

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENT'S PRONUNCIATION PROBLEMS OF  
ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE OF  
SMA N 1 KIBANG EAST LAMPUNG**

**BY:**

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**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1441 H/ 2019 M**

AN ANALYSIS OF THE STUDENT'S PRONUNCIATION PROBLEMS OF  
ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE  
OFSMA N 1 KIBANG EAST LAMPUNG

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

By:  
BOWO IMANOLA  
Student Number 1501070233

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Sponsor : Drs. Kuryani, M.Pd,  
Co. Sponsor : Ahmad SubhanRoza, M.Pd.

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO  
1441 H / 2019 M



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**NOTIFICATION LETTER**

Number : -  
Appendix : 1 (One) Bundle  
Matter : In order to hold the Munaqosyah of Bowo Imanola

To The Honorable,  
The Head of Tarbiyah Faculty  
State Institute of Islamic Studies  
(IAIN) of Metro

*Assalamua'alaikumWarahmatullahiWabarakatuh*

We have given guidance and enough improvement to research thesis script which is written by:

Name : Bowo Imanola  
Student Number : 1501070233  
Faculty : Tarbiyah  
Department : English Education  
Title : An Analysis of The Student Pronunciation of English  
Fricative Consonants at The Eleventh Grade Of Sma N 1  
Kibang East Lampung

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

*Wassalamu'alaikumWarahmatullahiWabarakatuh*

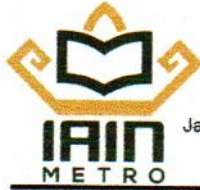
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**APPROVAL PAGE**

The Title : An Analysis of The Student Pronunciation of English Fricative  
Consonants at The Eleventh Grade Of Sma N 1 Kibang East  
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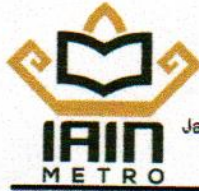
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**NOTA DINAS**

Number :  
Appendix :  
Matter : In order to hold the Munaqosyah of Bowo Imanola

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to the research which is written by:

Name : Bowo Imanola  
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Fricative Consonants at The Eleventh Grade Of Sma N 1  
Kibang East Lampung.

It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No. B-3876/11-28-1/D/PP-00-9/11/2019

An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENT'S PRONUNCIATION PROBLEMS OF ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE OFSMA N 1 KIBANG EAST LAMPUNG 2019/2020, written by Bowo Imanola, student number 1501070233, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 11<sup>th</sup> October 2019 at 11.00 – 01.00 am.

**BOARD OF EXAMINERS**

Chairperson	: Drs. Kuryani, M.Pd	(.....)
Examiner I	: Dr. Widhiya Ninsiana, M. Hum	(.....)
Examiner II	: Ahmad Subhan Roza, M.Pd	(.....)
Secretary	: Yeni Suprihatin, M.Pd	(.....)



The Dean of Tarbiyah and Teaching Training Faculty



**Dr. Alfa, M.Pd**

1988082000032005

**AN ANALYSIS OF THE STUDENT' SPRONUNCIATION PROBLEM OF  
ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE OF  
SMA N 1 KIBANG EAST LAMPUNG 2019/2020**

**ABSTRACT**

**By**

**BOWO IMANOLA**

This research has aim to investigate the student problem, the farctor, and the solution in pronouncing fricative consonant among eleventh grade of SMAN 1 Kibang East lampung the researcher conduct this research base on the students phenomena

The method of this research is qualitative research method. The Primary source this research are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. The tecniques of collecting the data observation, documentation, interview and field note.

The result of this research are that, based on all of explanation above, it can be concluded that the students' greatest problem student in pronouncing fricative consonants lies in the problem in pronouncing fricative consonants [f] and [v]. The seventh dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [j] and [z] with 57%. Based on the analysis result of theory and interview result, it is interpreted that the students should learn more and practice the fricative consonant regularly

***Keywords: pronunciation, problems, factors, solutions***

**KAJIAN PERMASALAH PELAFALAN SISWA BAHASA INGGRIS KELAS  
SEBELAS DI SMA N 1 KIBANG LAMPUNG TIMUR**

**ABSTRAK**

**Oleh**

**BOWO IMANOLA**

Penelitian ini bertujuan untuk menyelidiki masalah siswa, faktor, dan solusi dalam pelafalan desah di antara kelas sebelas SMAN 1 Kibang Lampung Timur. Peneliti melakukan penelitian ini berdasarkan fenomena siswa.

Metode penelitian ini adalah metode penelitian kualitatif. Sumber utama penelitian ini adalah bahan asli yang menjadi dasar penelitian. Itu adalah kesaksian atau bukti langsung mengenai suatu topik yang sedang dipertimbangkan. Teknik pengumpulan data observasi, dokumentasi, wawancara dan catatan lapangan.

Hasil dari penelitian ini adalah bahwa, berdasarkan semua penjelasan di atas, dapat disimpulkan bahwa siswa masalah terbesar siswa dalam melafalkan desah terletak pada masalah dalam melafalkan kata desah [f] dan [v]. Faktor dominan ketujuh yang menyebabkan masalah siswa dalam melafalkan suara desah adalah penggantian [j] dan [z] dengan 57%. Berdasarkan hasil analisis teori dan hasil wawancara, ditafsirkan bahwa siswa harus belajar lebih banyak dan berlatih konsonan frikatif secara teratur.

***Kata kunci: pengucapan, masalah, faktor, solusi***



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : BOWO IMANOLA  
Student Id : 1501070233  
Study Program : English Education Study Program (TBI)  
Faculty : Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, October 16<sup>th</sup> 2019  
The Researcher



**BOWO IMANOLA**  
1501070233

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Bowo Imanola  
NPM : 1501070233  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 16 Oktober<sup>th</sup>2019  
Yang Menyatakan,



**Bowo Imanola**  
1501070233

## MOTTO

فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ ﴿٤٣﴾

**“maka bertanyalah kepada orang yang mempunyai pengetahuan jika kamu tidak mengetahui.”**

**(Q.S. An-Nahl: 43)**

**“The knowledge without experience is nil,  
the experience without knowledge is blind”**

## DEDICATION PAGE

**This undergraduate thesis is especially dedicated to:**

*My beloved parents, Mr. Sugeng, Mrs. Sominah*

*And my sister Ely Yulinda sari*

*who always support me by their endless love*

*My lovely brothers,*

*M Adi Saputra, Andri P, Ardan A, Ahmad A, Bima k, Bagus*

*Ragil, Bagus Bhakti, Bandiono, Danang S, Diki K, Julianto,*

*Misbahul Munir, Nur Rohman, Putra S, Reza A, Reza S,*

*Rio A, Rudi A, Tri Wahyudi, Vio Fajar I*

*who have given wonderful motivation for me*

*My beloved lectures of English Departement of State Institute*

*for Islamic of Metro, Lampung*

*My beloved almamater*

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

This an undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Department entitled: “AN ANALYSIS OF THE STUDENT’S PRONUNCIATION PROBLEMS OF ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG”

The writer would like to express his gratitude to the sponsor, Drs. Kuryani M.Pd, and the co-sponsor, Ahmad Subhan Roza, M.Pd. who have sincerely guided the writer to accomplish this proposal in time.

