing this undergraduate thesis. The researcher would like to apologize for all mistakes he has made in this research. The researcher hopes this undergraduate thesis can give advantage for the reader.

Metro, 22 June 2, 2022

The Writer

A handwritten signature in black ink, consisting of several fluid, overlapping loops and a long horizontal stroke extending to the right.

Muhammad Arief Hidayat

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of several international languages which is used by whole people in the world. People are entered mastery English language so they could communicate with the others who live in another countries. As a tool international communication, it should be learned by people who stay in state which English as a foreign language. Indonesia belonged either which utilize as a foreign language. As a foreign language learning, this language is not as easy learning Indonesia language. Due to the fact that it has different structure, pronunciation from Indonesian language, etc.

Therefore, English is very important subjects that must be taught from early to college such as junior high school, high school and university. One of the learning objectives with the method this is developing listening skills in English. understand meaning in transactional conversations and interpersonal is very simple to interact with the closest environment. The lesson learned when it was in middle school, however most students are still lacking understand.

When we study English, we recognize the four components of language, such as: listening, speaking, reading, and writing where are these four components develop the prominent factor in teaching language English.

Listening skill, one of the abilities receiving, is a communication technique where listeners can understand, interpret and evaluate what they heard. Ability to active listening can improve relationship with friends, strengthen cooperation, develop understanding.

Therefore listening is important for the students due to the fact that listening gives them more knowledge from what they have heard. Listening is one of important language skills, because more than of communicating time is spent listening, which clearly shows how important this skill is in overall language ability. The students who have good skill in listening will be easy to get information, knowledge, and idea from sources they heard

Listening is one component language that is still a problem for students to learn. Actually, most of students in junior high school want to study about English. Most of them did not understand what their English teacher talking about. Especially in listening, several students have problem in listening. They think that listening is difficult. When listening, the teacher is usually use media for the students hear native speaker. Therefore, the students not understood what the speaker said, as their pronunciation are difference with us.

The teacher seldom teaches students listening. Usually an English teacher does not have a new method to teach their students about English. Therefore the teacher have new method to teach students. Besides, a teacher should have good method to make their students feel enjoy and easy to be learned. A good teacher needs effective method in order to make language

teaching successful. So, the teacher should give more their students because listening is one of skill in English.

In addition, when the teacher teach student about listening, they have some way to teach such as use media or teacher talk. In this research the researcher will using media. As a rule, the teachers are difficult to choose between audio or video. In this case, the researcher will be using with audio by podcast. It is one of tool in teach listening. podcast is famous tool used to engage learners and increase the learning experience. The using podcast to teach listening at junior high school is one of adjust media in English teaching. The researcher would like to know the uses podcast form in recount text to improve listening skill. Recount text is story about activity in the past usually to tell someone's experience. The purpose from recount text is giving information to each other. The reasercher chose the media about podcast because podcast can implement in any other condition like pandemic COVID-19 now. In order to, the student can learn english at home. The reasearcher do in boarding school so the reseacher can meet with students but still obey health protocol.

Furthermore, the data of pre survey at SMP TMI Roudlatul Qur'an Metro especially in the eighth grade, the class consist of 11 students. It has done on 22, june 2021 :

Table 1.1
The Data of pre-survey result

No	Students initial	Score
1	AN	65
2	AA	80
3	ARP	75
4	FAK	60
5	MH	80
6	MAFR	70
7	MA	60
8	MFA	80
9	RDF	60
10	RZS	75
11	SAS	55
	Total	760
	Average	69

Therefore , the result of pre-survey above is summarized in the follow:

Table 1.2
The Percentage of The Pre-Survey Result of listening skill

No.	Minimum requirement	Frequency	Percentage(%)	Category
1	≥ 75	5	45,45%	Complete
2	< 75	6	54,54%	Incomplete
	Total	11	100%	

Based on the result above The data pre-survey showed that 6 students failed category and 5 students pass category. The grade minimum requirement for English is 75. It means that students listening skill at Junior High School TMI Roudlatul Quran Metro still low because more than half students get score less 75.

This is necessary for teacher help to improve the students' comprehension in listening, it needs an appropriate method to help them to solve their problems. Actually, there are many methods that can help students to improve their listening comprehension. It is somehow difficult to improve students' listening comprehension in junior high school efficiently.

Podcast that uses media as a way to deliver language learning material to students. This method uses the media as an intermediary to improve listening skills. Podcast is also an effective tool for improving English language skills. In ancillary, this tool can also motivate students by listening to podcasts which can build students' learning motivation. Thus, the researcher considers that the podcast method is one of the ways to teaching listening. This method is expected to make the students have more motivation to learn, and comprehend in listening.

The benefit of this research for students is that it is expected to increase student activity in learning while the benefits of this research for teachers are that it can provide encouragement for English teachers in particular and other teachers in general to implement varied teaching models and make an alternative to increase student activity in learning, the benefits of research for schools in order to improve learning and benefits for researchers, namely this research can be used as additional material for the researcher's knowledge, especially in the field of learning improvement.

Based on the above explanation the researcher had done the research entitled *Improving The Students Listening Skill Through podcast At Eighth Grade In Smp Tmi Roudlatul Quran Metro.*

B. Problem Identification

Regarding the research background, the writers formulate the following research problems :

1. Student have difficulties to identify the topic, and main idea that they heard.
2. The students have lack of listening skill
3. The students are uninterested in listening material

C. Problem Limitation

Based on the problem identification above that The researcher limited the research problem focusing on improving the students listening skills of the eighth grade of SMP TMI Roudlatul Quran Metro.

D. Problem Formulation

Based on the explanation in the problem limitation, the researcher formulates the problem on "Can the use of podcast improve the students listening skills of the eighth grade of SMP TMI Raudlatul Quran Metro?".

E. The Objective and Benefit of Study

1. The Objective of Research

The objective of this research is to know whether podcast can improve the students listening skill of the eighth grade of SMP TMI Roudlatul Quran Metro.

2. Benefit of Study

It is expected to be able to provide benefits not only for researcher but also for teacher, student and other researchers :

a. For the teacher

To help teacher find out the alternative media for teaching listening through podcast can improve in learning process

b. For the students

The researcher hope this research can improve their listening skill.

c. For the other researchers

The results of this study are expected to attract other researchers conduct research on listening. Then from this research, others researchers can propose to assume several strategies or technique in teaching Listening. In addition, this research is not only reference for other researchers but the common readers too.

F. Prior Research

There are previous research about listening. The researcher will explain some of the result research as related studies in this research. Sartika Dewi Harahap in her jurnal untitled "Podcast Impacts On Students' Listening Skill: A Case Study Based On Students' Perceptions". In her research, it was shown the implementation The podcast is an elective training media to help understudies' Listening Skill. Being developed of ICT, Podcast is an advanced recording which coPntains a recorded program from TV, radio, and

meetings by utilizing the web.¹ Based on result is podcast is alternative tool to learning English that utilize to improve the listening skill. Furthermore, Mei Hardiah,² in her journal “Improving Students Skill By Using Audio Visual Media”. In her study, it was shown that the use of audio visual media is able to improve the results of listening course. Based on result it can be concluded that by using audio visual media could be improve focus and concentration in listening course.

Moreover, Mifta Danu Prasetyo, Machdalena Vianty³, in their journal untitled “*Using Podcast To Improve Students’ Listening Comprehension On Descriptive Text*”. In their journal, it was shown This result that teaching listening comprehension through Podcast had a significant effect on students’ listening comprehension. Based on result it can be concluded that by using podcast in form of descriptive text can improve students listening comprehension.

¹ Harahap, S. .” *Podcast Impacts On Students’ Listening Skill: A Case Study Based On Students’ Perceptions*”. Jurnal Inovasi Penelitian, 1(4), 891-900.2020. <https://doi.org/10.47492/jip.v1i4.166>

² Mei Hardiah. “*Improving Students Skill By Using Audio Visual Media*”, Allughah Language Journal, Vol.7, No.2, December 2018.

³ Mifta Danu Prasetyo, Machdalena Vianty. “*Using Podcast To Improve Students’ Listening Comprehension On Descriptive Text*”. Vol. 1, No. 2.2014

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening

1. Listening Definition

Listening is the principal expertise and fundamental capacity in acquiring another dialect that amateurs need to learn. It is an open ability implying that the language taking in amateurs get new words from what they have heard or paid attention to. The capacity to get will influence the capacity to create. In case they are acceptable at tuning in; accordingly, they will comprehend and even have a decent ability in useful abilities specifically talking and composing.⁴

There are some statements from expert about listening. According Nation and Jonathan Listening is the normal forerunner to talking; the beginning phases of language advancement in an individual's first language (and in naturalistic securing of different dialects) are subject to tuning in.⁵ Moreover, Brown defines listening is a mind boggling action, and we can assist understudies with fathoming what they hear by actuating their earlier information. The following segment will consider another way educators can assist with facilitating the trouble of tuning in:

⁴Nurmala Hendrawaty. *The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya*. Loquen: English Studies Journal, ISSN 2621-1998, V. 12, No. 1, p. 56-65, July 2019.

⁵ I. S. P. Nation and J. Newton. *Teaching ESL/EFL Listening and Speaking*. Routledge : New York, 2009, 37.

preparing understudies in various sorts of tuning in.⁶ the other author describe listening. he said that Listening as a course of getting what the speaker really says (open direction); building and addressing meaning (valuable direction); arranging importance with the speaker and reacting (shared direction); and, making significance through contribution, creative mind and compassion (groundbreaking direction)⁷.

From statement above researcher can conclude Listening is a natural initial process for speaking as a course of getting what the speaker says and for adding and remembering knowledge that has been or has just been heard.

2. Definition Listening skill

Listening is the ability to accurately receive and interpret messages in the communication process. Listening skill is critical to all powerful correspondence. Without the capacity to listen successfully, messages are handily misconstrued. Thus, correspondence separates and the sender of the message can undoubtedly become baffled or bothered..

There are some definitions given by linguists. According Vishwanath Bite Listening expertise is critical to getting messages successfully. It is a blend of hearing what someone else says and mental association with the individual who is talking.⁸Another author define listening skill is Herbert J. Walberg. He state that listening abilities are

⁶ Steven Brown. *Teaching Listening* (Cambridge : University Press, 2006), 4.

⁷ M. Rost, *Teaching and Researching Listening*. London, UK: Longman, 2002. p.177

⁸ Vishwanath Bite. *Listening : An Important Skill and Its Various Aspects*. The Criterion An International Journal in English, ISSN 0976-8165, Feb 2013.

fundamental for mastering since they empower understudies to procure experiences and data, and to make progress in speaking with others.

⁹Listening is an active, purposeful process of making sense of what we hear.¹⁰ Listening is a functioning and interactional cycle wherein an audience gets discourse sounds and attempts to join significance to the expressed words. The audience attempts to comprehend the expected message of the oral message to react adequately to oral correspondence.¹¹

From statement above researcher Listening skill is an active process which can add insight and for success in communication.

3. Macro and Micro Listening Skills

According Brown offers an improved on micro-skills and macro-skills for conversational listening, The macro-skills detach those abilities that identify with the talk level of association, while those that stay at sentence level keep on being called micro skills.

a. Micro skills

listening comprehension micro-skills for conversational discourse are as follows.

- 1) Retain chunks of language and different lengths in short-term memory.
- 2) Discriminate among the particular hints of English.

⁹ Herbert J. Walberg, *Teaching speaking, listening and writing*. IAE Educational Practices Series , 2004. 14.

¹⁰ Helgesen, M. "*Teaching listening*". In D. Nunan (Ed.), *Practical English Language teaching*. New York: McGraw-Hill. 2003.

¹¹ Ekrem Solak." *Teaching Language Skills For Prospective English Teachers*". April 2016

- 3) Recognize English stress patterns, words in stressed and unstressed positions. cadenced design, intonational forms, and their part in flagging data.
- 4) Recognize diminished types of words.
- 5) Distinguish word limits, perceive a center of words, and decipher word request designs and their importance.
- 6) Process discourse containing stops, mistakes, remedies, and other execution factors.
- 7) Process discourse at various paces of conveyance.
- 8) Recognize syntactic word classes (things, action words, and so on), frameworks (e.g., tense, arrangement, pluralization), examples, rules, and curved structures.
- 9) Detect sentence constituents and recognize major and minor constituents.
- 10) Recognize that a specific significance might be communicated in various linguistic structures.

b. Macro skills

macro-skills for conversational discourse are:

- 1) Recognize cohesive devices in spoken discourse.
- 2) Recognize the informative elements of expressions, as per circumstances, members, objectives.
- 3) Infer circumstances, members, objectives utilizing genuine information (down to earth capability).

- 4) From occasions, thoughts, and so on, portray, anticipate results, surmise connections and associations between occasions, reason circumstances and end results, and recognize such relations like primary thought, supporting thought, new data, given data, speculation, and epitome.
- 5) Distinguish among exacting and inferred implications.
- 6) Use facial, dynamic, non-verbal communication, and other nonverbal prompts to interpret implications.
- 7) Develop and utilize a battery of listening procedures, like distinguishing catchphrases, speculating the importance of words from setting, engaging for help, and flagging perception or scarcity in that department.¹²

Based on the statement above it can be concluded that skill macro and micro always used in conversation listening in order to, the listener can understand what the topic discuss.

4. Teaching Learning Activities

Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities.¹³

a. Pre-listening Activities

Schema theory gives solid proof to the adequacy of pre-listening exercises which incorporates the blueprint for paying attention to the text and showing social key ideas. Listening instructor might choose

¹² *Ibid.* p34

¹³ Gilakjani, Abbas Pourhossein. "A Study of factor Affecting EFL Learners' English Listening Comprehension and the Strategies for improvement". 2011. Vol. 2 No. 5. p.982

certain words, troublesome linguistic constructions and articulations to be clarified through the conversation about the theme, furthermore, may in like manner demand that understudies predict the substance for sure speakers will say, considering the information they have adequately got.

The teacher could follow with a listening perception movement, for example, two individuals having a discussion about their everyday life. Understudies should respond to valid or bogus inquiries dependent on the past listening movement. An illustration of controlled practice action could be a drill action that models a similar design or vocabulary.

b. While-listening Activities

Listeners who participate activity in the listening experience are more likely as construct clear and accurate meaning as they interpret the speaker's verbal message and non verbal cues. During the listening experience understudies check and update their forecasts. They make understandings and judgment dependent on what they heard. Listening educator may requests that understudies note down catchphrases to work out the primary concerns of the text. Understudies answer appreciation the inquiry while paying attention to the text and select explicit data to finish the table to gave the text. While listening exercises generally have a portion of the accompanying purposes: to center students' perception of the speaker's language and thoughts; to

zero in the students' consideration on such things as the speaker's hierarchical examples; to energize students' basic responses and individual reactions to the speaker's thoughts and utilization of language. An open movement could follow that permits understudies to have the opportunity to work on listening appreciation in the class about their every day life and requesting the additional data. Listening appreciation should begin with what understudies at this point to know so they can develop their present data and capacities with practices anticipated a comparable guideline..

c. Post-listening Activities

Post listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Very much arranged post-listening exercises offer understudies freedoms to interface what they have heard to their own thoughts and encounters and support interpretive and basic tuning in and intelligent reasoning. Too, post listening exercises give freedoms to educators to asses and actually taking a look at understudies "comprehension., and clarify their understandings; to grow insight past the severe level to the interpretive and fundamental levels.

Various discernment question can be consigned for understudies to discuss resulting to tuning in. understudies then exchange information to complete the whole class diagram, comparing what each

understudy has heard to appear at the higher point of view. In the event that there are any requests that stay unanswered during the first or second tuning in, and after the information exchange development, the whole class can focus on the tape again. The understudies will then endeavor to find the reaction to the requests that have not been as of late seen, rather than the instructor giving the fitting reaction straight way.

5. Testing Listening

According Nation and Jonathan said that this section and the following one contain descriptions of a wide variety of listening test procedures.¹⁴ Those are ;

a. Dictation

The teacher reads aloud a text phrase by phrase. The learners compose each expression as they hear it. This sort of test has been utilized as a trial of general language capability.

b. Partial Dictation

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the blank parts on the composed text.

c. Text with Questions

The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As

¹⁴ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*.P. 170

they listen they answer the questions.

d. Responding to Statements

The learners listen to statements or questions and respond to them by choosing from multiple-choice items of words or pictures, by indicating true or false, or by giving a short answer.

e. Three Choice True-false

Instead of responding to statements with just true or false, three categories of response are allowed true, false.

f. Recorded Cloze

The learners listen to a tape recording where every 15th word has been replaced by a “bleep” sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

g. Information Transfer

The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

h. Indicator of listening

Students must listen to the text prior to addressing the inquiries. Listening perception tests can be utilized to quantify understandings as per pointers in listening appreciation as follow:

- 1) Finding the general information
- 2) Identifying the setting
- 3) Identifying the problem
- 4) Identifying the story

- 5) Making inference
- 6) Finding the meaning of words.¹⁵

6. Components Assessment of Listening

Listening comprises of some key component such as:¹⁶

- a. Discriminating between sounds.
- b. Recognizing words and understanding their significance.
- c. Identifying linguistic groupings of words.
- d. Identifying articulations and sets of expressions that demonstration to make meaning.
- e. Using foundation information to anticipate and to affirm meaning and reviewing significant words and thoughts..

From the explanation above the researcher conclude that there are many component to influence listening score, and the researcher choose some keys to determine of listening score.

B. Concept of Media Teaching Listening English

1. Definition of Media

Learning media are all types of specialized instruments that can used to pass on data from sources to understudies straightforwardly arranged in order to establish a favorable learning climate in which the beneficiary can complete the learning system proficiently and successfully.¹⁷

¹⁵Sari N and Fithriyana R. "Exploring EFL Students' Problems in Listening Comprehension". Journal of English Educators Society. ISSN 2503 3492. 25th April 2019.

¹⁶ BabitaTyagi, "An Important Skill and its Various Aspect, An International Journal An English". ISSN 0976-8165, p. 1

¹⁷ Hamzah, Nina Lamatenggo, Op. Cit h. 122

Learning media is a message-carrying technology that can be used for learning purposes, learning media is a means of physically to deliver the subject matter. Learning media is a means communication in print as well as view and hear, including technology hardware.¹⁸

Learning media is used as a learning tool in schools aims to improve the quality of education. Media is a tool that can be used as a useful intermediary to improve effectiveness and efficiency in achieving goals.¹⁹

Based on the statement above, it can be concluded that the learning media are tools that contain subject matter used by educators in learning process so that learning will attract the attention of students.