Finally, the writer realizes that this thesis is far for perfect. At last, she hopes that the result of the research will give significant contribution in teaching learning English in IAIN METRO.

Metro, October 16<sup>th</sup> 2019

The writer,  
  
**BOWO IMANOLA**  
**NPM.1501070233**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is an international language that is used to communicate in the globalization era. English implementation is very beneficial in fulfillment of needs both verbally and in writing in all aspects of life which cover the fields of education, economics, politics, social culture, and security. In Indonesia English is a foreign language that has not been obtained by Indonesian people since the time of birth. In the daily life, Indonesian people do not intersect with English in their daily communication patterns.

In addition, English teaching plays an important role that should be done in formal and informal institutions. Teaching English is a very meaningful effort that aims not only to transfer English knowledge but also to familiarize language learners to communicate using English in their daily lives. Teaching English includes four language skills which include listening, speaking, reading and writing.

Furthermore, English in Indonesia is a foreign language that is not obtained by Indonesian society since the time of birth. Therefore, English must be taught both in formal or non-formal institutions. English teaching is a valuable effort that aims not only to transfer English knowledge but also to familiarize language learning to use English to communicate in the

life of daily English both orally and in writing. English teaching covers four skills that include of listening, reading, speaking, and writing.

Moreover, as one of the language skills, speaking is the most used aspect of language for most people. A person who speaks a foreign language has no time to correct themselves – once the words have been spoken, they are out there, right or wrong. Speaking to other people who are fluent in the language is the only way to get better and practice in this field really does make perfect.

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in specific dialect, or simply the way a particulate individual speaks a word or language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the duration of the cultural exposure or their childhood, the location of their current residence, speech or voice disorder, their ethnic group, their social class, or their education.

English pronunciation mastery is very important in the process of transfer through oral activities with the application of proper English. Listeners can understand the contents of messages and conversations without any understanding. better, the ability to read phonetic symbols correctly will also help the speaker to apply the concept of pronunciation of each word correctly.

In addition, one of the consonant kinds is fricative consonant. Fricative consonant is consonant produced by forcing air through a narrow channel made by placing two articulators close together.

Categories of fricative consonant, in fricative consonant there are five kinds of labiodental fricative, alveolar fricative, palatal fricative, dental spirant. And counterpart. And the writer give the example from fricative consonant : [f] (familiar) , [v] (live) , [s] (Sun), [ʃ] (Pension), [z] (zoo), [tʃ] (tuesday), [dʒ] (gentle), [ʒ] (pleasure), [θ] (thing), [ð] (clothes).

However, pronunciation is not an easy thing. There are many difficulties experienced by the non-native speakers in reciting words in English. They get influence from the dominant mother tongue so that the pronunciation process is very rigid. Most non-active speakers also do not understand the concept of reciting the words of English with action that can be said. In addition, they also find it difficult to apply the concept of pronunciation correctly because of the limited number of partners who donate the intensity of practice to speak. Other problems are lack of motivation, and lack of confidence to recite English words constantly.

Related to the pronunciation problems above, the researcher had conducted a pre-survey to find out the ability of student pronunciation Senior High School 1 Kibang. In line with the speaking problems above, the researcher conducted a pre-survey that was done on March 21<sup>th</sup> 2019 at SMAN 1 Kibang. Pre-survey was conducted to find out students' problems in Pronunciation English.



it is known that most students have inadequate consonants pronunciation mastery because 100 % students have fair criteria on their consonant pronunciation students of the eleventh grade at SMAN 1 Kibang have problems in consonant pronunciation since they have low intensity of vocabulary input containing sound examples with correct consonant pronunciation.

In addition, the student of the eleventh grader at SMAN 1 Kibang have difficulty in pronouncing fricative consonant. Consonant is one of a class of speech sounds that are enunciated by constricting or closing one or more points of the breath channel. Consonant sound are sounds whose articulation involves the contact of the the organs of speech. This means that when people produce consonant sounds, the speech organs (lips, teeth, tongue, alveoral ridge, hard palate, soft palate ) make contact with each other.

Based on the whole illustration above, it can be concluded that the letters pronunciation factors of fricative consonants play an important role in the speaking ability of students. Factors in reciting fricative letters that can hamper students 'speaking abilities should be minimized in order to improve or improve students' speaking abilities. In this case, the researcher will analyze the students'' will analyze fricative consonants in student pronunciation at the eleventh grade in SMAN 1 Kibang. Therefore researchers will conduct qualitative research entitled "An Analysis of the

Student's Problems Pronunciation of English Fricative Consonants at The Eleventh Grade of SMAN 1 Kibang East Lampung.”

## **B. Research Question**

The researcher formulated the research questions as follows:

1. What are the students' problems in pronouncing of English fricative consonant among the Eleventh Grade of SMAN 1 Kibang East Lampung?
2. What factors do become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung?
3. How to solve the students' problems in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung?

## **C. Objective and Benefits of the Study**

### 1. Objective of the Study

Based on the research questions above, the research objectives are as follows:

- a. To investigate the students' problem in pronouncing the fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung.
- b. To know the factors that became the problem in pronouncing fricative consonant among the Eleventh Graders at SMAN 1 Kibang East Lampung.

- c. To investigate the solution to solve the students' problem in pronouncing of English fricative consonants among the eleventh grade at SMAN 1 Kibang East Lampung.

## 2. Benefits of the Study

### a. Theoritically

This research is expected to have benefits not only for researchers but also for students , English teachers and The headmaster SMAN 1 Kibang.

#### 1. For the students

As the actual phenomena that provides the students better understanding about the pronunciation of english fricative consonants.

#### 2. To the English teachers of SMAN 1 Kibang

As the information for English teacher in getting better understanding of how far factors do become the barriers in pronouncing fricative consonants among the eleventh grade of SMA N 1 Kibang East Lampung.

#### 3. To the headmaster of SMA N 1 Kibang

As the information for the headmaster to find out how to solve the students difficulties in pronunciation of English fricative consonants at the eleventh grade of SMA N 1 Kibang East Lampung.

b. Practically

This research hopefully will be useful in the education and the research it is hoped that by providing this research, the next research will information and foundation in pronunciation

**D. Prior Research**

This research will be conducted by considering several previous studies those are as follows :

The first prior research is carried out by Lorin F. Wilde with the research title "Analysis and Synthesis of Fricative Consonants".<sup>1</sup> Language skill studied in the first prior research is speaking. The first prior research concerns on the analysis of fricative consonants in the pronunciation. Research method used in the first prior research is a qualitative research method. The first prior research sample at department of electrical engineering and computer science

The first prior research has similarities and differences with this researcher. The similarity between the prior art research and this research is about the language skills studied. That is related to the analysis of fricative consonants in speaking. Another similarity is in the form of equation research methods, namely qualitative research method. While the

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<sup>1</sup> Lorin F. Wilde, "Analysis and Synthesis of Fricative Consonants" (Cambridge: Massachusetts Institute of Technology, 1995), 51

differences between the first prior research. That is the difference in the place of research, the time of the researcher, and the class studied by the researcher.

The difference made by the first previous study was that researchers conducted research in the department of electrical engineering and computer science, examining 360 respondents.