2. Kind of Media in Teaching Listening

English showing media are vital to assist the understudies with obtaining ideas of the language abilities and language skills. The types of media for teaching listening based on Siemens and Tittenberger.²⁰

a. Blog

A blog is a fundamental site page with posts introduced backward sequential request. Posts can be recovered by means of a RSS user (like Google Reader), nullifying the need to visit the blog. Google utilizes its blog to impart new items or contributions. CNN utilizes sites as an elective news source. NASA has a dispatch blog.

¹⁸ Rusman, Deni Kurniawan dan Cepi Riyana, Op. Cit h. 170.

¹⁹ Rubhan Masykur, Nofrizal, Muhamad Syazali, "Pengembangan Media Pembelajaran Matematika dengan Macromedia Flash". Jurnal Pendidikan Matematika, Vol. 8, No. 2, 2017 Hal. 179

²⁰ George Siemens and Peter Tittenberger ;" *Handbook of Emerging Technologies for Learning*". University of Manitoba. March, 2009.

Notable individuals like Dave Barry, Scott Adams (Dilbert), and Tom Peters use writes too. Indeed, even the leader of Iran has a blog. Sites considered noticeably along with the last American president political decision, giving competitors another scene to interface with electors.

The effortlessness of websites is misleading. Contributing to a blog empowers one of a kind chances for teachers to further develop correspondence with (and between) students, increment profundity of learning through reflection, and empower the arrangement of assorted perspectives and points of view. Maybe in particular, they empower teachers to interface with one another.

b. Wikis

Wikis or all the more comprehensively, community composing on the web, have caught the interest of business pioneers and scholastics. Notable, and progressively referred to, is Wikipedia. A wiki is fundamentally a straightforward site page that anybody can alter. Essentially that is the standard portrayal for sure wikis were when initially began. The receptiveness of wikis has experienced the truth of human conduct (or all the more decisively - spam). Wikis are turbulent, casual information spaces. Wikis empower people to make an aggregate asset. While online journals empower singular voices, a wiki over-composes independence.

The untidiness of wikis can be scary to novices. However, wikis are not without administration or the board. Wikipedia has broad

assets accessible on the best way to deal with concerns emerging from local area struggle. Vote based system and transparency drive activities in this space.

c. Social Bookmarking

Social bookmarking is an approach to store and put together bookmarks (top choices) on the web. Having bookmarks on the web implies they are available from any PC with a web association and a program..

d. Podcasts

Podcasts is the circulation of sound online through RSS (Really Simple Syndication). Really Simple Syndication is a technique used to collect and unify the content of another web page by presenting summary information about the headlines, links and articles of a site.²¹ Innovation has created to where a teacher can record and circulate sound documents with just a PC, a receiver, and web access. Of specific potential in sound is the expanded utilization of various sound instruments for simple coordinated effort (like Seesmic or Voice Thread).

Podcasts is extremely popular at the present time. This generally comprise of a sound record, as a rule in MP3 design, which is downloaded to an iPod or MP3 player. Presently, digital recordings might go from 20 minutes to 2 hours, so this kind of listening is

²¹ Elyyani. *"Otomatisasi Integrasi Content Web Menggunakan Teknologi Really Simple Syndication (Rss)"*.

suggested for cutting edge understudies. Most typically solid like pre recorded public broadcasts, with meetings, conversations, or critiques on late occasions, and there are digital recordings about any theme you can consider, from interests to mainstream TV shows, sports to innovation. The determination cycle is like how you'd pick a video. Ensure it's suitable for your understudies as far as length, content, and level of trouble..

e. Video

The last decade has seen the web advance from text-based media to a multi-media stage with voice, video, and knowledge more significant. For instructors, it gives an incredible chance to shift directions.

While video-taped talks have been normal on college grounds for quite a long time, the expanded data transfer capacity accessible to most PC clients has opened the entryway for another way to deal with stretch out addresses – empowering students to see missed (or not completely comprehended) addresses whenever the timing is ideal..

f. Games, virtual worlds, and simulations

Virtual worlds and games are normal themes conversation in instructive meetings. Most instructors have at least, roundabout involvement in games - regardless of whether through discussions with understudies, the exercises of their youngsters, or their very own utilization of virtual games.

Virtual games, for example, World of War create by and large include the accomplishment of a specific objective, like dominating a game level. Virtual universes, conversely, are conditions where people can cooperate with one another, yet may not really be centered around accomplishing a specific objective. Customary computer game frameworks (XBOX and PS3) presently offer internet gaming too.

Second Life has gotten impressive consideration from instructors throughout the most recent quite a while. SL gives an elective learning experience to a customary online course, as students interface with companions and teachers through symbols, investigate course material (regularly in a more intuitive way than just understanding text), and express close to home learning through visual means. Reenactments are especially important as a learning apparatus in furnishing students with an arranged encounter that is more practical than really playing out the assignment (like flying). Recreations can be costly to plan and manage.

3. Podcasts in The Teaching of English

A podcasts is sound documents accessible on the web or the app provides podcasts like spotify. It is a blend of two words broadcasting (the term used for the transmission of television and radio and iPod (a well known portable media MP3 player developed by Apple computer Inc.) (Anna: 2010). According fietze, in education use of podcasts as e-learning

media has several advantages including are: reusability and replaying of teaching materials, availability and independence of one technology, due to the fact that podcasts can be used through various playing media such as MP3 player, MP4 player, cellphone/smartphone, and others. Participants students do not need to depend on class attendance to study as is usually done in traditional learning using face-to-face.²² From statement above it can be conclude that Podcasting has potential to be one of the effective ways in the kit for learning. Furthermore according Lintang as cited from Faiza Indriastuti and Wawan Tri Saksono. She stated that the survival podcast phrases can be used as educational media that using a whole language approach, communicative, and integrative. Podcasts have a function educate and increase knowledge listeners and can bridge the gap culture.²³ While the results of other research, regarding the theme of analysis effectiveness of using podcasts in e-learning on-foreign language courses, shows that the role of podcasts as media and tools in learning becomes an important function, remembering the development of information technology.²⁴From the statement above it can be summarized that podcast is tool use to learning. Podcast could be increase the knowledge the students in order to, gap culture not too far from other

²² Fietze, S.” *Podcast in Higher Education: Students’ Experience and Assessment*”. IEE Computer Society. 2010.

²³Faiza Indriastuti and Wawan Tri Saksono, “*Podcast Sebagai Sumber Belajar Berbasis Audio Podcasts As Audio-Based Learning Resources*” BPMRP Kemdikbud Yogyakarta. Jurnal Teknodik Vol. 18 Nomor 3, December 2014.

²⁴Ersalina et al. *Proposal Riset: Analisis Efektifitas Penggunaan Podcast dalam E-Learning Mata Kuliah Bahasa Asing (Studi Kasus Fakultas Ilmu Budaya Universitas Indonesia)*. Jakarta: Program Studi Sistem Informasi, Fakultas Ilmu komputer, Universitas Indonesia. 2010.

people around the world.

Podcasts do not vary essentially from messages spoken on tapes or CDs. Instructors have consistently recorded software engineers from the radio or the web onto a tape or a CD. With digital recordings it is simply simpler. You buy in to a digital broadcast and at whatever point an update (another portion or another program) opens up, it is consequently downloaded to your PC or telephone. In the event that you think it fits you can keep it, or you simply erase it. So you don't need to be at home or program your recorder, everything is done consequently.

A podcasts might be utilized just to give propelled understudies extra language input. Nonetheless, on the off chance that you wish to utilize them in class you need to invest energy on choosing reasonable ones and foster assignments and exercises to direct your understudies in the listening system. These regularly include exercises to prepare the understudies' earlier information regarding the matter of the webcasts (pre-listening movement), a few while-listening exercises and some post-listening exercises. For the while listening exercises some evident bogus inquiries the Aunderstudies can check while listening likewise assist them with focusing on the text. In the post-listening stage you can zero in on explicit jargon things and, if accessible, hand out the record.

4. Advantages of Podcast

Podcasts are essential for inventive internet learning and can fill various needs: to improve the reach and register of English language

listening practice materials that are accessible to students for use in a variety of ways; to provide wider availability among the various components of the course; to build the level of conversational movement, and so on. Online web recordings have provided a wealth of material for language educators to demonstrate listening skills..²⁵ An added advantage of podcasts is that they can be downloaded by your understudies and paid attention to for schoolwork. Simply give a connection to download and a worksheet or understanding inquiry, and set it up. Pick an intriguing web recording, and it will be one of the tasks your understudies have been hanging tight for.

Constantine²⁶ in her journal , discusses the subject matter of podcasts on several levels and addresses questions about the advantages of podcasts, selecting the most useful, and discussing how to maximize learning from podcasts. The advantages of podcasts are:

- a. Even at the beginning levels, students can profit from worldwide listening regardless of whether they just tune in from three to five minutes every day. Starting understudies will be presented to the new dialect "with its own particular sound framework, inflection designs, stop framework and word request" ..

²⁵Veronica Mustika Heni Permatasari. *"Improving students' listening skill through podcast at SMP Bopkri 1, Yogyakarta Grade VIII, Class A in The Academic Year Of 2012 / 2013"*.(Universitas Negeri Yogyakarta 2013), 72.

²⁶ Constantine, P. *"Podcasts: Another Source for Listening Input"*. The Internet TESL Journal, Vol. XIII, No. 1. January, 2007.

- b. The intermediate learner has a need for authentic texts and to be exposed to a variety of voices.
- c. By the time learners reach the advanced stage, they must be able to learn from listening. Most understudies in an unfamiliar nation depend intensely on perusing, composing and jargon to learn. It is basic for them to have the option to perceive "authoritative markers, strong gadgets and definitions in setting.

Podcasts is not just meant to be listened. Frequently there is a record furnished alongside the worksheet. Various sites connect with understudies and pose them to compose with inquiries or remark.

Podcasts can also accommodate a variety of learning strategies for students. While a few understudies learn most viably by taking notes during a talk and surveying these in their own examination time, others learn all the more successfully by undivided attention, without taking notes.²⁷ It them to have preferable ability over the understudies who are not listen through podcasts.

According to Constantine's journal, one creative use of digital recordings is to have an students pay attention to a webcasts and read along its record. Then, at that point the students will make a recording of the material on a tape and change it into the teacher close by a created journal. The instructor then, at that point pays attention to the understudy's recording and gives fitting criticism to the students. This type

²⁷ Boulos, M.N.K., Maramba, I. & Wheeler, S. *Wikis, Blogs And Podcasts: A New Generation Of Web Based Tools For Virtual Collaborative Clinical Practice And Education* . BMC Medical Education. August2006.

of activity helps the students to develop fluency in reading, to improve pronunciation, to acquire new vocabulary words, and to perfect listening skills.²⁸ So, this media can develop the listening skill student well.

C. Recount Text

1. Definition of Recount Text

According to Anderson as cited by Ardy Tri Yuniarto, recount is defined as a piece of text that retells occasions intended to give the crowd a depiction of what happened and when it happened.²⁹ In line with that, according Knapp & Watkins as cited by Riana br. Sianipar et al Recount text is presented in the earlier chapter of junior high school textbooks. This text is as opening text to be recognized by students to tell an event or experience in the past. The purpose of recount text is to be able to provide information that can entertain readers and listeners to know the topic or content of the discourse or story text.³⁰ In view of the meaning of describe above, it very well may be reasoning that relate as a piece of text that reconstructs past events that occurred in a sequence and are related in a certain relationship. able to provide information that can entertain readers and listeners to find out the topic or content.

²⁸Constantine, P. “Podcasts: Another Source for Listening Input”. The Internet TESL Journal, Vol. XIII, No. 1. January, 2007.

²⁹ Ardy Tri Yuniarto. “Improving Students’ Writing Abilities In Writing A Recount Text By Using Journal Writing Of Class Viii A Students Of Smp N 4 Sleman In The Academic Year Of 2012/2013”. English language education department faculty of languages and arts state university of Yogyakarta. 2014.

³⁰ Riana br. Sianipar et al. “An Analysis Of Recount Text In English Textbooks Used By Tenth Grade Students”. Journal of Languages and Language Teaching. Prima Indonesia University, Indonesia. p-ISSN: 2338-0810. e-ISSN: 2621-1378. Vol.8 , No,2. April 2020. pp. 120-127

2. Kind of Recount Text

According Barwick as cited by Aan, Harianto there are different types of recounts with varying levels of language and content according to the audience and purpose.

a. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has individual and emotive remarks and tales added and may appear as an oral story, a letter or a journal section. It is written in the main individual utilizing individual pronouns, I and we. Subtleties of who, what, when, where and once in a while why are incorporated however the arrangement of relating may change..

b. Factual Recount

Text A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video..

c. Imaginary recount

The imaginary details of a literary or story recount are placed in a realistic context. Character advancement is stressed with the storyteller reacting emotively to the occasions. The grouping of subtleties might be changed yet who, what, when and where are as yet included. The literary recount is for the most part written in the principal individual utilizing me or us, building up a relationship among the essayist and

peruser or speaker and audience, for example my diary as a child in space.

d. Critical Recount

A critical recount looks at an issue and remarks and assesses negative and positive angles. Chosen subtleties are incorporated to suit the contention, however this relate may not be sequenced sequentially. It is by and large written in the first or third individual utilizing me or we yet might be written in the inactive voice. For instance, a describe of investigation in Antarctica may fundamentally evaluate the harm caused to the climate and biological system by this investigation..³¹

3. Recount Text as Language Learning Material

According Rosell-Aguilar podcast classified two group material to designed audience such as material provided by teacher and institutions for use with their class which may include recording text, oral quizzes and vocabulary item and supporting design for independent learners not enrolled on particular course that delivered as podcast.³² According to Ministry of National Education The tape recorder and speakers as the audio media provides the authentic material for listening practices³³. Based on the statements above recount text as a learning material in a podcast since podcast is audio media to convey the material to students.

³¹ Aan, Harianto." *The Use of Blog in Teaching Recount Texts to improve Student's Writing Ability of Tenth Grade Student's At SMAN 1 NGUNUT Academic Years 2013-2014*". STATE ISLAMIC INSTITUTE (IAIN) OF TULUNGAGUNG. 2014

³² Rosell Aguilar." *Top of The Pods in Search of a Podcasting for language learning*. Computer assisted language learning Vol. 20, No. 5 December 2007, P 471-492

³³ Ministry of National Education. *Instructional Media*. Jakarta: Center for Development and Empowerment of Language Teachers and Education Personnel.2009

4. Podcast Relate to Recount Text

Recount text in this method as material to learning listening with podcast. Podcast is a potential choice as an English learning support and it allows teachers to incorporate technology in teaching.³⁴ Furthermore, It was discovered that digital recordings incredibly support learning in talking and tuning in as well as in other language abilities and regions like sentence structure, pronunciation and vocabulary.³⁵ Supporting by statement, Patel in her study “Effectiveness of Podcast to Develop Language Skills of Post Graduate Students” as cited by Abd. Rahman The using of podcast in the English language learning classroom was more beneficial as well as more helpful than the using of the talk and chalk method.³⁶ in additional, use recount text in class with media podcast can easily effective in the class because using podcast the students more attractive in the class. In other hand, material recount text that will be conveyed is easier to accept by students.

³⁴Dyan Indahsari. “Using podcast for EFL students”.

<https://journal.umsida.ac.id/index.php/jees/article/view/767/889>

³⁵ Md. Masudul Hasan. “Podcast Applications in Language Learning: A Review of Recent Studies”. English Language Teaching. E-ISSN 1916-4750. Vol. 6, No. 2. 2013

³⁶Abd. Rahman et al. “PODCAST EFFECTS ON EFL LEARNERS LISTENING COMPREHENSION”. Faculty of Language and Education, State University of Makassar

D. Action Hypothesis

Based on arranging theories and the researcher formulate the hypothesis as follow: by using podcast can improve the students listening skill.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

According to Adegun most instructive explores are worried about setting up interrelationships among factors and each part of examination needs basic attributes and fixing, and these are called variables.³⁷ It that mean variable is way to research by including the characteristics and materials used during the research. Furthermore, according Abiodun-Oyebanji, Olayemi J., in a book of research in education. The most common way of, undertaking an examination involves the thought of quantifiable variables that are liable to change because of conditions. These factors are called variables. The possibility of variable is key to explore on the grounds that the title of an exploration is comprised of it and it is also the focus of this study.³⁸from statement above variable that can be used in this research divided of two variable, those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable is the result variable, which is caused, altogether or to a limited extent, by the information, precursor variable. This is a major assumption among researchers and statisticians. However, there are occasions in which what was seen as the autonomous variable at last ends up being the dependent variable.³⁹ From the statement above that The

³⁷ Adegun, J. A." *Variables in Educational Research*". In Bandele, S.O., Seweje, R. O. And Alonge, M. F. (Eds.) Lagos; Premier Publishers.2005.

³⁸ Abiodun-Oyebanji, Olayemi J." *Research Variables: Types, Uses And Definition Of Term*". Research in education. Page 43.

³⁹ *Ibid.*, p.48.

dependent variable of this research in this research is the students listening skill.

The improvement of students listening skill can be done by the podcast on recount text. The way of measuring in dependent variable is through test, and measuring instrument using written test. The indicator of this variable is students can mastered listening skill.

2. Independent Variable

An Independent variable is the information variable, which causes, partially altogether a specific result. It is an upgrade that impacts a reaction, a forerunner or a factor which might be adjusted (for example under trial or different conditions) to influence a result.⁴⁰ Thus, Independent variable of this research is the use Podcast approach with recount Text can be defined as the technique that can make students' easier to study listening in the class.

Students need supporting condition and enjoy teaching learning process, so choosing podcast approach with recount text can be one of many ways to teaching listening. furthermore, indicator of this variable is the student can make interest of what is talked about. The way of measuring independent variable is through observation and measuring instrument Using speaker, laptop and observation sheet. The indicators of measure this variable are:

- a. The students show good respond to learn listening skill using in Podcast approach with recount Text.

⁴⁰ *Ibid.*, p.49

- b. The students have more concentration to listen the sound in English.