The second prior research was conducted by Anggi Kharismayuda Guntari entitled “Sundanese Students’ Production of English Dental Fricative Consonant Sounds”.<sup>2</sup> The language skill studied in the second prior research is speaking. The second prior research analyzes Fricative Consonants in Pronouncing research methods used in the second prior research is a qualitative research method. Samples from the prior second research exist from the Sundanese students of Universitas Gadjah Mada.

The second prior research has similarities and differences with this researcher. The similar between the first prior research and this research is about the language skills studied. That is related to the analysis of fricative consonants in speaking. Another similar is in the form of equation research methods, namely qualitative research method. Whereas, the difference between the second prior research is the difference in the

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<sup>2</sup> Anggi Kharismayuda Guntari, “Sundanese Students’ Production of English Dental Fricative Consonant Sounds” (yogyakarta: Lexicon 2. No 1.(2013)75

place of research, the time of the researcher, and the class studied by the researcher.

The differences made by the second prior research that conducted research Universitas Gadjah Mada, the author examined the Sundanese students of Universitas Gadjah Mada.

The third prior research was conducted by Dedy Kurniawan with the research title “The Error Analysis of The Pronunciation of Dental Fricative consonants ( $\theta/\delta$ ) by The Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University”.<sup>3</sup>The language skill studied in the third prior research is speaking. The third prior research analyzes Fricative Consonants in Pronouncing research methods used in the second prior research is a qualitative research method. Samples from the prior third research exist from 120 students of Sriwijaya University.

The third prior research has similarities and differences with this researcher. The equation between the third prior research and this research is about the language skills studied. That is related to the analysis of fricative consonants in speaking. Another equation is in the form of equation research methods, namely qualitative research method. Whereas, the difference between the third prior research is the difference in the

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<sup>3</sup> Dedy Kurniawan, “The Error Analysis of the Pronunciation of Dental Fricative consonants ( $\theta/\delta$ ) by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University” *Palembang: Journal of English Literal Education* 3, no.2 (2016): 22.



place of research, the time of the researcher, and the class studied by the researcher. The differences made by the third prior research that was conducted at Sriwijaya University, the author examined the 120 students.

Based on all prior research that has been done by several researchers previously related to Fricative Consonant analysis in pronunciation. The researcher in this case will use the research as material for consideration by examining the comparison of steps in analyzing the Fricative Consonant in student pronunciation. Therefore the researcher will take the point of view as one of the researchers who benefited from some of the prior research.

Based on the description of prior research above, the writer plans to conduct qualitative research to analyze the pronunciation of fricative consonants in different samples, namely in SMAN 1 Kibang in order to analyze the difficulties of students in the pronunciation of the English fricative consonant at SMAN 1 Kibang. In addition, the authors also will analyze the factors that become barriers in pronouncing the fricative consonants at SMAN 1 Kibang. The writer will also examine how to solve the difficulties of student difficulties in the English pronunciation of fricative consonants at SMAN 1 Kibang.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. GENERAL DESCRIPTION

##### 1. The Concept of Pronunciation

###### a. The nature of pronunciation

Pronunciation is the manner in which speech sounds, especially connected sequences, are articulated by individual speakers or by speakers generally.<sup>4</sup> It means pronunciation is the way in which speech sounds when voiced, especially the connected sequence, can be articulated by individual speakers or by speakers in general.

Pronunciation is essentially a one-on-one activity and can be quite time-consuming.<sup>5</sup> Pronunciation is basically an activity that is done one on one and is quite time consuming.

Pronunciation is to build a new set of boxes corresponding to the sound of English, and break down the arrangement of boxes which the habits of our native language strongly built up.<sup>6</sup> It means that pronunciation is a way of building a new set of boxes that is in harmony with the sound of English, and breaking up the

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<sup>1</sup> R . L . Trask, *A Dictionary of Phonetics and Phonology* (New York: Routledge, 2006), 304.

<sup>2</sup> Maiga Chang, *Learning Culture and Language Through* (New York: Information Science Publisher, 1974), 212

<sup>6</sup> J. D. O'Connor, *Better English Pronunciation* (British: University, 1967), 3

arrangement of boxes that are the habits of the original language that we have built.

**b. The components of ideal pronunciation**

The teacher's role in making learners aware of pronunciation is very important. There isn't any salt on the table. First of all there are the sounds, these are two types, vowels and consonants. Vowel and consonant perform different functions in the syllable. Each syllable has vowel at its centre and consonants 'surround' the vowel, preceding it and cutting it off. As we see from the word 'any', it is also possible to have a syllable with just a vowel.<sup>7</sup> It's mean that the components of pronunciation have two kind vowel and consonant

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<sup>7</sup>Joanne Kenworthy, *Teaching English Pronunciation*(New York: Longman, 1987), 9.

### c. The assesment of pronunciation

To measure students' pronunciation mastery, the researcher will use the pronunciation rubric as follows :<sup>8</sup>

No	Criteria	Point	Note
1	Words are unintelligible.		
2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.		
3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.		
4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.		

No	Assesment for Pronunciation	
	Criteria	Point
1	Excellent	4
2	Good	3
3	Fair	2
4	Bad	1

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<sup>8</sup>Cyril J. Weir, *Language Testing and Validation An Evidence-based Approach*(New York : Pgrave Macmillan Press, 2006), 196.

## 2. The Concept of Fricative Consonant

### a. The nature of consonant

Consonants is In phonetics, a segment whose articulation involves a significant obstruction to air flow in the vocal tract. In phonology, a segment which occupies a syllabic margin.<sup>9</sup>In my opinion Consonant is a segment whose very articulation involves significant obstruction of airflow in the vocal tract. In phonology, and a segment that occupies a syllable margin

Consonant is the general term that refers to a class of sounds where there is obstruction of some kind (i.e., complete blockage, or constriction) to the flow of pulmonary air. As it was mentioned earlier.<sup>10</sup>It means that Consonant is a common language that leads to a class of sounds where there is a kind of blockage (eg, complete blockage, or narrowing) of pulmonary air flow.

Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing.<sup>11</sup>Consonant sounds can be voiced or not voiced. It is possible to identify many consonant pairs that are basically the same except for the element of voicing.

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<sup>9</sup>Maiga Chang, *Learning Culture and Language Through* (New York: Information Sciene, 1974), 87.

<sup>10</sup>Parviz Birjandi Mohammad and ali Salmani Nodoushan, *An Introduction to Phonetic* (Iran: Zabankadeh Publications, 2005), 51.

<sup>11</sup>Gerald Kelly, *How to Teach Pronunciation*(England: Pearson Education, 2000), 5.

**b. Kinds of consonant**

Consonant has several kinds, as follows:<sup>12</sup>

**1. Plosives**

Plosive sounds are made by forming a complete obstruction to the flow of air through the mouth and nose. The first stage is that a closure occurs. Then the flow of air builds up and finally the closure is released, making an explosion of air that causes a sharp noise.

**2. Fricatives**

A fricative is the type of consonant that is formed by forcing air through an arrow gap in the oral cavity so that a hissing sound is created.

**3. Affricates**

An affricate is a plosive immediately followed by a fricative in the same place of articulation.

**4. Nasals**

A nasal consonant is a consonant in which air escapes only through the nose. For this to happen, the soft dorsal part of the soft palate is lowered to allow air to pass it, whilst a closure is made somewhere in the oral cavity to stop air escaping through the mouth.