B. Research Location

The researcher will conduct the research among the eighth graders of SMP TMI Roudlatul Quran, Metro. Furthermore, the study will be conducted teaching and learning at SMP TMI roudlatul Quran.

C. Subject and Object of Study

The researcher will apply the Classroom Action Research and the subject of this research are the students of the eighth grade of SMP TMI Roudlatul Quran. This class consists of 11 students. This class is chosen because it is a worse class which has many more problems in listening rather than another class. Hence, their speaking performance is needed to be improved.

The researcher enlists the help of an English teacher. in this research that is faction as the controller in teaching learning process. Therefore, the researcher is easy to know the development of the student who are the students' active in teaching learning process.

Table 3.1
The Total Students of Eight Grade

No	Class	Sex		Total
		Male	Female	
1	VIII	11	-	11

D. Action Plan

The design of this research is classroom action research. It is namely, CAR because the research is focus on developing a certain instructional technique to solve problems in a class. Now, in pandemic condition the researcher change a

little method so classroom action method can use in the class. This reasearch doing in boarding school. Thus, the researcher can meet students but should be use health protocol.

According to Glenda Mac, Action research is a cyclical process of think-do-think' to research and create change. In the process of CAR, the researcher thinks about what they do at present, then they do something to create change, then they think again about what they've done and its effects.⁴¹

Jean Mc Niff Also give statement that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be". This is done to achieve the results that have been determined by the researcher. as well as what students should do as instructed by the researcher

Based on the statement above, the researcher said that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In ancillary, classroom action research helps the teacher to solve problem by using a new method, strategy, or technique as an alternative way leading to innovation.

Classroom Action Research (CAR) consists of four steps cycle , namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by John Collier and Kurt Lewin⁴² as follows:

⁴¹ Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

⁴² *Ibid*, p.41

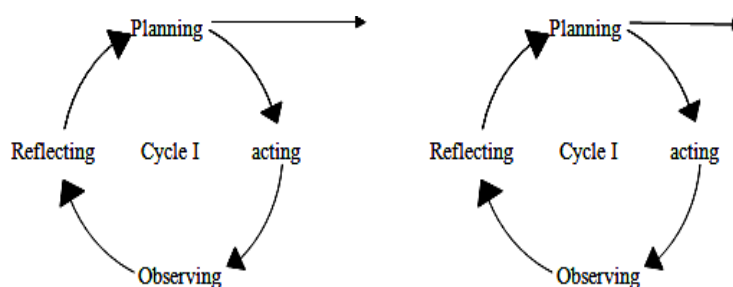


Figure 1

John Collier and Kurt Lewin's Action Research Design

CAR will be applied in this research since it is regarded important to develop listening skill of the eighth grade SMP TMI Roudlatul Quran Metro by podcast approach with recount text applying, by applying this approach it is expected to solve students' problems in teaching learning process of listening skill.

The classroom action research configuration applied in this examination is a communitarian study hall activity research. In directing the examination, the analyst will work together with the genuine English instructor of SMP TMI Roudlatul Quran Metro as an observer and collaborator. The researcher plays a role as an English teacher who teaches listening skill through communicative language teaching to the students, while the genuine English instructor's job is as a the onlooker activity of the exploration while educating learning exercises occurs in the study hall. Additionally the genuine English educator goes about as a teammate when helps the specialist in planning exercise plan, completing the reflection, and deciding the development of the investigation. Here, the scientist isn't just as a spectator however the specialist additionally made moves by making exercise arrangement and giving assessment. Then, the researcher also will collect

and analyze data together with the teacher to know the result of their student listening result.

According to the John Collier and Kurt Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines.
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class such as:

- 1) The researcher gives the student example about the material listening skill to the students during the discussion, the material is recount text.
- 2) The researcher gives the student example about the material listening skill to the students during the discussion, the material is recount text.
- 3) The researcher give podcast with material about recount text.
- 4) The researcher reviews vocabularies will be used based on the

context.

- 5) The researcher may give a model of what should the students say during activity.

c. Observing

In this phase, the researcher will conduct some activities such as:

- 1) The real teacher observes teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning listening skill by giving the test after CAR in cycle 1.
- 3) The researcher counting students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities such as:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

The researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher. The researcher conducts some activities in the class as follows:

- 1) Pre-teaching
 - a) The researcher greets the students and checks the attendance list.
 - b) The researcher gives warm up activities.
 - c) The researcher gives the motivation for the student.
 - d) The researcher explains general overview related to the topics.
- 2) While Teaching
 - a) The researcher explains about recount text.
 - b) The researcher gives the student example about the material listening skill to the students during the discussion.
 - c) The researcher give the task related by the material.
- 3) Post-teaching

- a) The researcher play game to cooling down for students and give reward.
- b) Reinforce about material have been present to the students.

E. Data Colleting Technique

In collecting data the researcher will use the following steps:

1. Test

Test of this research consist of pre-test that will be conducted before the treatment and post-tests that will be done at the end of each cycle. The post test will be done after the treatments. After the treatment, the student will have a post-test. The form and the procedure of the post text are the same as pre-test. In this case, the researcher will do the test in order to know the listening skill of the eight grades SMP TMI Roudlatul Quran Metro. The tests that will be done include of pre-test and post-test.

2. Observation

The aim of observation is to explain the situation being investigate: activities, people, or individuals are involve in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyze, again employing systematic and plan procedures. It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the researcher will observe the learning process of the eight grades SMP TMI Roudlatul Quran Metro in their classroom. During the learning process, the researcher is going to observe the students' activeness in learning

to listen the audio.

3. Documentation

During the process of the research, the researcher will collect some documents. In this research, the researcher uses the data from the documentation of school such as the total of students, teachers, school history and the condition of the school at SMP TMI Roudlatul Quran in academic year 2020/2021.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher will use field note to record the student's activity during the learning process. In this research, the researcher will conduct the field note in order to get the complete data from the eighth graders of SMP TMI Roudlatul Quran Metro about the students' activities, events in each learning steps, learning purposes, leaning time, and feelings of the students in the learning process.

F. Data Collecting Instrument

The method is a measuring tool used to gather and document data for assessment, decision - making processes and understanding at long last. The research tool has been developed by the researcher. There are three types of observation, analysis and recording techniques. In addition, the three types of

instruments can be defined as follows:

1. Observation

- a. Learning activity for students.
- b. Participation in the learning process by teachers.
- c. The success of teachers in the classroom.

2. Test

- a. Students are mastering podcast.
- b. The students explanation from the recount text in podcast.

3. Documentation

- a. The status of the teachers and official employees.
- b. The state of learners.
- c. Facilities for learning.
- d. Structure of organization.
- e. Location sketch at SMP TMI Roudlatul Quran Metro.

G. Data Analysis Technique

In cycles I and II, the data will be evaluated step by step to determine the average score of the pre-test and post-test. The formula for calculating the average of the pre- and post-tests is as follows.

The data would be analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II. The formula to get the average of pre-test and post-test can be seen as follow:

$$\bar{X} = \frac{\sum XN}{N}$$

Notes:

: Mean

Σ : Sum of

N : The total number of subject.

Furthermore, to know the result the researcher will compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the researcher will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

Σx = Total Score of the Students

N = Total of Students.⁴³

H. Indicators of Success

To determine the data benefit, each test will be conducted with the average score of the pre-test and post-test. After the result is suitable by the minimum standard of listening skill in this class at least 70, this research will be success or finish if 70% of students got minimum score 70, and there is an important advancement in the students learning activity which occur until the last cycle.

⁴³ Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), 108-109.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMP TMI Roudlatul Quran Metro

Islamic boarding school roudlatul Quran was established by Drs. KH. Ali Qomarudin, SQ MM. Al-Hafidz officially opened on July 27th, 2001 and inaugurated by the Minister of Religion of the republic of Indonesia Prof. Said Husein Al Munawar. It location at 16c Mulyojati, West Metro sub-district, Metro, Lampung province. ± one kilometers from bus station Mulyojati Metro. Islamic boarding school Roudlatul Quran has organized several educational level units including: PAUD Al-Quran, MI Al-Quran Terpadu, SMP TMI Roudlatul Quran and SMA TMI Roudlatul Quran.

SMP TMI Roudlatul Quran Metro is one of the private junior high schools under the Roudlatul Quran Islamic Boarding School Foundation in Metro-Lampung, Indonesia. In contrast to SMP in general, there is a combination of two curricula, namely the curriculum from the Department of Education and Tarbiyatul Muallimin Al-Islamiyyah (TMI) which was adopted from the education system at the Al-Amien Preduan and Darusalam Gontor Islamic Boarding Schools. The school education period at TMI Roudlatul Quran Metro Junior High School is taken within six years of study starting from Class VII to Class XII SMA. TMI Roudlatul Quran Metro

Middle School was established on July 1st, 2004 which is the first Islamic boarding school (boarding school) in Lampung and is located on Jl. Pratama Praja, 16 c Mulyojati Metro west, Metro. Mr. M. Iqbal Beny Saputra, M.Pd. as the head master of SMP TMI Roudlatul Qur'an now.

SMP TMI Roudlatul Qur'an Metro has 30 rooms which consist of 18 classrooms, a computer and language laboratory, a teacher room, a headmaster room, a vice headmaster room, a library, two student toilets, two teacher toilets, an OSIS room, an UKS/BP room, and a warehouse. The total of the teachers are 34 teachers, one officer and the total of the students are 510 students divided into three classes.

b. The Condition of The Teachers and Educational Background of SMP TMI Roudlatul Qur'an Metro

There are 34 teachers in SMP TMI Roudlatul Qur'an. The Thesis Educational Background of SMP TMI Roudlatul Qur'an Metro all the teachers have passed in S1 and S2. There are four teachers passed in Magister or S2, and the remaining 30 teachers graduated in S1. Based on the data, the researcher used pie diagram and tabel to make it easier. This the data teachers and the thesis educational background in academic year of 2021/2022 M are that identified as follows:

Figure 2
The Teachers Quantity of SMP TMI Roudlatul Qur'an Metro
In the Academic Years 2021/2022

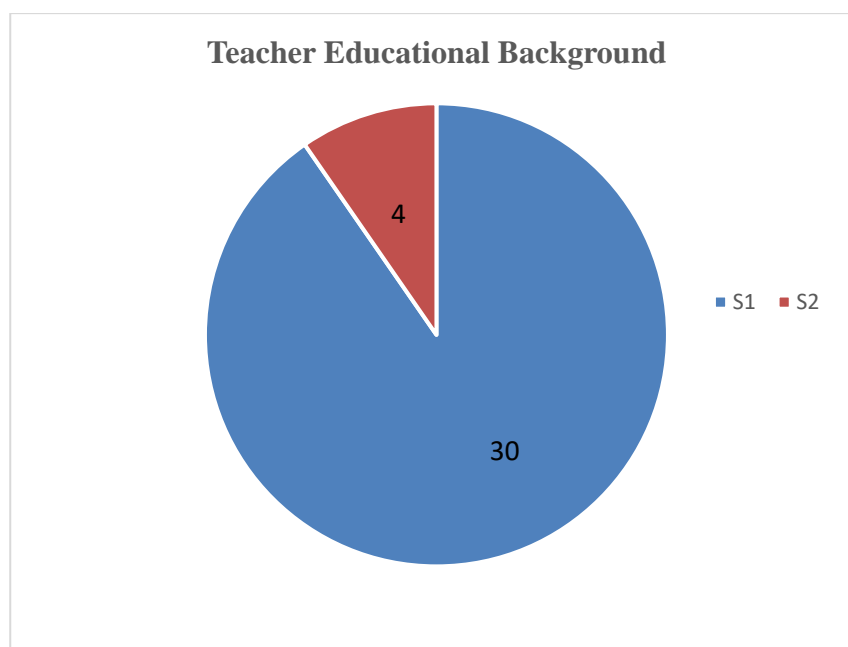


Table 4.1
The Teachers and Officer of SMP TMI Roudlatul Qur'an Metro

No	Name	Occupation
1	M.Iqbal Beny Saputra, M.Pd.I	Headmaster
2	Laila Rismadiati, S.Pd.I	Islamic Education Teacher
3	Siti Jubaidah, S.Pd.I	Islamic Education Teacher
4	Ahmad Surahman, S.Pd.I	Islamic Education Teacher
5	Syamsuri, S.Pd	Civic Education Teacher
6	Millatun Yuniati S.Ag	Civic Education Teacher
7	Sukirno S.Pd	Indonesian Language Teacher
8	Sudarmi S.Pd	Indonesian Language Teacher
9	Leny Widyastuti, S.Pd	Indonesian Language Teacher
10	Auliarti Rahmawati SS	English Teacher
11	Lena Hendiyana S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher

13	Deni Endri Saputra, S.Pd	Sport Teacher
14	Restu Kumalasari S.Pd	Mathematics Teacher
15	Dra Irmis Hasni	Mathematics Teacher
16	Sutarno S.Pd	Science Teacher
17	Samadi, S.Pd	Science Teacher
18	Heni Lidiyanti S.Pd	Science Teacher
19	Eka Oktaviana, S.Pd	Science Teacher
20	Winda Pratiwi S.Pd	Social Teacher
21	Ujang Kartono, M.Pd	Social Teacher
22	Dra. Indi rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyatno Z, S.pd	Sport Teacher
26	Juariyah , M.Ti	Computer Teacher
27	Mohamad Komarudin S.Pd.I	Arabic Teacher
28	Adi Sahroni	Arabic Teacher
29	Dra. Evi Hariyanti	Lampung Language Teacher
30	Aji Mubarak, S.Pd	Counseling Guidance
31	Willy Perdana Putri, S.Pd	Counseling Guidance
32	Siti Anjarwati, S.Pd.I	Muthola'ah Teacher
33	Fajar Lutfi, S.Pd	Conversation Teacher
34	Sulaiman, S.pd	Fiqh Teacher

c. The Quantity Students of SMP TMI Roudlatul Qur'an in Academic Years 2021/2022 M.

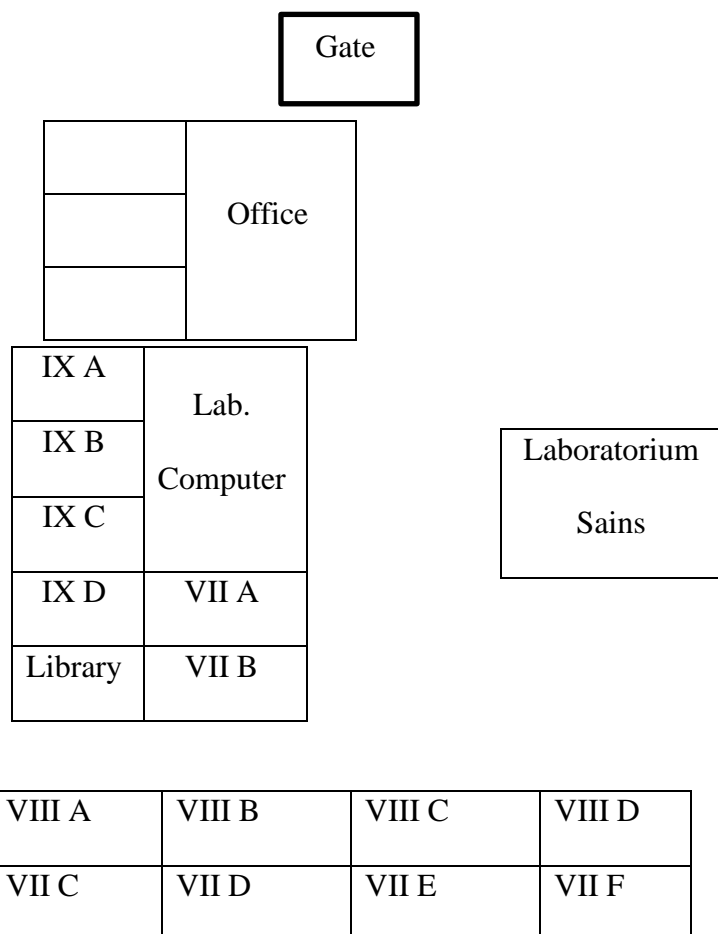
The quantities of the students of SMP TMI Roudlatul Qur'an Metro in academic year of 2021 M are 510 students that can be identified as follows:

Table 4.2
The Quantity of The Students at SMP TMI
Roudlatul Qur'an Metro

No	Class	Amount
1	VII	218
2	VIII	137
3	IX	155
Total		510

d. The Facilities of SMP TMI Roudlatul Qur'an Metro

Figure 3
The Facilities of SMP TMI Roudlatul Qur'an Metro



Source: Documentation in SMP TMI Roudlatul Qur'an Metro

2. The Description of Research Data

This research applied the classroom action research. It was conducted three times in two cycle that is pre- test, post test 1, and post test 2. Each cycle consist two meeting and each meeting take 30 minutes. Each cycle contained of planning, action, observation and reflection. In relate to manage the class the research made lesson plan. The action of this research was used podcast to improve the students listening skill.

a. Pre-test

The researcher held pre-test on Tuesday, February 8th, 2022. All the student already prepared before when the teaching time. The researcher and the students enter the class that has been provided by the teacher who has coordinated by researcher. Because the pre-test held on 4 P.M. the teacher should be search class in order to this research possible to do. The researcher greeted to the students. The researcher told the students that this research would be held in their class in order to know their listening skill before doing the action of the action classroom action research. The pre-test was administration to the students to be done individually. The kind of test are multiple choice and fill in the blank both consist of 10 question. Then, the students pre- test result can be seen on the table below:

Table 4.3
The Result of Pre-Test Score

No	Name	Score	Explanation
1	AAZR	65	Incomplete
2	ALH	55	Incomplete
3	AT	55	Incomplete
4	AHRS	60	Incomplete
5	AS	55	Incomplete
6	ATG	55	Incomplete
7	BTI	35	Incomplete
8	FP	45	Incomplete
9	HD	50	Incomplete
10	KF	45	Incomplete
11	MAM	45	Incomplete
12	MNIS	45	Incomplete
13	MNGZ	65	Incomplete
14	NRP	50	Incomplete
15	RADP	55	Incomplete
16	RPP	45	Incomplete
17	RH	65	Incomplete
18	RAM	55	Incomplete
19	VRJ	65	Incomplete
20	Z	50	Incomplete
	Highest	65	
	Lowest	35	
	Average	53	

Source: The pre-Test Result at SMP TMI Roudlatul Quran Metro on February 8th, 2022.

Table 4.4 Frequency of Students Score in Pre-test

No	Grade	Category	Frequency	Percentage
1	≥ 75	Complete	0	0%
2	< 75	Incomplete	20	100%
TOTAL			20	100%

The highest in pre-test result is 65 and lowest is 35. The average score is 53 and all students (100%) who unsuccessful gets score more than 75. It shows that the result of students' listening skill in the pre test cycle I is unsatisfactory. Because no one students can get 75 score as minimum score.

b. Cycle I

1. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I and prepared the material. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

Based on the results of the discussion with the collaborator in a on November 9th 2022. Some efforts were planned to solve the problems identified above. The efforts focused on improving the students' listening skills through podcast.

2. Acting

The action of Cycle I consisted of two meetings. The first meeting was the explanation of listening as general definition and explain about recount text. The researcher explained and thought the students about the definition, purpose, generic structure. and kind of recount text. The second meeting, the researcher asked students to answer the questions then revise their work. The detail of the actions in each meeting was discussed as follows.

a) First meeting

The first meeting was held on Wednesday, November 9th 2022 at 04.00 p.m. until 04. 30 p.m. The researcher started the class by greeting the students. In the first instance, the students were not really interested. There were some of the students felt bored and talked with their friends.

However the students were interested when the researcher show media as an initiation their learning process and interesting topic was able to attract the students to pay attention to the teacher explanation. Before the researcher use media. He explain definition listening and recount text overall like definition, structure, what is grammar using and kind of recount text. Then, the researcher give explanation with text was change to audio the title is “going to cermin beach”. Students is very interest and they listen with careful. Afterward, the researcher give question from the audio that was

play. Many students with good spirit wants to answer question. Whereat, answer the question the researcher finish the meeting and give feedback before ending the meeting.

b) The Second Meeting

The second meeting was held on Thursday, November 10th, 2022 at 04.00 p.m until 04.30 am. The students looked happy when the researcher came to the class. The researcher started the teaching learning process by greeting and checking the attendance. After all students were ready to start the lesson, the researcher asked the students to flash back to the last material that they had learned in the last meeting and review it. It aimed at reminding their memory and be confidence in joining the English listening class.

Then, give worksheet to students. The question playing with speaker that recording by researcher. After they had finished doing the assignment, the researcher discuss with the students about test was they do. Many student have difficult when answering the task. However, some of them still made noise and talked with their friend during the listening teaching and learning process held. Although some of the students still did not pay attention to the teachers explanation. overall listening teaching and learning process ran well. In the second meeting students began enjoy. the score in meeting two can be seen below as the score in cycle I.

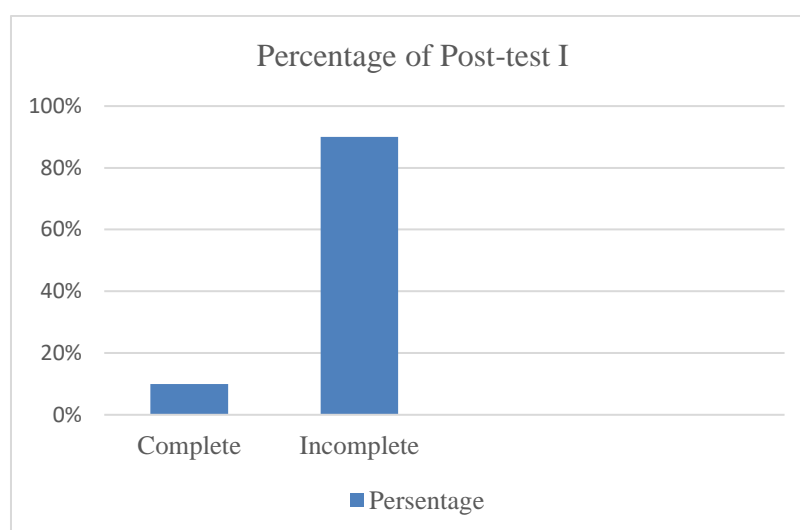
Table 4.5
Score Post-test in Cycle I

No	Name	Score	Explanation
1	AAZR	70	Incomplete
2	ALH	60	Incomplete
3	AT	65	Incomplete
4	AHRS	70	Incomplete
5	AS	65	Incomplete
6	ATG	65	Incomplete
7	BTI	65	Incomplete
8	FP	65	Incomplete
9	HD	65	Incomplete
10	KF	60	Incomplete
11	MAM	60	Incomplete
12	MNIS	75	Incomplete
13	MNGZ	55	Incomplete
14	NRP	60	Incomplete
15	RADP	60	Incomplete
16	RPP	65	Incomplete
17	RH	60	Incomplete
18	RAM	60	Incomplete
19	VRJ	75	Incomplete
20	Z	70	Incomplete
	Highest	75	
	Lowest	55	
	Average	64,5	

Source: The post-test I result at SMP TMI Roudlatul Quran Metro on February 10th, 2022.

Table 4.6 Frequency of Students Score in Post-test 1

No	Grade	Category	Frequency	Percentage
1	≥ 75	Complete	2	10%
2	< 75	Incomplete	18	90%
TOTAL			20	100%

**Figure 4: The Percentage of Students Post-test I**

The highest in post-test cycle I is 75 and lowest is 55. The average score is 64,5 and just 2 students (10%) who success gets score more than 75. It shows that the result of students' listening skill in the post test cycle I is unsatisfactory. Because the criteria of students are succesful in mastering material if a great deal of students who get score of 75 and the class can be said success in achieving the material if 60% of the students in the class get score at least 75.

3. Obeseving

In observation of the observer's action, the action the researcher presented two meetings in cycle I of learning to know and understand the recount text in podcast to improve listening skill. The researchers had explained know characteristic, and what to be used to do the exercise but the students still confused and get difficulty to listen the podcast.

In the second meeting, the researcher giving assignments. In this meeting, the students began enjoy. They also began to be interested in teaching and learning process. In the post test 1, there were 2 of 20 students got good score. Although only 2 students who passed the minimum score, but the result of the students' test was better that the students' pre-test before giving treatment.

The indicators of student activities as follows:

- a) Paying attention by explanation and asking question.
- b) Listening podcast
- c) focus on when the podcast is playing
- d) Doing task related the material

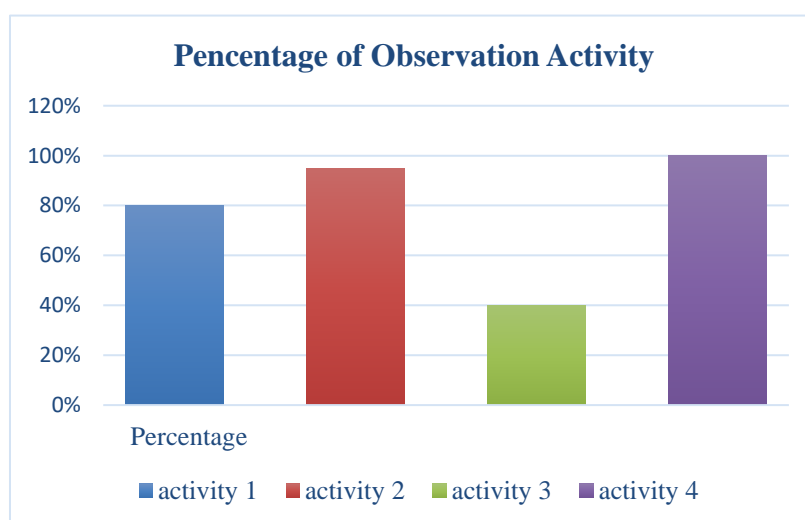
Table 4.7: Student's Learning Activities in Cycle I

No	Name	Indicator				Total
		Activity 1	Activity 2	Activity 3	Activity 2	
1	AAZR		√		√	2
2	ALH	√	√	√	√	4
3	AT	√	√		√	3
4	AHRS	√	√	√	√	4
5	AS	√	√		√	3
6	ATG		√		√	2
7	BTI	√	√		√	3
8	FP	√	√	√	√	4
9	HD		√		√	2
10	KF	√	√		√	3
11	MAM	√	√		√	3
12	MNIS	√	√	√	√	4
13	MNGZ				√	1
14	NRP	√	√		√	3
15	RADP	√	√		√	3
16	RPP	√	√	√	√	4
17	RH	√	√		√	3
18	RAM	√	√	√	√	4
19	VRJ	√	√	√	√	4
20	Z	√	√	√	√	4
	Total	16	19	8	20	63
	Percentage	80%	90%	40%	100%	

Source: The result of learning activity at SMP TMI Roudlatul Quran Metro on February 9th until 10th, 2022.

Table 4.8 : The Percentage of Student's Learning Activities at Cycle I

No	Students activities	Cycle I	
		Frequency	Percentage
1	Paying attention by explanation and asking question	16	80%
2	Listening podcast	19	95%
3	focus on when the podcast is playing	8	40%
4	Doing task related the material	20	100%

**Figure 5: Percentage Activities in Cycle I**

From data above the researcher know that the students is very interest. Many students Paying attention by explanation and asking question there are 80% students pay attention. 95% they enjoy listen the podcast but a little bit students can focus on the podcast. It just 40 % focus on when podcast playing. All students(100%) do the task that

given by the researcher. So it can be conclude from the data above that many students enjoy and interest in the class.

4. Reflecting

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Criteria Minimum of Score of the research yet. At the end of this cycle, the researcher and the collaborator analyzed calculated all the processes like student's pre-test score and the result of student's post-test 1 score.

The comparison between pre-test score and post-test 1 score as follow:

Table 4.9 Comparison among Pre-test and Post-test I in Cycle I

No	Name	Score pre-test	Score post-test I	Improving	Explanation
1	AAZR	65	70	5	Improve
2	ALH	55	60	5	Improve
3	AT	55	65	10	Improve
4	AHRS	60	70	10	Improve
5	AS	55	65	10	Improve
6	ATG	55	65	10	Improve
7	BTI	35	65	30	Improve
8	FP	45	65	20	Improve
9	HD	50	65	15	Improve
10	KF	45	60	15	Improve
11	MAM	45	60	15	Improve
12	MNIS	45	75	30	Improve
13	MNGZ	65	55	-10	decrease

14	NRP	50	60	10	Improve
15	RADP	55	60	5	Improve
16	RPP	45	65	20	Improve
17	RH	65	60	-5	decrease
18	RAM	55	60	5	Improve
19	VRJ	65	75	10	Improve
20	Z	50	70	20	Improve
Total		1060	1290	230	
Average		53	64,5		
Highest		65	75		
Lowest		35	55		

4.10 Comparison of Students Pre-test and Post-test I in Cycle I

Interval	Pre-test	Post-test I	Explanation
≥ 75	0	2	Complete
< 75	20	18	Complete
Total	20	20	

The table and the graphic above showed that the mean score of pre-test score was 53 and average score of post-test I was 64,5 and the mean improvement score was 11,5 point. pre-test and post-test below there were several students achieve target from zero in pre-test to Two in Post-test I. from the indication above many students was improve but not significant. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because still many students not achieve

minimum standart score yet. minimum standart is 70%, but there are several students was achieve target.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I, it caused of giving a subject material was not run well, so some students could not clear to understand the material. Some students were not satisfied because most of the students did not pay attention towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. Therefore, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

c. Cycle II

1. Planing

After I discussed with the collaborator, the implementation in Cycle II would be still focused on the same problems found in Cycle I. To make the teaching and learning process more enjoyable, I would like to improve the podcast and doing some new actions. New materials and topic would also be implemented.

However, some problems in Cycle I would be considered at the implementation in Cycle II. The same way of teaching in Cycle I would be used in Cycle but with some improvement. It was wised that Cycle II would be more interesting for the students in learning listening.

2. Action

The action of Cycle II still consisted of two meetings. There was a break of time between Cycle I and Cycle II. This time was used by the researcher to evaluate the result of Cycle I and to make lesson plans, materials and the tasks for the students. In the first meeting, there was an activity when the researcher reviewed and reminded the materials about recount text. The students were asked to respond about the material and the researcher given game in the of meeting in order to made students more understand about the material. The second meeting, the researcher asked students to answer the questions then revised their own work. The detail of the actions in each meeting was discussed as follows.

a) First Meeting

The first meeting was held on Thursday, February 15th 2022 at 03.30 a.m. until 04.00 a.m. The students were happy that researcher taught them again. The researcher published the media speaker to attract the students to listen to the teacher explanation. The researcher gave feedback about the last material . After doing to the that, The researcher explained again and gave other example but still relate with material. The researcher giving illustrations about the topic being discussed and introduce the the podcast used, the last meeting the researcher give recount text about experience, in this discussion using news and experience topic an example of podcast

entitled “the scientists say risk of heart disease increase after covid 19 infection ” were given to the students.

Then, the researcher asked the students to discuss and identify the podcast and answer the questions there based on the podcast by practicing guiding by the researcher. After they had finished the discussion , the researcher asked some of the students to answer the question. It became a pleasurable activity because many students actively involved in the listening activities. Easily, they were able to identify and answer the questions based on the podcast. Then, the researcher gave game for strengthen the material. This game is to instruct the students make the sentence with use verb two already written by the researcher. In this game the researcher choose who made the sentence with limit time. If the students can answer get the reward or instead. After game the researcher explained again and finish the meeting.

b) Second meeting

The second meeting was held on Wednesday, February 16th, 2022 at 04.00 p.m. until 04.30 p.m.. In this meeting, the students did the task. The researcher played the podcast and gave the question. After they have finished, He asked students to answer the all questions by inviting all students discuss it together. To help the students in memorizing the new vocabulary items, the researcher asked students to write them in their book. All students wrote the

new vocabularies on their book, they looked so enthusiastic in learning English.

Overall listening teaching and learning process could run well. The researcher noticed the students to focus on their discussion. The researcher always moved around and paid attention to all students in the class. In the second meeting the students began active and interested in teaching learning process.

Table 4.11
Score Post-test in Cycle II

No	Name	Score	Explanation
1	AAZR	60	Incomplete
2	ALH	75	Incomplete
3	AT	85	Incomplete
4	AHRS	75	Incomplete
5	AS	75	Incomplete
6	ATG	80	Incomplete
7	BTI	75	Incomplete
8	FP	70	Incomplete
9	HD	75	Incomplete
10	KF	65	Incomplete
11	MAM	80	Incomplete
12	MNIS	70	Incomplete
13	MNGZ	75	Incomplete
14	NRP	65	Incomplete
15	RADP	80	Incomplete
16	RPP	70	Incomplete
17	RH	85	Incomplete
18	RAM	75	Incomplete

19	VRJ	75	Incomplete
20	Z	75	Incomplete
	Highest	85	
	Lowest	60	
	Average	74,5	

Source: The post-test I result at SMP TMI Roudlatul Quran Metro on February 16th, 2022.

TABLE 4.12 Frequency of Students Score in Post-test II

No	Grade	Category	Frequency	Percentage
1	≥ 75	Complete	14	70%
2	< 75	Incomplete	6	30%
TOTAL			20	100%

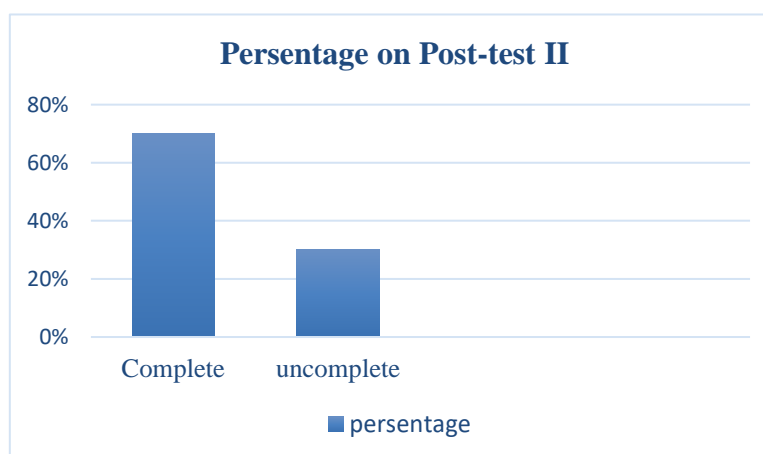


Figure 6: The Percentage of Students Post-test II

The post-test is given to see the students' listening skill in cycle II. The researcher gives the post-test at the end of cycle II. It is done to know whether any significant improvements of students score in this cycle. The table above shows that the result of post-test fulfill the criteria of The Completeness Standard if 70% of 20 students get

score >75 The result of post-test shows that the highest score is 85 and the lowest is 60. The average score is 74,5. It shows that they are succesful in teaching learning process because students get score more than 75.

3. Observation

In observation of the teacher's action, the researcher presented two meetings in cycle II. In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

Table 4.13: Student's Learning Activities in Cycle II

No	Name	Indicator				Total
		Activity 1	Activity 2	Activity 3	Activity 4	
1	AAZR		√	√	√	2
2	ALH	√	√	√	√	4
3	AT	√	√	√	√	3
4	AHRS	√	√	√	√	4
5	AS	√	√		√	3
6	ATG		√	√	√	2
7	BTI	√			√	3
8	FP	√	√	√	√	4
9	HD		√		√	2
10	KF	√	√	√	√	3
11	MAM	√	√		√	3

12	MNIS	√	√	√	√	4
13	MNGZ	√			√	1
14	NRP	√	√	√	√	3
15	RADP	√	√	√	√	3
16	RPP	√	√	√	√	4
17	RH	√	√		√	3
18	RAM	√	√	√	√	4
19	VRJ	√	√	√	√	4
20	Z	√	√	√	√	4
	Total	17	18	14	20	63
	Percentage	85%	90%	70%	100%	

Source: The result of learning activity at SMP TMI Roudlatul Quran Metro on February 15th until 16th, 2022.