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<sup>12</sup>*Ibid*



## 5. Approximant

An approximant is a consonant that makes very little obstruction to the airflow. Approximants are divided into two main groups: semivowels (also called glides) and liquids.

## 6. Lateral

To produce a lateral sound, air is obstructed by the tongue at a point along the centre of the mouth but the sides of the tongue are left low so that air can escape over its sides. In fact, the tongue is strongly flexed and the air is forced through a narrow oval cavity, producing a hushing sound.

Based on the explanation above, the researcher focuses on fricative consonants because the researcher had investigated some problems in eleventh grade students at SMA N 1 Kibang in pronouncing letters in a word containing Fricative Consonant elements.

### c. **The nature of fricative consonant**

Fricative consonants as well as words and sentences based on vowel classification as samples. The experiments made it clear that both students and teachers Considered that Some synthetic voices have the same quality as human voices.<sup>13</sup> It means that Consonant frikatif and words and sentences based on the form of vocal classification as a benchmark sample. Experiments explain to

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<sup>13</sup>Maiga Chang, *Learning Culture and Language Through* (New York: Information Sciene, 1974), 230.

students and teachers that some synthetic sounds have the same quality as human voices.

Fricative consonants occur when two vocal organs come close enough together for movement of air to be heard between them.<sup>14</sup> It means that the fricative consonant will occur when two vocal organs are so close that air movement can be heard between them.

Fricative consonants result from a narrowing of the speech canal that does not achieve the full closure characteristic of the occlusive.<sup>15</sup> It means that the fricative consonant is a form of narrowing of the speech channel which is difficult to achieve full closing characteristics of occlusives.

#### **d. Kinds of Fricative Consonants**

In fricative consonants have many kinds, as follows:<sup>16</sup>

##### 1. Labiodental fricative

The utterance with the lower lip is brought close to the upper teeth, sometimes even grazing the teeth with the outer surface, or with the inner surface, in this case giving a slightly creepy sound. The example of labiodental fricative are :

[f] and [v]

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<sup>14</sup>Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education, 2000), 59.

<sup>15</sup> Parviz Birjandi Mohammad and ali Salmani Nodoushan, *An Introduction to Phonetic*(Iran: Zabankadeh Publications, 2005), 35.

<sup>16</sup>*Ibid*

Sound Symbol of Fricative	Example	Phonetic Symbol
[f]	Familiar	fə'mɪlɪə(r)
[v]	Live	lɪv

## 2. Alveolar fricative

Ways are produced by bringing the tip of the tongue closer to the alveolar back. The example of alveolar fricative :

[s], [ʃ] and [z]

Sound Symbol of Fricative	Example	Phonetic Symbol
[s]	Sun	sʌn
[ʃ]	Pension	'pɛnʃn
[z]	Zoo	zu:

## 3. Palatal fricative

Is a way of pronouncing with the body of the tongue forming a groove and approaching the hard ceiling. The example of palatal fricative are :

[tʃ] and [dʒ]

Sound Symbol of Fricative	Example	Phonetic Symbol
[tʃ]	Tuesday	'tʃu:zdeɪ
[dʒ]	Gentle	dʒɛntl

## 4. Counterpart

Riction and friction develop from tense articulation. When articulation is weak, resonance, and thus becomes a spirant. The example of counterpart is :

[ʒ]

Sound Symbol of Fricative	Example	Phonetic Symbol
[ʒ]	Pleasure	'plɛʒə(r),

## 5. Dental spirant

The tip of the tongue is held close to the upper teeth, either behind it (teeth) or just below it. The example of dental spirant are :

[θ] and [ð]

Sound Symbol of Fricative	Example	Phonetic Symbol
[θ]	Thing	θɪŋ
[ð]	clothes	kləʊðz

**e. Example of Fricative Consonant**

Some examples of fricative consonant are stated, as follows :<sup>17</sup>

No	Sound Symbol of Fricative	Example	Phonetic Symbol
1	[f]	Familiar	fə'mɪliə(r)
2	[v]	Live	lɪv
3	[s]	Sun	sʌn
4	[ʃ]	Pension	'penʃn
5	[z]	Zoo	zu:
6	[tʃ]	Tuesday	'tʃu:zdɪeɪ
7	[dʒ]	Gentle	dʒɛntl
8	[ʒ]	Pleasure	'pleɪʒə(r),
9	[θ]	Thing	θɪŋ
10	[ð]	clothes	kləʊðz

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<sup>17</sup>Gerald Kelly, *How to Teach Pronunciation*(England: Pearson Education, 2000), 50.

## f. The Problem in Pronouncing Fricative Consonant

Common errors in pronouncing fricative consonant, as follows:<sup>18</sup>

### 1. Problem in pronouncing [f] and [v]

Non-native speaker does not have a contrastive /v/ sound, although the sound does occur as a positional variant of /f/ before voiced stops and fricatives. Learners tend to substitute /f/ for /v/ in other positions.

### 2. Problem in pronouncing [ʃ] and [tʃ]

Non-native A common pronunciation problem of Non-native speakers is the substitution of the fricative /ʃ/ for the complex affricate sound /tʃ/. For example, Non-native speakers will typically produce ‘too muc’ when attempting to say ‘too much, failing to block the airstream before the fricative is produced. To correct this, students should place the tip of their tongue at the tooth ridge as if they were about to pronounce a /t/ and then release the sound as a /ʃ/.

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<sup>18</sup>Peter avery, susan ehlich “teaching America english pronunciation” (inggris; university press, 1992) 99.

### 3. Problem in pronouncing [s] and [z]

The third way in which consonants can differ from each other is in terms of voicing. In order to understand voicing, consider the pronunciation of the initial consonants in the words 'sue' and 'zoo'. 'Sue' is pronounced with a /s/, while 'zoo' is pronounced with a /z/. These two sounds are identical in terms of place of articulation (tooth ridge sounds) and manner of articulation (fricatives). However, they differ in terms of voicing. The /s/ is a voiceless sound and the /z/ is a voiced sound. In order to hear this difference, say a long /s/ sound followed immediately by a long /z/ sound.

### 4. problem in pronouncing [ð] and [θ]

Problem /θ/ and /ð/ Speakers of some dialects of Non-native may substitute /t/ and /d/ for /θ/ and /ð/ respectively, while speakers of other dialects may substitute /s/ and /z/.

### 5. Problem in pronouncing [ʃ] and [ʒ]

Problem /s/ vs. /ʃ/ as in 'ship', /z/ vs. /ʒ/ as in 'beige', /ts/ vs. /tʃ/ as in 'church', /dz/ vs. /dʒ/ as in 'judge' Non-native speakers will often substitute the tooth ridge fricatives, /s/ and /z/, for the palatal fricatives /ʃ/ and /ʒ/.

6. problem in pronouncing [ʒ] and [z]

Problem /z/ vs. /ʒ/ as in 'beige',

7. problem in pronouncing [dʒ] and [tʃ]

Problem [dʒ] and [tʃ] as in 'church' and 'judge'. Most of non-native speaker do not have fricative and, thus, Non-native speakers potentially have problems with English [dʒ] and [tʃ].