Table 4.14 : The Percentage of Student's Learning Activities at Cycle II

No	Students activities	Cycle II	
		Frequency	Percentage
1	Paying attention by explanation and asking question	17	80%
2	Listening podcast	18	90%
3	focus on when the podcast is playing	14	70%
4	Doing task related the material	20	100%

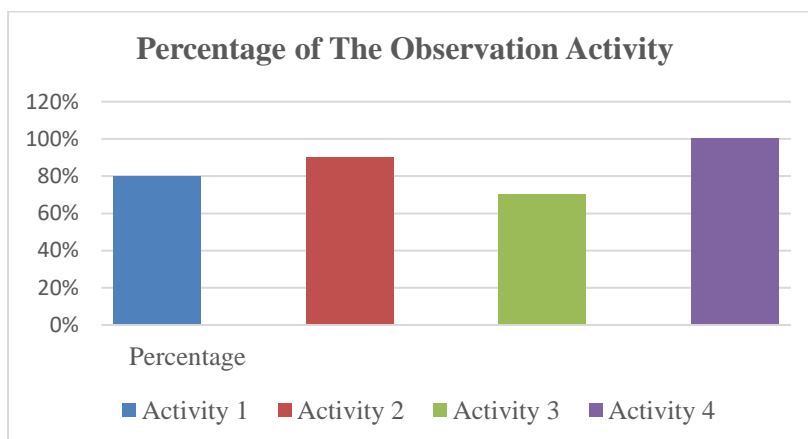


Figure 7: Percentage Activities in Cycle II

From data above the researcher know that the students is very interest. Many students Paying attention by explanation and asking question there are 80% students pay attention. 90% they enjoy listen the podcast and many students can focus on the podcast. In this section,many students more focus there 70% focus on when podcast playing. All students(100%) do the task that given by the researcher. So it can be conclude from the data above that many students more enjoy, interest and focus on when playing podcast in the class.

4. Reflecting

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 4.15 Comparison among Pre-test and Post-test I in Cycle II

No	Name	Score post-test I	Score post-test II	Improving	Explanation
1	AAZR	70	60	-10	Decrease
2	ALH	60	75	15	Improve
3	AT	65	85	20	Improve
4	AHRS	70	75	5	Improve
5	AS	65	75	10	Improve
6	ATG	65	80	15	Improve
7	BTI	65	75	10	Improve
8	FP	65	70	5	Improve
9	HD	65	75	10	Improve
10	KF	60	65	5	Improve
11	MAM	60	80	20	Improve
12	MNIS	75	70	-5	Decrease
13	MNGZ	55	75	20	Improve
14	NRP	60	65	5	Improve
15	RADP	60	80	20	Improve
16	RPP	65	70	5	Improve
17	RH	60	85	25	Improve
18	RAM	60	75	15	Improve
19	VRJ	75	75	0	Improve
20	Z	70	75	5	Improve
Total		1290	1485	195	
Average		64,5	74,5		
Highest		75	85		
Lowest		55	60		

4.16 Comparison of Students Pre-test and Post-test I in Cycle I

Interval	Post-test I	Post-test II	Explanation
≥ 75	2	14	Complete
< 75	18	6	Incomplete
Total	20	20	

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 85 and the lowest score is 60. The average score of post-test II was 74,5. Besides, there are 14 students of the total students completed the criteria minimum of score and 6 students did uncompleted the criteria minimum of score at least 75. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 75. It indicated that the students' writing descriptive text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that podcast Media could improve students' listening skills.

B. Discussion of The Research

The use of the podcast in form recount text was successful in improving the students' listening skill in two cycles. That finding could be inferred from the observations of the teaching and learning process, and the interviews with the

students and the collaborator. Besides, it was also supported by the result of the pre-test and post-test of the students' listening skill. The researcher conducted the pre-test on Thursday, February 8th 2022. In this listening test, the students were asked to do some assignments. The assignment is multiple choice and fill in the blank

The researcher think that teaching by using podcast can improve students listening skills. By using podcast, the students make listening skill easier because the students could ask and enjoy with the situation in classroom. So, it had proved that podcast could be one the interesting media to teaching listening skill.

Meanwhile, the post-test was conducted on Wednesday, November 9th, 2022. The topic of the post-test about experience someone was change to podcast . The students were asked to answer the assignments the same as in the pre-test. There were two assignments in the test. The assignments consisted of checking multiple choices and fill in the blank. To assess the students' listening skill in the post-test, the researcher also made a score table. The researcher had different column for each type of assignments. The students' listening scores in the pre-test can be seen in the Appendix.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choice and fill in the blank which completed for 30 minutes. It was done on tuesday, because this research doing evening February 8th, 2022. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 4.3 the students' no one get 75 from 20 students who follow the research, it showed that most of the students have not passed yet in achieving the Criteria Minimum of Score at least 75.

b. Result of Students Post-Test I Score

In this research, to know the students' listening skill mastery after implementing the treatment the researcher conducted the post-test I. It was done , February 10th, 2022. Based on the table 4.5 the students' average was 64.5. It shown that most of the students have not passed yet in achieved the Criteria Minimum of Score at least 75. In this Cycle there are only 2 students from 20 students passed of the criteria minimum of score. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet

that was only 2 students completed the Criteria Minimum of Score. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choice and fill in the blank which completed for 30 minutes. It was done on Wednesday, February 16th, 2022. Based on the table 28 the students' average were 74,5, it showed that most of the students have achieving the Criteria Minimum of Score at least 75. In this stage, there are 14 students out of 20 or 70% students completed of the criteria minimum of score and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below:

Table 4.17

Comparison among Score Pre-test, Post-test I and Post-test II

No	Name	Score pre-test	Score post-test I	Score post-test II
1	AAZR	65	70	60
2	ALH	55	60	75
3	AT	55	65	85
4	AHRS	60	70	75
5	AS	55	65	75
6	ATG	55	65	80
7	BTI	35	65	75
8	FP	45	65	70
9	HD	50	65	75

10	KF	45	60	65
11	MAM	45	60	80
12	MNIS	45	75	70
13	MNGZ	65	55	75
14	NRP	50	60	65
15	RADP	55	60	80
16	RPP	45	65	70
17	RH	65	60	85
18	RAM	55	60	75
19	VRJ	65	75	75
20	Z	50	70	75
Total		1060	1290	1485
Average		53	64,5	74,5

Table 4.18

Comparison of Students Pre-test, Post-test I and Post-test II

Interval	Pre-test	Post-test I	Post-test II	Explanation
≥ 75	0	2	14	Complete
< 75	20	18	6	Incomplete
Total	20	20		

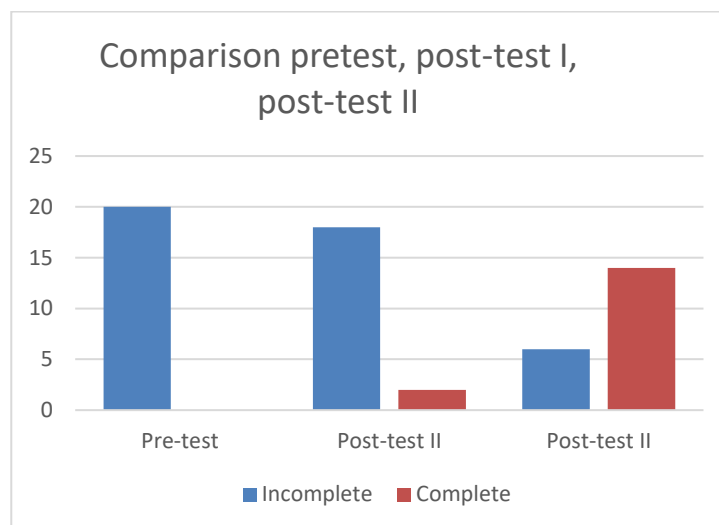


Figure 8: Comparison Pre-test, Post-test I and Post-test II

Based on the table above, in the cycle I from the pre-test to the post-test have progress average score from 53 to 64.5. There is improving about 11.5 points. Then from the cycle II have progress average score from 64.5 to 74.5 there is increasing about 10 point. Moreover, the researcher find that the students get ≥ 75 , from the pre-test no one achieve ≥ 75 in post-test I there are 2 from 20 get 75. From post-test I it can be seen that the students show progress to understand the material. Furthermore, in the next cycle the students have been many understand with material. It can be seen from score who get ≥ 75 there are 14 students from 2 students in previous cycle.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students learning activity can be seen in the table below:

Table 4.19 Observation in Cycle I and Cycle II

No	Students activities	Cycle I		Cycle II	
		Frequency	Percentage	Frequency	Percentage
1	Paying attention by explanation and asking question	16	80%	17	80%
2	Listening podcast	19	95%	18	90%
3	focus on when the podcast is playing	8	40%	14	70%
4	Doing task related the material	20	100%	20	100%

From the table above each cycle, it can be seen that the uses of Podcast can improve the students listening skill. The students understood the material and they were very exited in the following the lesson from cycle I until cycle II. The students' listening skill have improved, it can be seen from their average 53 in pre-test became 64.5 in post-test I, and it improve in post-test II become 74.5. based on the table observation sheet above it could be seen that from the cycle I up to cycle II have improving the students' activity to pay attention and ask some the questions.

Moreover, in the post-test I there was 2 students or (20%) passed the test, the indicator students get score ≥ 75 . Meanwhile, in the post-test II there was 14 students or (70%) passed the test, the indicator students get score ≥ 75 . It means that the students can achieve the target, the target 70% students gain score 75 or more. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score 75 was achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the listening skill could be improved through podcast of the eighth graders at SMP TMI Roudlatul Quran Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre-test is 55.0 to post-test I is 72.4 became 83.1 in post-test II. There were 2 students passed the test at the cycle I. Moreover, in cycle II there were 14 students who get score ≥ 75 . It means that result of cycle II had already achieved the indicator of success that was 70% of the students achieve the criteria minimum of score. The student's activity in the implementation of cycle I and cycle II is very active and satisfied in reading comprehension. It means that podcast can improve the student's reading comprehension. The student's activity in cycle I and cycle II increase.

B. Suggestion

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. To English Teacher
 - a. The teacher should prepare and select in order to appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be

achieved. The teacher should be able to create the enjoyable teaching learning process, such as topic and podcast that easily listen by students.

- b. It is better for the teacher to use podcast in English learning especially in mastering listening skill because it can improve students' listening skill.

2. To the Students

It is suggested to the students to be more active and enjoy in order to learning process in the class able improve their mastery in listening skill so they can success in English learning.

3. To Headmaster

It is advisable for the headmaster to support the English teacher to use podcast in order to learning process because podcast is very useful in the process of English learning listening.

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APPENDIX

KURIKULUM 2013 REVISI

SILABUS PEMBELAJARAN

Sekolah Menengah Pertama (SMP)/

Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

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SILABUS

Satuan Pendidikan	:	SMP N www.ilmuguru.org
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / 1-2 (Ganjil & Genap)
Jumlah Pelajaran	:
Standar Kompetensi (KI)	:	<p>KI- : Menghargai dan menghayati ajaran agama yang 1 dianutnya</p> <p>KI- : Menghargai dan menghayati perilaku jujur, 2 disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</p> <p>KI- : Memahami pengetahuan (faktual, konseptual, 3 dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI- : Mencoba, mengolah, dan menyaji dalam ranah 4 konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4	Penilaian KI 1 dan KI 2 dilakukan melalui pengamatan, penilaian diri oleh peserta didik, penilaian teman sejawat, dan jurnal		
2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, meminta perhatian, mengecek pemahaman,	Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati ✓ Terbiasa atau sering	✓ Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.	serta responnya <u>Masing-masing diajarkan secara terpisah</u> Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman	mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekati hubungan interpersonal dengan siswa (keteladanan).	yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. ✓ Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. ✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. ✓ Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.		menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
4.1	Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Excuse me. Attention, please. Yes, please. Alright., dan semacamnya</i> b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan semacamnya.</i> c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i> d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i>	✓ Mencontoh keteladanan dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.	✓ Sikap: ✓ Observasi terhadap kesungguhan siswa dalam proses		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Unsur kebahasaan</p> <p>(1) Kosakata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this</i>.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan</p>	<p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan</p> <p>Informasi</p> <p>✓ Mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari</p>	<p>pembelajaran di setiap tahapan.</p> <p>✓ Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas</p> <p>✓ Penilaian diri:</p> <p>✓ Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <p>✓ Tertulis mengisi balon teks dengan ungkapan</p> <p>✓ Ungkapan yang telah dipelajari sebelumnya</p> <p>✓ Membuat percakapan berdasarkan kriteria yang diberikan</p> <p>Keterampilan:</p> <p>Unjuk kerja</p> <p>✓ Simulasi dan/atau</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> ✓ Menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. ✓ Secara kolaboratif, berusaha menggunakan bahasa 	<p>bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi:</p> <ul style="list-style-type: none"> ✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) ✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. 		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. ✓ Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) 			

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>interpersonal.</p> <p>✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.2	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan <u>Masing-masing diajarkan secara terpisah</u>	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati ✓ Terbiasa atau sering mendengar dan menyaksikan guru	✓ Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	dengan konteks penggunaannya	Fungsi sosial Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.	dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris.	responnya. ✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.		komunikasi interpersonal/transaksional dengan benar dan akurat
4.2	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Struktur teks a. <i>Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast.</i> , dan semacamnya. b. <i>I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train.</i> , dan semacamnya Unsur kebahasaan (1) Kata kerja bantu modal: <i>can, will</i> . (2) Kosakata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat. (3) Penggunaan nominal singular dan plural secara tepat, dengan	✓ mencontoh kebiasaan dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan	✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. ✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya Sikap: ✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. ✓ Observasi terhadap kepedulian dan		<ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, 	<p>kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> ✓ Penilaian diri pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, termasuk kemudahan dan kesulitannya. <p>Pengetahuan: Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya. 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <p>✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang</p>	<p>Keterampilan: Unjuk kerja</p> <p>✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <p>Observasi:</p> <p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>(a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <p>✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <p>✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>Mengomunikasikan</p> <p>✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan</p>			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas.</p> <p>✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.3	Menerapkan struktur teks dan unsur kebahasaan	Teks lisan dan tulis untuk (a) memberi instruksi, (b)	<i>Masing-masing menggunakan prosedur</i>	✓ Tingkat ketercapaian	8 JP	• Buku Teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya</p>	<p>mengajak, (c) melarang, (d) minta ijin, serta responnya <u>Masing-masing diajarkan secara terpisah</u></p> <p>Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</p>	<p><u>yang sama</u> Mengamati</p> <ul style="list-style-type: none"> ✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekati hubungan interpersonal. ✓ Mencontoh kebiasaan dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris. 	<p>fungsi sosial (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</p> <ul style="list-style-type: none"> ✓ Tingkat kelengkapan dan keruntutan struktur teks (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. ✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. ✓ Sikap santun, peduli, dan percaya diri yang menyertai (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. 		<p>wajib</p> <ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanelish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/e
<p>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Come in, please! Thank you. Put the book on the table, please. Yes, sure.</i>, dan sebagainya</p> <p>b. <i>Let's go! Okay. Come with me! Sorry, I'm busy.</i>, dan sebagainya.</p> <p>c. <i>Don't be late again! Sure, I won't. Don't open it, ok? OK.</i>, dan sebagainya.</p> <p>d. <i>May I use your pen, please? Sure, here you are. May I wash my hands? Certainly.</i>, dan sebagainya.</p>	<p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta</p>	<p>✓ Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <p>✓ Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Unsur kebahasaan</p> <p>(1) Kosakata: <i>please, okay, certainly, sure, sorry, Let's.</i></p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal <i>may</i>.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<p>ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan</p> <p>Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, 	<p>dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <p>Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk (a) memberi instruksi, (b) mengajak, (c) melarang, dan (d) minta ijin <p>Keterampilan:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> ✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya. <p>Observasi:</p>		<p>n/</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</p> <p>✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p>	<p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> ✓ Membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. ✓ Berupaya berbicara 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.4	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya	Teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana <u>Masing-masing diajarkan secara terpisah</u>	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati ✓ Mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa	<p>✓ Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>)</p> <p>✓ Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p>	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional
4.4	Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.	Fungsi sosial Menjaga hubungan interpersonal dengan guru				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.5	<p>Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>dan teman</p> <p>Struktur text</p> <p>a. Menyebutkan tujuan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik Berbagai kegiatan, acara,</p>	<p>Indonesia.</p> <p>✓ Mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb.</p> <p>✓ Memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan</p>	<p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>Sikap: Observasi</p> <p>✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>✓ Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa</p>		<p>dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanelish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.</p> <p>Multimedia: Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). ✓ Membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. ✓ Secara kolaboratif meniru contoh- 	<p>Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan:</p> <p>Tertulis</p> <ul style="list-style-type: none"> ✓ Penggunaan struktur teks dan unsur kebahasaan dalam (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata. <p>Keterampilan:</p> <p>Portofolio</p> <ul style="list-style-type: none"> ✓ Hasil analisis dan masukan melalui kumpulan karya peserta didik dalam bentuk berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik. 		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. ✓ Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, 	<p>Produk</p> <p>Membuat produk</p> <ul style="list-style-type: none"> ✓ undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata. <p>Observasi:</p> <ul style="list-style-type: none"> ✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) ✓ Observasi terhadap tindakan siswa memahami dan menghasilkan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. 		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. ✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. ✓ Membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			(<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.5	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu</p> <p>Fungsi sosial Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb.</p> <p>Struktur teks <i>There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin., dan semacamnya.</i></p> <p>Unsur kebahasaan (1) Ungkapan dengan <i>There ...</i> (2) Kosakata: kata benda,</p>	<p>Mengamati</p> <p>✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>✓ Dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi</p>	<p>✓ Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak.</p> <p>✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang keberadaan orang,</p>	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.st
4.6	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</p> <p>(3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>sosialnya.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <p>✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks,</p>	<p>benda dan binatang dalam jumlah yang tidak tertentu.</p> <p>Sikap: Observasi</p> <p>✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan: Tes tertulis</p> <p>✓ Membaca dan menulis teks yang menuntut pemahaman dan</p>		<p>ate.gov/files/ae/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dsb.</p> <ul style="list-style-type: none"> ✓ Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. ✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, 	<p>kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <p>KETERAMPILAN Unjuk kerja</p> <ul style="list-style-type: none"> ✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. <p>Observasi:</p> <ul style="list-style-type: none"> ✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) ✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang 		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas. ✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang 	<p>keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. ✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. ✓ Membicarakan 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.6	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya	Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum <i>Fungsi sosial</i> Menghargai alam semesta, memberi contoh kebiasaan baik/jelek,	Mengamati ✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau	Kriteria Penilaian ✓ Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. ✓ Tingkat kelengkapan dan keruntutan dalam	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.7	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>membanggakan, dsb.</p> <p>Struktur teks <i>The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Present Tense.</p> <p>(2) Adverbia: <i>always, often, sometimes, never, usually, every ...</i></p> <p>(3) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb</p>	<p>merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>✓ Mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan</p>	<p>menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p>Cara Penilaian:</p> <p>SIKAP Observasi</p> <p>✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>✓ Observasi terhadap kepedulian dan</p>		<p>dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum 	<p>kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <p>✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p>✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran,</p>	<p>KETERAMPILAN Unjuk kerja</p> <p>✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p>Observasi:</p> <p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas. ✓ Membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang 			

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. ✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>rapinya.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.7	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini</p> <p>Fungsi sosial Menjelaskan, memberi alasan, memberi contoh</p>	<p>Mengamati</p> <p>✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang</p>	<p>Kriteria Penilaian</p> <p>✓ Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p>	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.8	<p>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>Struktur teks <i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a meeting.; Be quiet, please. The baby is sleeping.</i> , dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbial: <i>now</i></p> <p>(5) Kata ganti obyek: <i>me, you, him, her, us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural</p>	<p>tindakan, dsb..</p> <p>dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>✓ Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p>✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Cara Penilaian: SIKAP Observasi</p> <p>✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p>		<p>dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan.</p> <p>Topik Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, 	<ul style="list-style-type: none"> ✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini. 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang</p>	<p>KETERAMPILAN Unjuk kerja</p> <p>✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>Observasi:</p> <p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan /kejadian yang sedang dilakukan /berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> ✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.8	Menerapkan struktur teks dan unsur kebahasaan	Teks lisan dan tulis yang menyatakan dan	<u>Masing-masing menggunakan prosedur</u>	Kriteria Penilaian ✓ Tingkat ketercapaian	8 JP	<ul style="list-style-type: none"> Buku Teks wajib

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</p>	<p>menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan <i>Masing-masing diajarkan secara terpisah.</i></p> <p>Fungsi sosial Menjelaskan, memberikan alasan, memberi keteladanan, memberikan klarifikasi</p>	<p><i>yang sama</i> Mengamati ✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p>	<p>fungsi sosial menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. ✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p>		<ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat
4.9	<p>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur teks <i>Why didn't you go to school yesterday? Because I got a very bad flu. Budi was late so he could not get in and follow the flag ceremony. Although it is small, our school will win "The Best School of the Year" trophy because it is very clean. I walk to school but I'm never late., dan semacamnya.</i></p> <p>Unsur kebahasaan (1) Kata yang menyatakan hubungan sebab akibat: <i>Why?, because, so</i> (2) Kata yang menyatakan hubungan kebalikan: <i>although, but</i> (3) Kosakata: kata benda,</p>	<p>✓ Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan</p>	<p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. ✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p> <p>CARA PENILAIAN: SIKAP Observasi ✓ Observasi terhadap kesungguhan, tanggung</p>		<ul style="list-style-type: none"> • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dengan ucapan, tekanan kata, 	<p>jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> ✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, termasuk kemudahan dan kesulitannya</p> <p>PENGETAHUAN Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> ✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. ✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang 	<p>KETERAMPILAN Unjuk kerja</p> <ul style="list-style-type: none"> ✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan. <p>Observasi:</p> <ul style="list-style-type: none"> ✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) ✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, ketika muncul kesempatan, di dalam dan di luar kelas. 		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>(a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dikumpulkan dari berbagai sumber.</p> <ul style="list-style-type: none"> ✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dipelajari dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.9	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat	Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda	<p>Mengamati</p> <p>✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah</p>	<p>KRITERIA PENILAIAN</p> <p>✓ Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang</p>	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	orang, binatang, benda, sesuai dengan konteks penggunaannya .	Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi	lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. ✓ Mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	perbandingan jumlah dan sifat orang, binatang, benda. ✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. ✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. ✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.		menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
4.1 0	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Struktur teks <i>Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger than any other student in the class.; To me, writing is more difficult than reading. Listening is the most difficult. Our library have more books than the community library., dan semacamnya.</i> Unsur kebahasaan (1) Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (2) Perbandingan sifat: <i>as ... as, -er, -est, more ..., the most ...</i> (3) Perbandingan jumlah: <i>more, fewer, less</i> (4) Penggunaan nominal singular dan plural secara tepat, dengan	✓ Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,	✓ CARA PENILAIAN: SIKAP Observasi ✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, 	<ul style="list-style-type: none"> ✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda. <p>KETERAMPILAN Unjuk kerja</p> <ul style="list-style-type: none"> ✓ Simulasi dan/atau bermain peran (<i>role</i> 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p> <p>✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber.</p> <p>✓ Membandingkan</p>	<p><i>play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p> <p>Observasi:</p> <p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. ✓ Berupaya berbicara 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.1 0	<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p>Fungsi sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan</p>	<p>Mengamati</p> <p>✓ Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca</p>	<p>KRITERIA PENILAIAN</p> <p>✓ Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</p> <p>✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang,</p>	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.1 1	Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan	dengan benar. ✓ Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.	binatang, benda dalam teks derriptif. ✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.		dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
4.1 2	Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. Unsur kebahasaan (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i> , dan plural (-s). (2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i> (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata	✓ Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi ✓ Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber,	✓ Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. CARA PENILAIAN: SIKAP Observasi ✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. ✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <p>✓ Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</p> <p>✓ Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda 	<p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis</p> <p>✓ Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang dideskripsikan</p> <ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>✓ Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari</p>	<p>orang, binatang, benda yang telah dibuat.</p> <p>KETERAMPILAN.</p> <p>Unjuk kerja</p> <p>✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda</p> <p>Portofolio</p> <p>✓ Penilaian melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <p>Observasi:</p> <p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). 	<p>menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> ✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. ✓ Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
3.1 1	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, sesuai dengan konteks penggunaannya	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p> <p>Fungsi sosial Melaporkan, menceritakan, menjelaskan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> ✓ Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang 	<p>Kriteria Penilaian</p> <ul style="list-style-type: none"> ✓ Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. ✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di 	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk
4.1 3	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>Struktur teks <i>What did you do after school yesterday? My brother and I went fishing</i></p>				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata kerja dalam Simple Past Tense, Past Continuous Tense</p> <p>(2) Kata sambung: <i>when, while, after, before,</i> dll.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p>Topik Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan</p>	<p>sesuai dengan fungsi sosialnya.</p> <p>✓ Dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan</p>	<p>waktu lampau.</p> <p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p>Cara Penilaian: SIKAP</p> <p>Observasi</p> <p>✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa</p>		<p>rekaman CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> • Contoh interaksi tertulis • Contoh teks tertulis • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	<p>Informasi</p> <ul style="list-style-type: none"> ✓ Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb. ✓ Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. ✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) 	<p>Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis</p> <ul style="list-style-type: none"> ✓ Membaca dan menulis teks yang menuntut pemahaman dan pemaparan yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan /kejadian yang dilakukan/terjadi di waktu lampau. <p>KETERAMPILAN Unjuk kerja</p> <ul style="list-style-type: none"> ✓ Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau. <p>Observasi:</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p>✓ Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p>	<p>✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <p>✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan /terjadi di waktu lampau, ketika muncul kesempatan, di dalam dan di luar kelas.</p>		

	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> ✓ Membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			kebahasaan yang sesuai dengan fungsi sosialnya. ✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. ✓ Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.1 2	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan	Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa Fungsi sosial Melaporkan, meneladani, membanggakan, berbagi	Mengamati ✓ Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan	KRITERIA PENILAIAN ✓ Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	sederhana, sesuai dengan konteks penggunaannya	pengalaman, dsb.	sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	✓ Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i> .		komunikasi interpersonal/transaksional dengan benar dan akurat
4.1	Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.	Struktur text (gagasan utama dan informasi rinci) a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional). Panjang teks: kurang lebih 6 (tiga) kalimat.	✓ Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. ✓ Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.	✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. ✓ Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i> .		• Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
4.1	Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Unsur kebahasaan (1) Kata kerja dalam Simple Past tense, Past Continuous Tense (2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan	Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi ✓ Secara kolaboratif, mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan	CARA PENILAIAN: SIKAP Observasi ✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. ✓ Observasi terhadap kepedulian dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <p>✓ Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</p> <p>✓ Membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman 	<p>kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis</p> <p>✓ Membaca dan menulis teks <i>recount</i> yang menuntut pemahaman dan pemaparan tentang kegiatan, kejadian, dan peristiwa.</p> <p>KETERAMPILAN Portofolio</p> <p>✓ Penilaian melalui karya-karya peserta didik dalam bentuk teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar yang telah dibuat melalui tahap draf, telaah, perbaikan sampai</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang akan disampaikan</p> <ul style="list-style-type: none"> - urutan kejadian secara kronologis, urut dan runtut - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>✓ Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Menalar/Mengasosiasi</p>	<p>menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> ✓ Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. ✓ Kumpulan hasil analisis tentang beberapa teks <i>recount</i> karya peserta didik. ✓ Lembar soal dan hasil tes <p>Observasi:</p> <ul style="list-style-type: none"> ✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) ✓ Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas. 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> ✓ Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</p> <p>✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.1 3	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks	Teks tulis (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>)	<u>Masing-masing menggunakan prosedur yang sama</u> Mengamati	KRITERIA PENILAIAN ✓ Tingkat ketercapaian fungsi sosial (a) pesan	8 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	pesan singkat dan pengumuman / pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya	<i>Masing-masing diajarkan secara terpisah</i>	✓ Mencari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), termasuk yang menggunakan bahasa Indonesia.	singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>).		ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat
4.1	Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.	Fungsi sosial Tindakan dilaksanakan sesuai yang diharapkan.	✓ Mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dari berbagai sumber termasuk internet, buku teks, dsb.	✓ Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>).		• Contoh teks dari sumber otentik
4.1	Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Struktur text (gagasan utama dan informasi rinci) a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti <i>Sorry, I'm in a meeting now. I'll call you back in 10 minutes.; Make sure you lock the gate when you leave.</i> b. Menyebutkan tujuan dari pengumuman/ pemberitahuan (<i>notice</i>) dengan atau tanpa informasi rinci, misalnya <i>The flag ceremony will be held on Monday, 17 August. Attendance is compulsory.; An exam is in progress. Please be quite.</i>	✓ Memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.	✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.		• Sumber dari internet, seperti: - www.dailyenglish.com - http://americaneenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
		Unsur kebahasaan (1) Kosa kata terkait dengan kegiatan,	Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur	✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>).		
				CARA PENILAIAN: SIKAP Observasi ✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kejadian, peristiwa, dan hari penting bagi siswa dan guru</p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab..</p> <p>Multimedia: Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>kebahasaan, antara (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>). ✓ Membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, 	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> ✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), termasuk kemudahan dan kesulitannya.</p> <p>Pengetahuan</p> <ul style="list-style-type: none"> ✓ Tertulis membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk penggunaan struktur teks dan unsur kebahasaan berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya. ✓ Menganalisis penggunaan struktur 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> ✓ Secara kolaboratif meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. ✓ Menganalisis perbedaan dan 	<p>teks dan unsur kebahasaan berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya.</p> <p>Keterampilan: Portofolio</p> <ul style="list-style-type: none"> ✓ Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dibuat peserta didik sesuai fungsi sosialnya sejak tahap draf, edit, perbaikan, sampai hasil terbaik . ✓ Kumpulan hasil analisis dan masukan tentang berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya. <p>Observasi:</p> <ul style="list-style-type: none"> ✓ (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) ✓ Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan (b) 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Membuat lebih banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. ✓ Berupaya berbicara secara lancar dengan ucapan, tekanan kata, 	<p>pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</p>		

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. ✓ Membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
3.1 4	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	Teks naratif, berbentuk fabel pendek dan sederhana Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.	Mengamati ✓ Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. ✓ Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. ✓ Dengan bimbingan	✓ Tingkat pemahaman fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana. ✓ Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel. ✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. ✓ Sikap tanggung jawab, kerjasama, cinta damai,	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet,
4.1 8	Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	Struktur text (gagasan utama dan informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita				

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional</p>	<p>guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <p>✓ Secara kolaboratif, mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <p>✓ Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p>dan percaya diri yang menyertai tindakan memahami isi pesan fabel.</p> <p>Sikap: Observasi</p> <p>✓ Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.</p> <p>✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>✓ Membaca teks yang menuntut pemahaman tentang fabel</p> <p>✓ Menganalisis isi pesan fabel sesuai fungsi sosialnya.</p> <p>KETERAMPILAN</p>		<p>seperti:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>fabel.</p> <p>✓ Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Menalar/Mengasosiasi</p> <p>✓ Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan</p>	<p>Unjuk kerja</p> <p>✓ Membacakan fabel sederhana secara lancar dengan ucapan, tekanan kata, intonasi yang benar</p> <p>Portofolio</p> <ol style="list-style-type: none"> a. Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. b. Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. ✓ Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan 			

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <p>✓ Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
3.1	Memahami fungsi sosial dan unsur kebahasaan dalam lagupesan dalam lagu.	<p>Lagu pendek dan sederhana</p> <p>Fungsi sosial Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca.</p>	<p>Mengamati</p> <p>✓ Menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</p> <p>✓ Berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.</p> <p>✓ Hanya jika memungkinkan semuanya, menyanyikan lagu-lagu tersebut.</p> <p>Menanya</p>	<p>KRITERIA PENILAIAN</p> <p>✓ Tingkat ketercapaian fungsi sosial lagu.</p> <p>✓ Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.</p> <p>✓ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <p>✓ Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu.</p> <p>CARA PENILAIAN:</p>	2 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Contoh lagu dalam CD/VCD/ DVD/kaset • Kumpulan lirik lagu • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/
4.1	Menangkap makna lagu.					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Tulisan tangan</p> <p>Topik Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> ✓ Membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. ✓ Menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. ✓ Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. ✓ Menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> ✓ Membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam 	<p>SIKAP</p> <p>Observasi</p> <ul style="list-style-type: none"> ✓ Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. ✓ Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>PENGETAHUAN Tes tertulis/lisan</p> <ul style="list-style-type: none"> ✓ Membaca pemahaman tentang isi pesan lagu. ✓ Menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya. <p>KETERAMPILAN Observasi:</p>		<p>- http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.</p> <ul style="list-style-type: none"> ✓ Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> ✓ Membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. ✓ Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. ✓ Membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> ✓ Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. ✓ Portofolio ✓ Kumpulan lagu yang ditulis tangan ✓ Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat. ✓ Lembar soal dan hasil tes 		

Kompetensi Dasar		Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			dalam jurnal belajar sederhana dalam bahasa Indonesia.			

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RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : Roudlatul Quran
Mata Pelajaran : Bahasa Inggris
Materi : Mengenal dan menganalisis tentang recount text
Alokasi Waktu : 1 pertemuan 2 jam pelajaran

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar

3. Memahami - pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.1 Memahami penjelasan tentang recount text. 3.2 Memahami apa fungsi recount text dan dan mengetahui tenses apa yang akan digunakan dalam membuat recount text.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.1 mampu menganalisis apa recount text yang diberikan oleh guru 4.2 Mampu membedakan jenis-jenis recount text.

C. Tujuan Pembelajaran

1. Agar siswa dapat menguasai materi tentang recount text

D. Materi Pembelajaran

1. Fungsi sosial

- siswa dapat menganalisis dan dapat menguasai materi recount text

2. Struktur Text

Recount text menggunakan kata kerja lampau dan menggunakan alur waktu mundur

3. Unsur kebahasaan

4. Topik

Tentang pengalaman murid dan guru.

E. Metode Pembelajaran

1. Metode ilmiah

2. CLT

F. Media dan alat

Laptop, speaker, alat tulis dan papan tulis

G. Langkah Langkah Pembelajaran

Pembukaan

Guru memberi salam kepada murid

Guru memperkenalkan diri kepada murid

Murid memperkenalkan diri kepada guru

Isi

Memberikan soal kepada murid-murid

Penutup

Guru memberi salam penutup

Kisi-kisi

NO	Skill	Indicator	No item
	Listening skill	The student can identify the topics of story between native speakers on the above topics.	6
		The student can understand question about time in story tell by native speaker.	1,7,8
		The students can hear carefully about story that tell by native speaker and can uderstand about fill in the blank question.	11,12,13,14,15,16,17,18,19,20
		The students can understand what is done in the story	2,3,9
		The student can undestand conclusion the story tell by native speaker	4,5,10

Pre test

My holiday!

Two weeks ago, my family and I went to the beach. The name of the beach was Jetis Beach. When we got to the beach, we went to the shop to buy some foods and drinks. After getting what we wanted, we continued to explore the beach and played sand. My brothers played and swam in

the beach happily. But, my sister just took photos in the beach while laughing cheerfully. After we were contented playing and swimming In the beach, we took a rest and ready to have lunch. My family and I ordered mendoan and pecel. The food was so delicious Not only that, we ordered young coconuts that so fresh.

Then, we decided to go home because it was getting hot in the beach. When we returned home we were tired but happy because we had so much fun. *(Source by youtube hello mister)*

1. When did the writer have a holiday ?
 - A. **Last two week ago**
 - B. Yesterday morning
 - C. Last Monday morning
 - D. Last Sunday Morning
2. Who just took photos in the beach?
 - A. The writer's brothers
 - B. **The writer's sister**
 - C. The writer family
 - D. The writer
3. What did the writer and family do after getting contented playing and swimming in the beach?
 - A. They went home
 - B. They explored the beach
 - C. **They took a rest and ready to have lunch**
 - D. They took photos
4. What did the writer and family feel after having a holiday?
 - A. **They felt happy**
 - B. They felt sad
 - C. They feit angry
 - D. They feit nothing

5. why did the writer decide to go home?
- A. Because it was so crowded
 - B. Because the writer was tired**
 - C. Because the beach was dirty
 - D. Because it was getting hot in the beach

Vacation

The last semester vacation was an unexpected holiday. Because, I didn't have any vacation schedule. But, my father gave me a surprise. I was very happy and excited to visit my uncle who had not met for two years.

I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we did left at 05.00 pm. The trip that must be taken to Panyabungan was around 13 hours. Along the way, I saw such an amazing view from the bus window.

The next day, we arrived at 08.00 am. I didn't expect them to gather to greet us. On the day, I had to take a rest for freshen my body.

The second day there, I did taken by my uncle to go to the garden to harvest oranges. The location of garden was not far from Uncle's house. Arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs.

The third day, I and uncle went to the river for take a bath. I did amazed to see the water that was so clear. There, I found many people busy to washing and bathing.

The holiday was over, I had to go back to Medan to continue the routine activities. While there, I got a lot of experience and visited family that I had never met before.

Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there.