**g. The factors that cause problems in fricative consonants**

There are factors that cause problems in fricative, follows as:<sup>19</sup>

1. The factors of problem [f] and [v] are both of the symbol are substituted. The example of problem factors

the problem factors that arise about the similarity of the words  
*familiar with live*

2. The factors of problem [ʃ] and [ʒ] are both of the symbol are substituted. The example of problem factors

problem factors that arise about the similarity of words  
pension with tuesday

3. The factors of problem [s] and [z] are both of the symbol are substituted. The example of problem factors

problem factors that arise about the similarity of words  
sun with zoo

4. The factors of problem [ð] and [θ] are both of the symbol are substituted. The example of problem factors

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<sup>19</sup>Peter avery, susan ehlich "teaching America english pronunciation" (inggris; university press, 1992)



problem factors that arise about the similarity of words

clothes with thing

5. The factors of problem [s] and [ʃ] are both of the symbol are substituted. The example of problem factors

problem factors that arise about the similarity of words

sun with pension

6. The factors of problem [ʒ] and [z] are both of the symbol are substituted. The example of problem factors

problem factors that arise about the similarity of words

pleasure with zoo

7. The factors of problem [dʒ] and [tʃ] are both of the symbol are substituted. The example of problem factors

problem factors that arise about the similarity of words

gentle and Tuesday

#### **h. Solutions to solve student problems pronouncing fricative consonants**

The solve of students' problems in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung, from Peter Avery and Susan Ehrlich the solution to the difficulties :<sup>20</sup>

- 1) As vowels are always voiced, they can be useful in teaching students to voice fricatives. Have students place their fingers

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<sup>20</sup> *Ibid* 100.

lightly on their throat while making a prolonged /a/. While pronouncing this sequence, students should feel their throats, put a hand on the top of their head, or cover their ears with their hands.

- 2) Once students are able to voice the fricatives, provide comprehension and production practice of the voiced/voiceless distinction using minimal pairs.
- 3) Point out that vowels are longer before voiced fricatives than before their voiceless counterparts. Making the vowel longer before voiced fricatives will help students to distinguish between minimal pairs such as below.
- 4) Practice the pronunciation of the plural in English. This grammatical ending involves a difference between the voiceless fricative /s/ and the voiced fricative /z/.

### CHAPTER III

#### RESEARCH METHOD

##### A. The Types and Characteristics of Research

In this case, the researcher will consider the importance of pronunciation mastery especially fricative consonant to be explored. The researcher will decide to use qualitative research to analyze the use of fricative consonant of the students' pronunciation at SMA N 1 Kibang of East Lampung.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.<sup>21</sup> It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make

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<sup>21</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3<sup>rd</sup> Ed*(New Delhi: Sage Publications, 2003), 4.

comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.<sup>22</sup>

In line with the explanation above, the purpose of this research to know the use of fricative consonant in pronunciation of the students at Sma N 1 Kibang.

## **B. Data Resources**

In this research the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research is pronunciation product of the eleventh grade

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<sup>22</sup>Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

students of SMA N 1 Kibangof East Lampung. The total numbers of the students are 23 students.

## 2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals, e-books and articles that are related to the research.

### C. Data Collecting Technique

Qualitative research typically follows an inductive process.<sup>23</sup>It means that the data collection taken from process analyzing data become theory or interpretations.Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”<sup>24</sup>The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer

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<sup>23</sup>Linda Kalofet.al., *Essential of Social Research*(England: Open University Press, 2008), 85.

<sup>24</sup> John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.<sup>25</sup>

Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.<sup>26</sup> The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of fricative consonant in students' fricative consonant. In the process of collecting the data, the researcher collects the results of pronunciation students to analyze and to identify the using of pronunciation in fricative consonant.

In this research, the researcher use three techniques to collect the data. There are observation, documentation and field note.

#### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.<sup>27</sup> As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a

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<sup>25</sup> Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

<sup>26</sup> Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

<sup>27</sup> John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting).

## 2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.<sup>28</sup> In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.<sup>29</sup> Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data from the result of students' pronunciation test.

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<sup>28</sup>*Ibid.*, 432

<sup>29</sup>Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

### 3. Field Note

Field notes can be crucial to any qualitative study, regardless of data collection tool or methods used. In field notes, qualitative researchers record in-depth descriptive details of people (including themselves), places, things, and events, as well as reflections on data, patterns, and the process of research.<sup>30</sup> In this study the writer will use the field note to record the phenomena that occur in class eleventh grade in SMA N 1 Kibang associated with fricative consonant pronunciation.

#### **D. Data Analysis Technique**

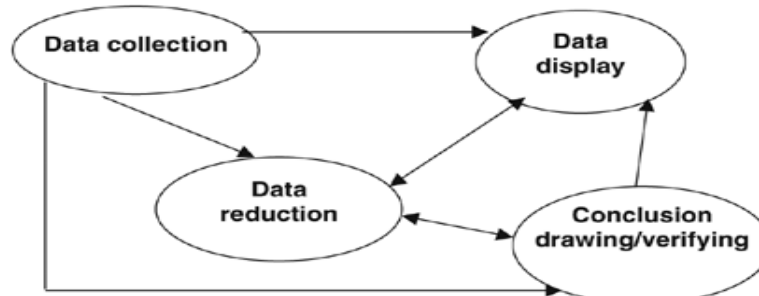
The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

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<sup>30</sup>Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods* ( London: Sage, 2008), 341.



The researcher would apply Miles and Huberman model to analyze the data.<sup>31</sup> The components of this analysis model are pictured by this figure.



**Figure II.** *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:<sup>32</sup>

- 1) Data collection is the step when the researcher gather all data which are used to complete the research. Researchers come to the first 1 kibang to collect research data in this case the researchers get students' voices related to learning in accordance with the syllabus, K.D 4.1 which includes speech and intonation
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things. In this case the researcher did the student data recording by focusing on 3 research questions, including the problem of students in saying the fricative consonant, the factors in the fricative consonant problem and the solution

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<sup>31</sup>Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

<sup>32</sup>*Ibid*,

3) To display the data, the researcher usually uses graphics, figures, or charts.

The display should be able to describe the content entire the data. In these researchers display results in the form of tables

4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has somefunctions in analyze research data that include in; to make the meaningfulraw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

#### **E. Research Approach**

In this research the researcher use six steps in the process of research, as follows:<sup>33</sup>

##### 1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

##### 2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and

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<sup>33</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002 ), 7.

evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

### 3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the *purpose statement*. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

### 4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. questions or observing their behaviors.

### 5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

### 6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. RESULT OF THE RESEARCH

##### 2. Description of Research Location

###### a. The History of SMA N 1 Kibang

SMA N 1 Kibang is located at the kibang highway, Metro kibang sub-district, located in the east lampung regency with an area of 12,500 M<sup>2</sup>. SMA N 1 Kibang was established in 2001 with NPSN number 108055996 initiated by teachers and the local community, until now SMA N 1 Kibang is the only SMA N in Metro Kibang sub-district with a decree from East Lampung Regent No. 205/15 / SK / 2003 challenges the establishment of SLTP and SMU East Lampung Regency.