6. Where are they go vocation?
- A. Beach
 - B. Uncle house**
 - C. Mount
 - D. Museum

7. How many day he stay in uncle house?
- A. 1
 - B. 2
 - C. 3
 - D. 4
8. what time do they go to uncle's house?
- A. 5.00 pm
 - B. 6.00 pm
 - C. 7.00 pm
 - D. 8.00 pm
9. What are they do in river?
- A. Playing football
 - B. Swimming
 - C. **Take a bath**
 - D. Catching fish
10. how do you feel after vacationing at uncle's house?
- A. Angry
 - B. Bad
 - C. Ridiculous
 - D. **Happy**

Lack of Imagination Turns Out to damage the brain

The brain is a vital organ center of human intelligence which consists of billions of nerves. Without realizing it, lack of imagination can actually damage the brain's working system. Imagination can stimulate the brain to think sharper and more active.

Imagination can be trained with various activities such as reading, watching movies, drawing, and other activities that can increase imagination power. Imagination is known to have the potential to deepen understanding by multiplying or broadening the perspective of an event experienced by a person. People who actively use their imagination are visionary and creative thinking people, reported by the National Center of Biotechnology Information (NCBI). The ability of imagination can accelerate learning and improve the performance of all kinds of skills. In fact, Albert Einstein who is famous for his intelligence, said that imagination is more important than knowledge, because he is not limited. Indirectly, lack of imagination makes the brain's working system not run optimally.

Various studies have confirmed that imagination can stimulate the brain's ability to think more sharply. This process can be trained since childhood. Besides being able to increase brain power, both related to creativity and other types of

skills, imagination is also known to help overcome a person's mental disorders. In a study conducted by researchers at the University of Colorado Boulder and the Icahn School of Medicine, it was shown that imagination can be a powerful tool for dealing with fear and anxiety disorders experienced by a person.

Based on this finding, someone who often imagines good for memory and brain work.

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(<https://www.detik.com/edu/detikpedia/d-5829792/kurang-imaginasi-ternyata-bisa-merusak-otak-kok-bisa>)

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP TMI Roudlatul Quran metro
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A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
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KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

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C. Tujuan Pembelajaran

1. Agar siswa dapat menguasai materi tentang recount text

D. Materi Pembelajaran

1. Fungsi sosial

siswa dapat menganalisis dan dapat menguasai materi recount text

2. Struktur Text

Recount text menggunakan kata kerja lampau dan menggunakan alur waktu mundur

3. Unsur kebahasaan

Menggunakan simple past tense

4. Topik

Tentang pengalaman murid dan guru.

E. Metode Pembelajaran

1. Metode ilmiah

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F. Media dan alat

Laptop, speaker, alat tulis dan papan tulis

G. Langkah Langkah Pembelajaran

Pembukaan

Guru memberi salam kepada murid

Guru mengabsen para murid yang hadir

Isi

Guru memberikan materi tentang recount text kepada murid

Guru memberikan contoh tentang recount text kepada murid

Penutup

guru memberikan ice breaking kepada murid

Penguatan kembali materi yang telah disampaikan

Guru memberi salam penutup

Definition of Recount Text

According to Anderson as cited by Ardy Tri Yuniarto, recount is defined as a piece of text that retells occasions intended to give the crowd a depiction of what happened and when it happened.¹ In line with that, according Knapp & Watkins as cited by Riana br. Sianipar et al. Recount text is presented in the earlier chapter of junior high school textbooks. This text is as opening text to be recognized by students to tell an event or experience in the past. The purpose of recount text is to be able to provide information that can entertain readers and listeners to know the topic or content of the discourse or story text.² Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstructs past events that occurred in a sequence and are related in a certain relationship. able to provide information that can entertain readers and listeners to find out the topic or content.

Recount Text Structure

Here are 3 structures in Recount Text.

Orientation

At the beginning, write down the character or characters, the location, and also the time of occurrence. In this section, we introduce and provide information to the reader in order to understand the whole story that we write.

¹ Ardy Tri Yuniarto. "Improving Students' Writing Abilities In Writing A Recount Text By Using Journal Writing Of Class Viii A Students Of Smp N 4 Sleman In The Academic Year Of 2012/2013". English language education department faculty of languages and arts state university of Yogyakarta. 2014.

² Riana br. Sianipar et al. "An Analysis Of Recount Text In English Textbooks Used By Tenth Grade Students". Journal of Languages and Language Teaching. Prima Indonesia University, Indonesia. p-ISSN: 2338-0810. e-ISSN: 2621-1378. Vol.8 , No.2. April 2020. pp. 120-127

Events

In this section, tells the essence of something that happened in the past according to a series of events / events. To indicate a series of events, we can use on the first day, when, on the next day, on our last day, in Sunday morning, and so on.

Re-orientation

conclusion or ending from the experience told. We can also add an impression of the story being written, for example, whether it was a pleasant experience or not. For example: Shortly afterwards, the police stopped the car and both men were arrested. From this sentence we can understand that the police were finally able to arrest the man.

Kind of Recount Text

According Barwick as cited by Aan, Harianto there are different types of recounts with varying levels of language and content according to the audience and purpose.

a. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has individual and emotive remarks and tales added and may appear as an oral story, a letter or a journal section. It is written in the main individual utilizing individual pronouns, I and we. Subtleties of who, what, when, where and once in a while why are incorporated however the arrangement of relating may change..

b. Factual Recount

Text A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video

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B. Kompetensi Dasar

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata	3.1 Memahami penjelasan tentang recount text. 3.2 Memahami apa fungsi recount text dan dan mengetahui tenses apa yang akan digunakan dalam membuat recount text.
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Pembukaan

Guru memberi salam kepada murid

Guru mengabsen para murid yang hadir

Guru mengingatkan Kembali materi yang telah disampaikan

Isi

Guru memberikan soal post test

Penutup

guru memberikan ice breaking kepada murid

Guru memberi salam penutup

KISI KISI

No	Indicator	Kind test	No test
1	Students know what the topic is being delivered	Multiple choice	16
2	Students know the time that has been explained in the text	Multiple choice	12, 14
3	Students know the moral message in the story	Multiple choice	15,20
4	Able to know the content of the story	Multiple choice	11,13,17,18,19
5	Able to analyze the fill in the blank given by the researcher	Fill in the blank	1,2,3,4,5,6,7,8,9,10

Post test

Study Shows Obedience to Wearing Masks Effectively Reduces Covid-19 Cases by up to 53%

One month ago, In a recent study, it was revealed that wearing a mask is the (1).... most effective public health measure in (2).... with Covid-19 and can reduce the incidence by up to 53%.

According to a peer-reviewed study in the British Medical Journal November 18, 2021, (3).... masks, social distancing, and washing hands (4).... effective measures to limit Covid-19 cases. Where wearing a mask is the most effective way.

"(5).... personal and social protective measures, (6).... washing hands, wearing masks, and maintaining (7).... distancing are associated with a reduction in the (8).... of Covid-19." As quoted by Liputan6.com from World of Buzz, Saturday (20/11/2021).

The study (9).... the need to continue to wear masks, maintain social distance and wash hands in (10).... to the vaccine program.

(source by <https://hot.liputan6.com/read/4716126/studi-ungkap-taat-pakai-masker-efektif-tekan-kasus-covid-19-hingga-53>)

Study Shows Obedience to Wearing Masks Effectively Reduces Covid-19 Cases by up to 53%

One month ago, In a recent study, it was revealed that wearing a mask is the single most effective public health measure in dealing with Covid-19 and can reduce the incidence by up to 53%.

According to a peer-reviewed study in the British Medical Journal November 18, 2021, wearing masks, social distancing, and washing hands are effective measures to limit Covid-19 cases. Where wearing a mask is the most effective way.

"Several personal and social protective measures, including washing hands, wearing masks, and maintaining physical distancing are associated with a reduction in the incidence of Covid-19." As quoted by Liputan6.com from World of Buzz, Saturday (20/11/2021).

The study found the need to continue to wear masks, maintain social distance and wash hands in addition to the vaccine program.

Came Late to school

Last monday, I came late to my school because I played playstation untill 2.00 am in the night. Because that I woke up late.

I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

11. Why can he be late for school?
 - A. Help mother
 - B. Play PlayStation**
 - C. Play free fire
 - D. Cooking
12. What clock does he wake up from the bedroom?
 - A. 6.30 P. M**
 - B. 7.30 P. M
 - C. 8.30 P. M
 - D. 10.30 P. M
- 13 Usually he comes to school with?
 - A. Becak
 - B. Cara
 - C. Delman
 - D. Motorcycle**
14. What time did he arrive at the school?
 - A. 7.15 P.m**
 - B. 6.15 P.m
 - C. 5.15 P.m
 - D. 10.15 P.m

15. What does he feel about coming late?
- A. Happy
 - B. Bad**
 - C. Angry
 - D. Betrayal

A Beautiful Day at Jogja

Last two years, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

16. The first place visited by them when in Jogja?
- A. Parangtritis beach**
 - B. Malioboro
 - C. Zoo
 - D. Restaurant
17. Where are they on vacation?
- A. Jakarta
 - B. Jogja**
 - C. Bandung
 - D. Riau
18. What do they do in zoo?
- A. Eat
 - B. Give animals food
 - C. Took picture**
 - D. Sit down

19. What did they feel after going to the zoo?
- A. Tired
 - B. Happy
 - C. Thirsty
 - D. Hungry**
20. What do they feel after going to jogja?
- A. Happy**
 - B. Tired
 - C. Thirsty
 - D. Hungry

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Post test 2

Study Reveals the Risks of Famous Painkillers, What Are the Impacts?

Studies reveal the effects of world-renowned (1)... relievers. What are the effects and which(2) ... are you referring to? A study published in Social Cognitive and Affective Neuroscience lays it out.

Acetaminophen, also known as paracetamol and widely sold under the brand names Tylenol and Panadol, is the(3) of pain reliever in question. According to studies, the drug increases the risk of behavior change, according to a study published in 2020. The study (4).... changes in people's behavior when under the influence of the over-the-counter drug.

Way's research shows that people's affective abilities to(5) and evaluate risk can be impaired when they take acetaminophen. Although the effect may be slight, it is (6).... noting, given that acetaminophen is a commonly used drug in the world.

The study was (7).... with more than 500 college students as participants, Way and team then gave 1,000 mg of acetaminophen at random, some of whom were given only a placebo. Then do the balloon test.

As a result, students who took acetaminophen were associated with an (8).... risk-taking compared to the placebo camp.

"For those who took acetaminophen, as the balloon got bigger and bigger, we believed they had less anxiety and negative emotions about how big the balloon was getting (9).... and the chances of it bursting," the researchers said.

In summary, overall, based on averaging the results across the various tests, the team (10).... that there was a significant relationship between taking acetaminophen and choosing more risk. Kendari is like that. The researcher did not rule out other possibilities from the experiments carried out.

(https://inet.detik.com/science/d-5819836/studi-ungkap-risiko-obat-pereda-nyeri-terkenal-apa-dampaknya?_ga=2.156893179.1175808950.1640669013-1023720186.1636076232)

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As a result, students who took acetaminophen were associated with an increased risk-taking compared to the placebo camp.

"For those who took acetaminophen, as the balloon got bigger and bigger, we believed they had less anxiety and negative emotions about how big the balloon was getting bigger and the chances of it bursting," the researchers said.

In summary, overall, based on averaging the results across the various tests, the team concluded that there was a significant relationship between taking acetaminophen and choosing more risk. Kendari is like that. The researcher did not rule out other possibilities from the experiments carried out.

Visiting My Uncle's Family

Last month, My family and i went to Banyumas which was located in Central Java, Indonesia to visit my uncle family. We went there by father's car. I enjoyed the journey, although it took two days to get there. We were fun, my brother made some jokes all day. My father told us some stones on the way. My mother slept on the back seat.

We are welcomed by happiness. When I saw my parents, they oned because they looked so happy to meet up their families.

The second day, I, my brother, my cousin and my nephew went to Baturaden. That was a favorite tourist spot with beautiful scenery in Purwokerto. We enjoyed local specialty food as culinary. I was so happy to have a chance to take a picture with baddtional musicians, there. In the evening, we were back home.

The third day, my uncle and my aunt had a ceremony called "Nazar", This is traditonal ceremony is usually held when God grants One's wishes, For the last show, we were entertained by "Ebeg". It was traditional art of music and dance. It was fun and entertain. I joined the ceremony enthusiastically and took many picture of it.

Time run so fast because the next day was our last day in the vilage. Finally, we had to go home and brought a love experience from family. (Source by youtube vk's project)

11. What is the topic about?
 - A. **Experience someone**
 - B. Author
 - C. Factual
 - D. Sport
12. Where is the writer holiday
 - A. Solo
 - B. **Banyumas**
 - C. Bali
 - D. Lampung
- 13 What did he doing in batu raden
 - A. **Take a picture**
 - B. Buy a souvenir
 - C. Swimming
 - D. Sleep

14. What is he feel after holiday?
- A. Bored
 - B. Angry
 - C. Embrased
 - D. Happy**
15. When the day the writer doing ceremony?
- A. First day
 - B. Second day
 - C. Third day**
 - D. Tenth day

Visited to pen friend

last weekend, I visited my pen pol's house. His Nome is Anto. There were many activities I did there. In The morning, Anto and i had breakfast. We had tradisional food. I liked it very much.

after breakfast, he took me to the garden behind his house. The garden was very big and beautiful, There is a big bird cage in the garden. there were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and i went to The flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swim in the pool in the backyard. It was so fun I really enjoyed my time with Anto. *(Source by youtube hello mister)*

16. From the text above the writer tell you about?
- A. Experience visit to uncle house
 - B. Experience visit to pen house friend**
 - C. Experience visit to swim
 - D. Experience visit granpa house
17. What the food eat by writer and anto?
- A. Tradisional food**
 - B. France food
 - C. Chinese food
 - D. Fast food
18. When he visit to flower garden?
- A. After breakfast
 - B. After lunch
 - C. After visiting house
 - D. After visiting bird cage**

19. What is he doing after lunch?

A. Sleep

B. Swim

C. Seek the butterfly

D. back hhome

20. What is he feel visiting to his friend?

A. Bad

B. Embrase

C. Bored

D. Happy

Student Name

1. Ahmad Affan ZR.
2. Ahmad Luhfi Hanifianto
3. Ahmad Taufiqurrohman
4. Aldi Hamzah Rafa Saputra
5. Andika S.
6. Athaya Tyo Ghifan
7. Berlian Tarid Ibrahim
8. Fajar Permana
9. Hafiz Darmawan
10. Kenedy Fisar
11. M. Ali Maksum
12. M. Nur Imam Samuri
13. M. Naufal Griffith Dzoki
14. Nabil Rafia Pratama
15. Rakka Aldan D.P.
16. Ridho Permana Putra
17. Risky Hidayatus
18. Rafia Albar M.
19. Vio Riva justin
20. Zeikry

Ahmad Affan ZR.

- | | |
|-------|--------------|
| 1. A | 11.Lack |
| 2. B | 12.Thing |
| 3. C | 13.Oter |
| 4. D | 14.Is |
| 5. C | 15.Persen |
| 6. B | 16.Creative |
| 7. A | 17.Ken |
| 8. A | 18.All |
| 9. C | 19.Einstein |
| 10. D | 20.Childhood |

M. Naufal Griffith Dzoki

- | | |
|-------|--------------|
| 1. A | 11.Lack |
| 2. B | 12.Thing |
| 3. C | 13.Oter |
| 4. D | 14.Is |
| 5. C | 15.Persen |
| 6. B | 16.Creative |
| 7. A | 17.Ken |
| 8. A | 18.All |
| 9. C | 19.Einstein |
| 10. D | 20.Childhood |

Vio Riva justin

- | | |
|-------|-------------|
| 1. A | 11.Lake |
| 2. B | 12.Thin |
| 3. A | 13.Others |
| 4. A | 14.Is |
| 5. B | 15.Person |
| 6. A | 16.Cretive |
| 7. C | 17.Can |
| 8. A | 18.All |
| 9. C | 19.Einstein |
| 10. D | 20.Childhod |

Aldi Hamzah Rafa Saputra

- | | |
|-------|-------------|
| 1. A | 11.Lake |
| 2. B | 12.Thin |
| 3. A | 13.Others |
| 4. A | 14.Is |
| 5. B | 15.Person |
| 6. A | 16.Cretive |
| 7. C | 17.Can |
| 8. A | 18.All |
| 9. C | 19.Einstein |
| 10. D | 20.Childhod |

Ahmad Luhfi Hanifianto

- | | |
|-------|-------------|
| 1. A | 11.Lac |
| 2. B | 12.Think |
| 3. C | 13.Oter |
| 4. D | 14.Is |
| 5. A | 15.Person |
| 6. B | 16.Cretive |
| 7. C | 17.Can |
| 8. C | 18.All |
| 9. D | 19.Einstein |
| 10. D | 20.Childhud |

Ahmad Taufiqurrohman

- | | |
|-------|-------------|
| 1. A | 11.Lac |
| 2. B | 12.Think |
| 3. C | 13.Oter |
| 4. D | 14.Is |
| 5. A | 15.Person |
| 6. B | 16.Cretive |
| 7. C | 17.Can |
| 8. C | 18.All |
| 9. D | 19.Einstein |
| 10. D | 20.Childhud |

Andika S.

- | | |
|-------|-------------|
| 1. B | 11.Lak |
| 2. C | 12.Thin |
| 3. C | 13.Other |
| 4. A | 14.Is |
| 5. C | 15.Person |
| 6. C | 16.Creative |
| 7. C | 17.Can |
| 8. A | 18.All |
| 9. C | 19.Einstan |
| 10. D | 20.Childhud |

Athaya Tyo Ghifan

- | | |
|-------|-------------|
| 1. B | 11.Lak |
| 2. C | 12.Thin |
| 3. C | 13.Other |
| 4. A | 14.Is |
| 5. C | 15.Person |
| 6. C | 16.Creative |
| 7. C | 17.Can |
| 8. A | 18.All |
| 9. C | 19.Einstan |
| 10. D | 20.Childhud |

Rakka Aldan D.P.

- | | |
|-------|-------------|
| 1. A | 11.Lack |
| 2. C | 12.Thin |
| 3. D | 13.Other |
| 4. C | 14.Is |
| 5. A | 15.Persen |
| 6. B | 16.Creative |
| 7. C | 17.Can |
| 8. B | 18.All |
| 9. D | 19.Einstein |
| 10. D | 20.Childod |

Rafia Albar M.