###### b. Vision and Mission of SMA N 1 Kibang

###### 1) Vision of School

"have faith, piety, noble character, achievement, mastering science and technology and care for the environment"

###### 2) Mision of School

To achieve the vision mentioned above, the MISSION undertaken is as follows:

- a. Increasing faith and devotion to God Almighty
- b. Improving student achievement in the academic and non-academic fields

- c. Carry out creative, innovative, information-based learning technology
- d. Developing character-based education
- e. Apply discipline by prioritizing role models
- f. Increasing school community awareness of the environment.
- g. Cultivating the trust of the community and stakeholders in the development and progress of the school.
- h. Developing interests, talents, and creativity in order to grow and develop in accordance with their potential
- i. Improving facilities and infrastructure to support learning activities and school activities
- j. Improving excellent service in the field of administration that is professional, effective, and efficient..

**c. Motto**

“I can, I am sure I can, I am sure I can”

**d. The Condition of Teacher and Official Employers at SMA N 1 Kibang.**

Condition of teachers and official employers in SMA N 1 Kibang, the numbers of teachers and official employers in SMA N 1 Kibang in the academic years of 2018/2019 could be identified as follows:

Table 1  
The table of Condition of Teacher and Official Employers at SMA N 1 Kibang

NO	THE SUBJECTS' TEACHER	PENDIDIKAN		PNS	HONOR	TOTAL
		S1	S2			
1	Islam	3			3	3
2	Indonesia language	3		2	1	3
3	p.k.n	3		1	2	3
4	Penjaskes/orchestra	3			3	3
5	Art and culture	2			2	2
6	Mathematics	3		1	2	3
7	English	3			3	3
8	Chemistry	3			2	3
9	Physics	2			2	2
10	Biology	2			2	2
11	Ipa	3			3	3
13	Sociology	3		1	2	3
14	Ips	2			2	2
15	Arabic	2			2	2
16	Economic	2			2	2
17	History	3			2	2
17	Geography	3			3	3
23	Guidance	3		1	3	3
Jumlah		73	4	6	72	77

Table 2  
The Table of the employees at SMA N 1 Kibang

No	Tata usaha	Pendidkan		Honor	Total
		SMA	S1		
1	Head of administration		1		1
2	Treasure	1			1
3	Adminstration student	3			3
4	Administrasiteacher	3			2
5	Administrasi archipe	1			1
6	Vacation staf	1			1
7	Library	1			1
8	Cleanlines	1			1
9	Security	1			1
10	Night guard	1			1
Jumlah		10			14

The teaching staff in SMA 1 Kibang have exceeded the needs of teaching staff, the basis for determining whether or not it is based on the number of study groups and the number of hours available. Based on the mapping of teachers in SMAN 1 Kibang the number of teaching staff supporting subjects is 52 teachers with a total number of hours of 777 hours, the teaching staff needed in accordance with the need for certification is 41 teaching staff which means an excess of 15 teaching staff, and lack of educators 2 people in the subjects of Culture and Mathematics of 1 person each. Below is a mapping table for teaching teachers of Kibang 1 High School in 2018.

**e. The Quantity of the Students of SMA N 1 Kibang**

Table 3

The Table of Quantity of the Students of SMA N 1 Kibang

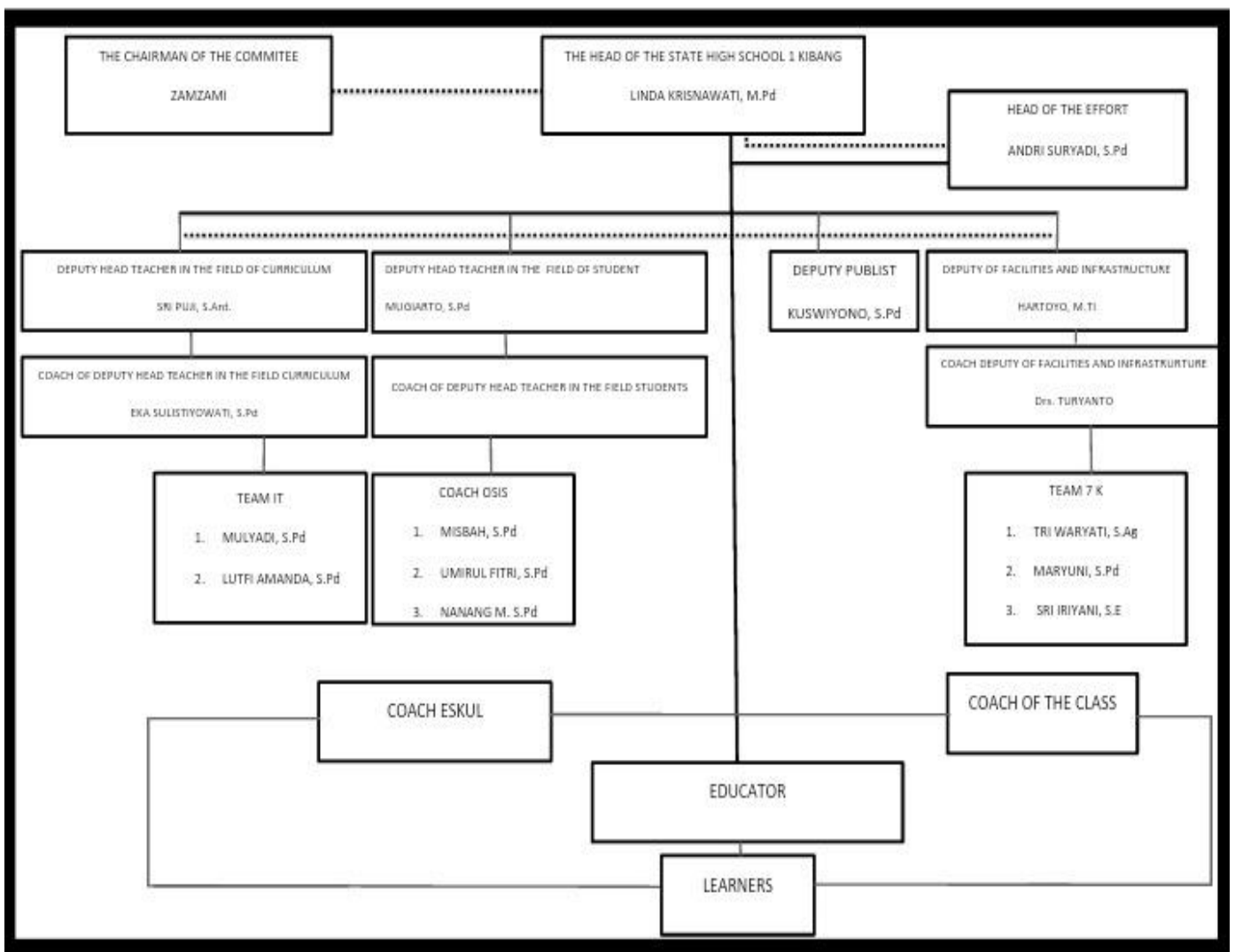
No	Kelas	Major						Amount
		MIPA			SOS			
		I	II	III	I	II	III	
1	X	29	31	24	31	30	29	174
2	XI	36	36	-	26	26	24	148
3	XII	36	32	34	22	22	22	168
<b>Total</b>								<b>490</b>

**f. The Organization of SMA N 1 Kibang**

The organization of SMA N 1 Kibang in Academic Year 2018/2019 could be shown in the figure as follows:

Table 4

Table of the organization of SMA N 1 Kibang





**g. The condition of building of SMAN 1 Kibang**

To support teaching and learning process, SMA N 1 Kibang has many buildings and other supporting facilities. These buildings and facilities can be seen as follow:

Table 5  
Table of condition of building and facilities at SMA N 1 Kibang

No	Jenis Sumber Belajar	Jumlah Tersedia	Ada	Tidak Ada
1	Library room	1		
2	computer laboratory room	2		
3	biology laboratory room	1		
4	physics laboratory room	1		
5	chemistry laboratory room	1		
6	Futsal field	1		
7	Classroom	19		
8	Computer	35		
9	Lcd	10		
10	display board	3		
11	the mosque	1		
12	Canteen	2		
13	basketball court	1		
14	volleyball court	1		
15	UKS	1		
16	Parking	3		

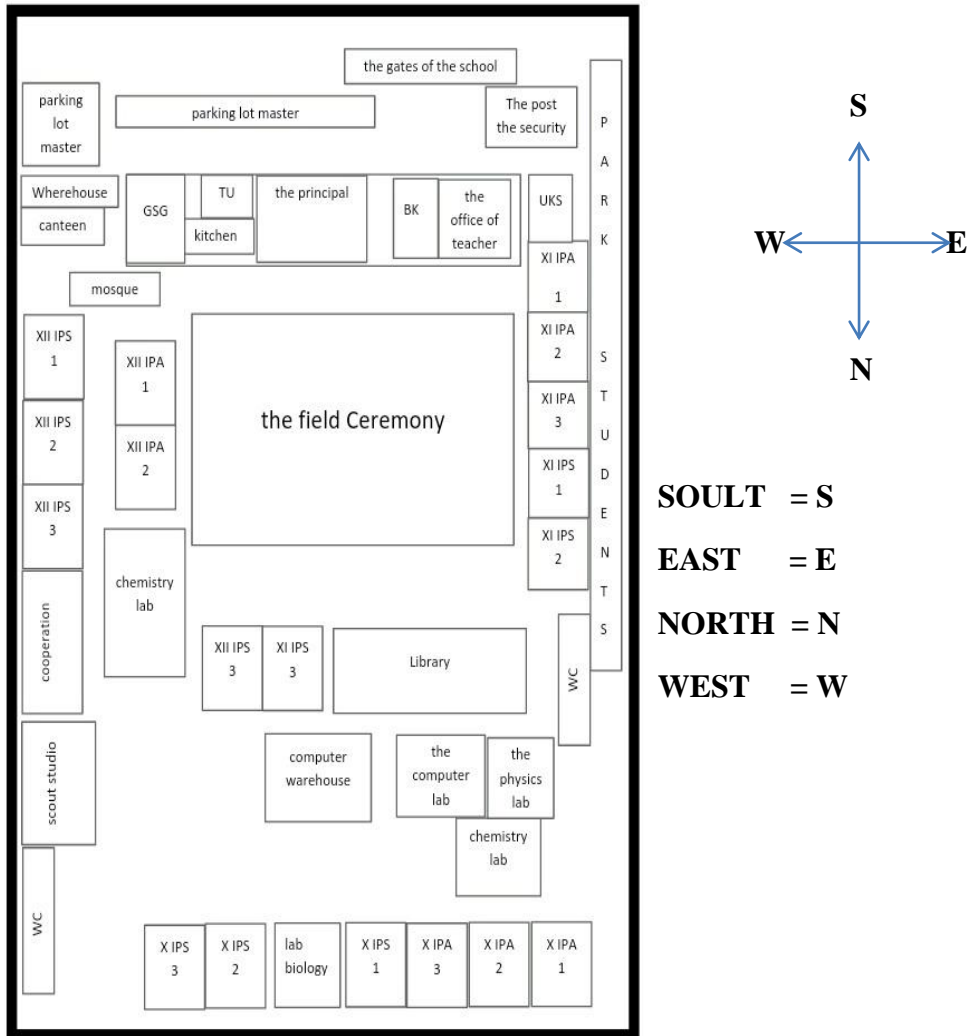
The state of facilities and infrastructure utilized by students as a support in the learning process. From some of the tables above it can be seen that in SMA N 1 Kibang has adequate facilities and pre facilities because all have been there to support teaching and learning activities in the school.

**h.** The location sketch of SMA N 1 Kibang

in high school SMAN 1 Kibang a school location sketch as follows :

Table 6

Table of the location sketch of SMA N 1 Kibang



### **3. Description of research results**

The researcher do answer three research question, among others:

4. What are the students' problems in pronouncing of English fricativeconsonant among the Eleventh Grade of SMAN 1 Kibang East Lampung?
5. What factors do become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung?
6. How to solve the students' problems in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung?

The results of research that answer the first research question are as follows:

- a. The students' problems in pronouncing of English fricative consonant among the Eleventh Grade of SMAN 1 Kibang East Lampung

In general, the phenomena of student in pronunciation of English fricative consonant among the Eleventh Grade of SMAN 1 Kibang East Lampung:

Table 7  
the phenomena of student in pronunciation of English fricative consonant among the Eleventh Grade of SMAN 1 Kibang East Lampung

No	Sound Symbol of Fricative	Example	Percentage	criteria
1	[f]	Familiar	28,29%	Fair
2	[v]	Live	31,55%	Fair
3	[s]	Sun	48,89%	Fair
4	[ʃ]	Pension	40,25%	Fair
5	[z]	Zoo	32,65%	Fair
6	[tʃ]	Tuesday	40,25%	Fair
7	[dʒ]	Gentle	33,69%	Fair
8	[ʒ]	Pleasure	29,35%	Fair
9	[θ]	Thing	33,69%	Fair
10	[ð]	Clothes	30,45%	Fair

Based on the information table above, the mastery of the pronunciation of students of SMA N 1 Kibang at the eleventh grade in each fricative consonant symbol belongs to the "FAIR" criteria.

According to Peter Avery and Susan Enhrich a person's problem in pronouncing fricative consonants is classified based on pair of fricative symbol pronunciation problems which consist of the following:

1. Problem in pronouncing [f] and [v]
2. Problem in pronouncing [ʃ] and [tʃ]
3. Problem in pronouncing [s] and [z]
4. problem in pronouncing [ð] and [θ]
5. Problem in pronouncing [s]and [ʃ]
6. problem in pronouncing[ʒ]and [z]
7. problem in pronouncing[dʒ]and [tʃ]

permasalahan yang di jabarkan diatas, peneliti mengambil sampel siswa sebanyak 23 sampel kelas sebelas ips di SMA N 1 Kibang, yang akan di analisa sesuai pengelompokan permasalahan diatas;

Explanation of each pronunciation problem in the pairs of fricative symbol as follows:

**a. Problem in pronouncing [f] and [v]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [f] and [v] is illustrated in the following table. The problem of the eleventh grade at SMA N 1 Kibang in saying [f] and [v] is illustrated in the following table:

No	Pairs of fricative of pronunciation symbol problems	Total of the point	Percentage	Criteria
1	[f]	26	28,29 %	Fair
2	[v]	29	31,55 %	Fair

Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [f] on the familiar word by 26 points or 28.29%. Whereas in saying the symbol [v] on the word live by 29 points or 31.55%. According to Weir, the smaller the correct pronunciation, the more meal shows the problem of someone in saying a word.