- | | |
|-------|-------------|
| 1. A | 11.Lack |
| 2. B | 12.Thing |
| 3. D | 13.Others |
| 4. D | 14.Is |
| 5. B | 15.Person |
| 6. B | 16.Cretiv |
| 7. B | 17.Can |
| 8. D | 18.All |
| 9. B | 19.Einstain |
| 10. D | 20.Childhud |

Hafiz Darmawan

- | | |
|-------|-------------|
| 1. A | 11.Lake |
| 2. C | 12.Thing |
| 3. D | 13.Other |
| 4. D | 14.Is |
| 5. B | 15.Person |
| 6. A | 16.Cretiv |
| 7. B | 17.Can |
| 8. A | 18.All |
| 9. B | 19.Einstein |
| 10. D | 20.Childhud |

Nabil Rafia Pratama

- | | |
|-------|-------------|
| 1. A | 11.Lake |
| 2. C | 12.Thing |
| 3. D | 13.Other |
| 4. D | 14.Is |
| 5. B | 15.Person |
| 6. A | 16.Cretiv |
| 7. B | 17.Can |
| 8. A | 18.All |
| 9. B | 19.Einstein |
| 10. D | 20.Childhud |

Zeikry

- | | |
|-------|-------------|
| 1. C | 11.Lake |
| 2. C | 12.Thing |
| 3. D | 13.Oter |
| 4. A | 14.Is |
| 5. B | 15.Person |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. B | 18.All |
| 9. C | 19.Einstain |
| 10. D | 20.Childhud |

Fajar Permana

- | | |
|-------|-------------|
| 1. C | 11.Lake |
| 2. C | 12.Thing |
| 3. D | 13.Oter |
| 4. A | 14.Is |
| 5. B | 15.Person |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. B | 18.All |
| 9. C | 19.Einstain |
| 10. D | 20.Childhud |

Kenedy Fisar

- | | |
|-------|-------------|
| 1. A | 11.Lake |
| 2. B | 12.Thing |
| 3. C | 13.Other |
| 4. C | 14.Is |
| 5. C | 15.Person |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. B | 18.All |
| 9. B | 19.Einstain |
| 10. B | 20.Childhud |

M. Ali Maksum

- | | |
|-------|-------------|
| 1. A | 11.Lake |
| 2. B | 12.Thing |
| 3. C | 13.Other |
| 4. C | 14.Is |
| 5. C | 15.Person |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. B | 18.All |
| 9. B | 19.Einstain |
| 10. B | 20.Childhud |

M. Nur Imam Samuri

- | | |
|-------|-------------|
| 1. A | 11.Lek |
| 2. B | 12.Thing |
| 3. C | 13.Other |
| 4. C | 14.Is |
| 5. C | 15.Persen |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. D | 18.All |
| 9. A | 19.Einstain |
| 10. D | 20.Childhud |

21. Ridho Permana Putra

- | | |
|-------|-------------|
| 1. A | 11.Lek |
| 2. B | 12.Thing |
| 3. C | 13.Other |
| 4. C | 14.Is |
| 5. C | 15.Persen |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. D | 18.All |
| 9. A | 19.Einstain |
| 10. D | 20.Childhud |

Risky Hidayatus

- | | |
|-------|-------------|
| 1. A | 11.Lek |
| 2. B | 12.Thing |
| 3. C | 13.Other |
| 4. C | 14.Is |
| 5. C | 15.Persen |
| 6. B | 16.Cretiv |
| 7. C | 17.Can |
| 8. D | 18.All |
| 9. A | 19.Einstain |
| 10. D | 20.Childhud |

Berlian Tarid Ibrahim

- | | |
|-------|-------------|
| 1. A | 11.Lek |
| 2. C | 12.Thing |
| 3. D | 13.Other |
| 4. A | 14.Is |
| 5. B | 15.Persen |
| 6. D | 16.Cretiv |
| 7. D | 17.Can |
| 8. D | 18.All |
| 9. C | 19.Einstain |
| 10. D | 20.Childhud |

M. Naufal Griffith Dzoki

1. Pain	11.A
2. drug	12.C
3. type	13.A
4. measur	14.D
5. understand	15.D
6. worth	16.B
7. condukt	17.A
8. inkres	18.D
9. bigger	19.B
10. concluded	20.D

Vio Riva justin

1. Pain	11.A
2. drug	12.C
3. type	13.A
4. measur	14.D
5. understand	15.D
6. worth	16.B
7. condukt	17.A
8. inkres	18.D
9. bigger	19.B
10. concluded	20.D

Ahmad Affan ZR.

1. Pain	11.A
2. drugs	12.B
3. type	13.A
4. measur	14.C
5. understand	15.C
6. worth	16.B
7. condukted	17.B
8. incresed	18.D
9. bigger	19.B
10. conclud	20.D

Aldi Hamzah Rafa Saputra

1. Pain	11.A
2. drugs	12.B
3. type	13.A
4. measur	14.C
5. understand	15.C
6. worth	16.B
7. condukted	17.B
8. incresed	18.D
9. bigger	19.B
10. conclud	20.D

Zeikry

1. Pain	11.A
2. drugs	12.B
3. type	13.C
4. measured	14.D
5. understand	15.D
6. worth	16.B
7. condukt	17.B
8. increased	18.D
9. bigger	19.B
10. conclude	20.D

Ahmad Taufiqurrohman

1. Pain	11.A
2. drugs	12.B
3. type	13.C
4. measured	14.D
5. understand	15.D
6. worth	16.B
7. condukt	17.B
8. increased	18.D
9. bigger	19.B
10. conclude	20.D

Andika S.

1. Pain	11.A
2. drugs	12.B
3. type	13.B
4. measur	14.D
5. understand	15.A
6. worth	16.B
7. conduc	17.C
8. increas	18.D
9. bigger	19.B
10. conclud	20.D

Athaya Tyo Ghifan

1. Pain	11.A
2. drugs	12.B
3. type	13.B
4. measur	14.D
5. understand	15.A
6. worth	16.B
7. conduc	17.C
8. increas	18.D
9. bigger	19.B
10. conclud	20.D

Berlian Tarid Ibrahim

1. Pain	11.A
2. drugs	12.B
3. type	13.B
4. measur	14.D
5. understand	15.A
6. worth	16.B
7. conduc	17.C
8. increas	18.D
9. bigger	19.B
10. conclut	20.D

Fajar Permana

1. Pain	11.A
2. drugs	12.C
3. types	13.A
4. measur	14.D
5. understand	15.D
6. worth	16.B
7. conducted	17.C
8. increas	18.D
9. bigger	19.B
10. concluded	20.A

Hafiz Darmawan

1. Pain	11.A
2. drugs	12.C
3. types	13.A
4. measur	14.D
5. understand	15.D
6. worth	16.B
7. conducted	17.C
8. increas	18.D
9. bigger	19.B
10. concluded	20.A

Ridho Permana Putra

1. Pain	11.A
2. drugs	12.C
3. types	13.A
4. measur	14.D
5. understand	15.D
6. worth	16.B
7. conducted	17.C
8. increas	18.D
9. bigger	19.B
10. concluded	20.A

Ahmad Luhfi Hanifianto

1. Pain	11.A
2. drugs	12.B
3. type	13.C
4. measur	14.D
5. understand	15.C
6. world	16.A
7. conduc	17.C
8. inkres	18.D
9. bigger	19.B
10. conclut	20.D

Kenedy Fisar

1. Pain	11.A
2. drugs	12.B
3. type	13.C
4. measur	14.D
5. understand	15.C
6. world	16.A
7. conduc	17.C
8. inkres	18.D
9. bigger	19.B
10. conclut	20.D

M. Ali Maksum

1. Pain	11.A
2. drug	12.C
3. type	13.C
4. measur	14.D
5. understand	15.C
6. word	16.B
7. condukt	17.B
8. increased	18.B
9. bigger	19.B
10. conclut	20.D

Nabil Rafia Pratama

1. Pain	11.A
2. drug	12.C
3. type	13.C
4. measur	14.D
5. understand	15.C
6. word	16.B
7. condukt	17.B
8. increased	18.B
9. bigger	19.B
10. conclut	20.D

Rakka Aldan D.P.

1. Pain	11.A
2. drugs	12.B
3. tipe	13.C
4. measur	14.C
5. understan	15.C
6. worth	16.B
7. konduktit	17.A
8. increased	18.D
9. bigger	19.C
10. concluded	20.C

Risky Hidayatus

1. Pain	11.A
2. drugs	12.B
3. tipe	13.C
4. measur	14.C
5. understan	15.C
6. worth	16.B
7. konduktit	17.A
8. increased	18.D
9. bigger	19.C
10. concluded	20.C

Rafia Albar M.

1. Pain	11.A
2. drugs	12.B
3. tipe	13.A
4. measured	14.C
5. understand	15.D
6. word	16.B
7. konduk	17.B
8. increas	18.C
9. bigger	19.B
10. conclud	20.D

M. Naufal Griffith Dzoki

11. Pain	11.A
12. drugs	12.B
13. tipe	13.A
14. measured	14.C
15. understand	15.D
16. word	16.B
17. konduk	17.B
18. increas	18.C
19. bigger	19.B
20. conclud	20.D

Ahmad Taufiqurrohman

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. According	15.C
6. Including	16.A
7. Pisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Addition	20.A

Risky Hidayatus

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. According	15.C
6. Including	16.A
7. Pisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Addition	20.A

Athaya Tyo Ghifan

- | | |
|--------------|------|
| 1. Single | 11.B |
| 2. Dealing | 12.A |
| 3. Wearing | 13.C |
| 4. Are | 14.C |
| 5. According | 15.B |
| 6. Including | 16.A |
| 7. Physical | 17.B |
| 8. Insiden | 18.C |
| 9. Found | 19.D |
| 10. Adition | 20.A |

M. Ali Maksum

- | | |
|--------------|------|
| 1. Single | 11.B |
| 2. Dealing | 12.A |
| 3. Wearing | 13.C |
| 4. Are | 14.C |
| 5. According | 15.B |
| 6. Including | 16.A |
| 7. Physical | 17.B |
| 8. Insiden | 18.C |
| 9. Found | 19.D |
| 10. Adition | 20.A |

Rakka Aldan D.P.

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.C
4. Are	14.C
5. According	15.B
6. Including	16.A
7. Physical	17.D
8. Insiden	18.C
9. Found	19.D
10. Adition	20.A

Ahmad Luhfi Hanifianto

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.C
4. Are	14.C
5. According	15.B
6. Including	16.A
7. Physical	17.D
8. Insiden	18.C
9. Found	19.D
10. Adition	20.A

Aldi Hamzah Rafa Saputra

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.C
5. According	15.B
6. Including	16.A
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Adition	20.C

Andika S.

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.C
5. According	15.B
6. Including	16.A
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Adition	20.C

Berlian Tarid Ibrahim

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. According	15.C
6. Including	16.A
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Adition	20.C

Hafiz Darmawan

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. According	15.C
6. Including	16.A
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Adition	20.C

M. Naufal Griffith Dzoki

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. Acording	15.C
6. Including	16.B
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Addition	20.C

Rafia Albar M.

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. Acording	15.C
6. Including	16.B
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Addition	20.C

Vio Riva justin

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. Acording	15.D
6. Including	16.B
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Addition	20.B

Zeikry

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. Acording	15.D
6. Including	16.B
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Addition	20.B

Fajar Permana

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. Acording	15.D
6. Including	16.B
7. Phisical	17.B
8. Insident	18.C
9. Found	19.D
10. Adition	20.B

M. Nur Imam Samuri

1. Single	11.B
2. Dealing	12.A
3. Wearing	13.D
4. Are	14.A
5. Acording	15.D
6. Including	16.B
7. Phisical	17.B
8. Insiden	18.C
9. Found	19.D
10. Adition	20.B

Ridho Permana Putra

- | | |
|--------------|------|
| 1. Single | 11.B |
| 2. Dealing | 12.A |
| 3. Wearing | 13.D |
| 4. Are | 14.A |
| 5. Acording | 15.C |
| 6. Including | 16.B |
| 7. Phisical | 17.B |
| 8. Insiden | 18.C |
| 9. Found | 19.D |
| 10. Adition | 20.D |

Kenedy Fisar

- | | |
|--------------|------|
| 1. Single | 11.B |
| 2. Dealing | 12.A |
| 3. Wearing | 13.D |
| 4. Are | 14.A |
| 5. Acording | 15.C |
| 6. Including | 16.B |
| 7. Phisical | 17.B |
| 8. Insiden | 18.C |
| 9. Found | 19.D |
| 10. Adition | 20.D |

Nabil Rafia Pratama

- | | |
|--------------|------|
| 1. Single | 11.B |
| 2. Dealing | 12.A |
| 3. Wering | 13.D |
| 4. Are | 14.A |
| 5. According | 15.C |
| 6. Including | 16.B |
| 7. Phisical | 17.B |
| 8. Insiden | 18.C |
| 9. Found | 19.D |
| 10. Adition | 20.D |

Ahmad Affan ZR.

- | | |
|--------------|------|
| 1. Single | 11.B |
| 2. Dealing | 12.A |
| 3. Wering | 13.D |
| 4. Are | 14.A |
| 5. According | 15.C |
| 6. Including | 16.B |
| 7. Phisical | 17.B |
| 8. Insiden | 18.C |
| 9. Found | 19.D |
| 10. Adition | 20.D |

Field Note

Cycle	Note of Students Attitude
Cycle I	<p>Before using Podcast:</p> <ol style="list-style-type: none">1. Most of the students were still confused follow the lesson2. Most of students got difficult to understand3. Most of students were not notice during learning process
	<p>After Using Podcast:</p> <ol style="list-style-type: none">1. The students began interest following the lesson2. The students began understand but they still confused3. The students began active in learning process
Cycle II	<p>After Using Podcast:</p> <ol style="list-style-type: none">1. Most of the students were interest in the learning process2. Most of students were understand the material3. The students more active during in this learning process



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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

Nomor : B-0654/In.28.1/J/TL.00/03/2021
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP TMI ROUDLATUL QURAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

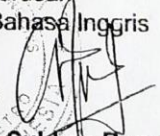
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **MUHAMMAD ARIEF HIDAYAT**
NPM : 1701070125
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING LISTENING ABILITY THROUGH TEXTBOOK
RECORDING AT SMP TMI ROUDLATUL QURAN METRO

untuk melakukan *pra-survey* di SMP TMI ROUDLATUL QURAN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Maret 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014



تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699

NSS : 202126103024

TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125

Email: smptmimetro@gmail.com website: www.Smptmimetro.sch.id, www.pprq.or.id

Nomor : 083/ SMP-TMI RQ/IV/2021

Metro, 16 Juli 2021

Lampiran : -

Prihal : Izin Pra-Survey

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Aamiin.

Berdasarkan surat Lembaga Pendidikan IAIN Metro. Dengan ini Kepala Sekolah SMP TMI Roudlatul Qur'an Metro menerangkan bahwa :

Nama : Muhammad Arief Hidayat

NPM : 1701070125

Program Study : Tadris Bahasa Inggris

Dapat Melaksanakan Observasi Pra-Survey di SMP Tarbiyatul Mu'alimin wal Muallimat Al-Islamiyyah Roudlatul Qur'an Metro.

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih dan agar dapat digunakan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I



IZIN RESEARCH

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0788/In.28/D.1/TL.00/03/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDLATUL
QURAN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0789/In.28/D.1/TL.01/03/2022,
tanggal 10 Maret 2022 atas nama saudara:

Nama : **MUHAMMAD ARIEF HIDAYAT**
NPM : 1701070125
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLATUL QURAN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS LISTENING SKILL THROUGH PODCAST AT EIGHTH GRADE IN SMP TMI ROUDLATUL QURAN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Maret 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699

NSS : 202126103024

TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125

Email: smpmimetro@gmail.com website: www.smpmimetro.sch.id, www.pprq.or.id

Nomor : 108/ SMP-TMI RQ/VIII/2022

Metro, 18 April 2022 M

Perihal : Keterangan Melaksanakan Research

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Amin.

Menindak lanjuti perihal surat tugas dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama : : Muhammad Arief Hidayat

NPM : 1701070125

Semester : X (Sepuluh)

Jurusan : Tadris Bahasa Inggris

Dengan ini memberikan izin, untuk melaksanakan Research di SMP TMI Roudlatul Qur'an Metro dengan judul "IMPROVING THE STUDENTS LISTENING SKILL THROUGH PODCAST AT EIGHTH GRADE IN SMP TMI ROUDLATUL QUR'AN METRO"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr. Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Deny Saputra M. Pd. I



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Arief Hidayat
NPM : 1701070125

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Paraf
	16/2 /6	Revisi Chapter I Chapter II	
	22/2021 /7	Revisi	
	6/8 2021	Revisi Chapter	
	18/21 /7	Revisi Lembar	

Mengetahui

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing

Andianto, M.Pd

NIP. 198711022015031004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Arief Hidayat

Jurusan : TBI

NPM :1701070125

Semester :IX/2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	24/21 12		menambah soal kisi-kisi audio record	
	29/21 19			

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd

NIP. 198711022015031004

Dosen Pembimbing I,

Andianto, M.Pd

NIP. 198711022015031004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksimili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Muhammad Arief Hidayat
NPM :1701070125

Jurusan : TBI
Semester :IX/2021

No	Hari / Tanggal	Pembimbing	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I		
	27/21 /12		menambah soal krisikisi audio record	
	29/21 /18		Be Resuli - -	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

Andianto, M.Pd
NIP. 198711022015031004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan dibawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Muhammad Arief Hidayat
NPM : 1701070125
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana semestinya.

Metro, 23 Mei 2022
Ketua Jurusan TBI

Andjanto M.PD
NIP.198711022015031004

Documentation





CURRICULUM VITAE



Muhammad Arief Hidayat was born in Raman Utara, East of Lampung on November 29th, 1998 and spend his childhood in Seputih Banyak Central Lampung. Ethnically speaking he comes from Javanese family descendant. He is the first child and he have younger sister and younger brother by the couple of Joko Budi Santoso and Marfuatul Istiqomah.

He took him elementary school at SDN 1 Seputih Banyak then, took junior high school at SMP 1 Seputih Banyak. After Having Graduated from junior high school, he continued the study at SMA 1 Seputih Banyak and finished the study in 2017. Furthermore, he graduated from senior High school, he decided choose IAIN Metro to continue the study.