**b. Problem in pronouncing [s] and [z]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [s], and [z] is illustrated in the following table:

No	Pairs of fricative pronunciation symbol problems	Total of the point	Percentage	Criteria
1	[s]	44	48,89 %	Fair
2	[z]	40	32,65%	Fair

Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [s] on the word sun by 44 points or 48.89%. Whereas in saying the symbol [z] on the word zoo by 40 points or 32.65%.

**c. Problem in pronouncing [s] and [ʃ]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [s] and [ʃ] is illustrated in the following table:

No	Pairs of fricative of pronunciation symbol problems	Total of the point	Percentage	Criteria
1	[s]	44	48,89 %	Fair
2	[ʃ]	37	40,25 %	Fair

Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [s] on

the word sun by 44 points or 48.89%. Whereas in saying the symbol [ʃ] in the word pension by 37 points or 40.25%.

**d. Problem in pronouncing [ʃ] and [tʃ]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [ʃ] and [tʃ] is illustrated in the following table:

No	Pairs of fricative of pronunciation symbol problems	Total of the point	Percentage	Criteria
1	[ʃ]	37	40,25 %	Fair
2	[tʃ]	37	40,25 %	Fair

Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [tʃ] on the word pension by 37 points or 40.25%. Whereas in saying the symbol [ʃ] in the word pension by 37 points or 40.25%.

**e. Problem in pronouncing [ð] and [θ]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [ð] and [θ] is illustrated in the following table :

No	Pairs of fricative of pronunciation symbol problems	Total of the point	Percentage	Criteria
1	[ð]	28	30,45%	Fair
2	[θ]	31	33,69 %	Fair



Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [ð] on the words clothes by 28 points or 30.45%. Whereas in saying the symbol [θ] on the word thing by 31 points or 33.69%. That means that the problem of students in pronouncing the fricative symbol [θ] is greater than the pronunciation of the fricative symbol [ð]. that is because the number of problem points for the pronunciation of the symbol [ð] is smaller than the symbol [θ].

**f. Problem in pronouncing [ʒ] and [z]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [ʒ] and [z] is illustrated in the following table :

No	Pairs of fricative symbol pronunciation problems	Total of the point	Percentage	Criteria
1	[ʒ]	27	29,35%	Fair
2	[z]	40	32,65%	Fair

Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [ʒ] on the word pleasure by 27 points or 29.35%. whereas in pronouncing the symbol [z] in the word zoo by 40 points or 32.65%.

**g. Problem in pronouncing [dʒ] and [tʃ]**

The problem of the eleventh grade at SMA N 1 Kibang in saying [dʒ] and [tʃ] is illustrated in the following table :

No	Pairs of fricative of pronunciation symbol problems	Total of the point	Percentage	Criteria
1.	[dʒ]	31	33,69%	Fair
2	[tʃ]	37	40,25 %	Fair

Based on the results of the research described in the table above, students are categorized as "Fair" in pronouncing the symbol [dʒ] on the word gentle by 31 points or 33.69%. while in pronouncing the symbol [tʃ] on the word Tuesday by 37 points or 40.25%.

**b. The factors that become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung**

The factors that become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung are explained in the following table:

Table 8  
Table the factors of student problem in fricative consonant

No	The problems of fricative consonant	The Factors that cause the difficulties	The frequency of student	Percentage
1	[f] and [v]	[f] is substituted [v]	17	74%
2	[ʃ], and [ʒ]	[ʃ] is substituted [ʒ]	15	65%
3	[s] and [z]	[s] is substituted [z]	13	57%
4	[ð] and [θ]	[ð] is substituted [θ]	16	70%
5	[s] and [ʃ]	[s] is substituted [ʃ]	13	57%
6	[ʒ] and [z]	[ʒ] is substituted [z]	15	65%
7	[dʒ] and [ʒ]	[dʒ] is substituted [ʒ]	16	70%

- 1.) The factors that become the causes of students' problem in pronouncing /ʃ/ and /tʃ/  
The students' problem in pronouncing /ʃ/ and /tʃ/ is because /ʃ/ is substituted for /tʃ/. Based on the observation result provided on table 8, it is investigated that there are 17 students ( 74%) who substitute /ʃ/ with /tʃ/.
- 2.) The factors that become the causes of students' problem in pronouncing /f/ and /v/  
The students' problem in pronouncing /f/ and /v/ is because /f/ is substituted for /v/. Based on the observation result provided on table 8 it is investigated that there are 15 students ( 65%) who substitute /f/ with /v/.
- 3.) The factors that become the causes of students' problem in pronouncing /s/ and /z/

The students' problem in pronouncing /s/ and /z/ is because /s/ is substituted for /z/. Based on the observation result provided on table 8 it is investigated that there are 13 students ( 57%) who substitute /s/ and /z/.

- 4.) The factors that become the causes of students' problem in pronouncing /θ/ and /ð/

The students' problem in pronouncing /θ/ and /ð/ is because /θ/ is substituted for /ð/. Based on the observation result provided on table 8 it is investigated that there are 16 students ( 70%) who substitute /θ/ and /ð/.

- 5.) The factors that become the causes of students' problem in pronouncing /s/ and /ʃ/

The students' problem in pronouncing /s/ and /ʃ/ is because /s/ is substituted for /ʃ/. Based on the observation result provided on table 8 it is investigated that there are 13 students ( 57%) who substitute /s/ and /ʃ/.

- 6.) The factors that become the causes of students' problem in pronouncing [ʒ] and [z]

The students' problem in pronouncing [ʒ] and [z] is because [ʒ] is substituted for [z]. Based on the observation result provided on table 8 it is investigated that there are 15 students ( 66%) who substitute [ʒ] and [z].

- 7.) The factors that become the causes of students' problem in pronouncing [dʒ] and /tʃ/

The students' problem in pronouncing [dʒ] and /tʃ/ is because [dʒ] is substituted for /tʃ/. Based on the observation result provided on table 8 it is investigated that there are 16 students ( 70%) who substitute /dʒ/ and /tʃ/

- c. The solution to solve the students' problems in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung.

The solve of students' problems in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung,:

- 5) As vowels are always voiced, they can be useful in teaching students to voice fricatives. Have students place their fingers lightly on their throat while making a prolonged /a/. Point out that they should feel some vibration of the vocal cords when the vowel is pronounced. Next, have them produce /a/ followed by /z/ concentrating on maintaining the voice: [aaazzzaazz]. While pronouncing this sequence, students should feel their throats, put a hand on the top of their head, or cover their ears with their hands.
- 6) Once students are able to voice the fricatives, provide comprehension and production practice of the voiced/voiceless distinction using minimal pairs.
- 7) Point out that vowels are longer before voiced fricatives than before their voiceless counterparts. Making the vowel longer before voiced fricatives will help students to distinguish between minimal pairs such as below. Before voiceless consonant Before

voiced consonant (shorter vowel) (longer vowel) leaf leave teeth  
teethe peace peas

- 8) Practice the pronunciation of the plural in English. This grammatical ending involves a difference between the voiceless fricative /s/ and the voiced fricative /z/

Meanwhile, the result of interview with English teacher points of that the solution of students' difficulties in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung.

According to the teacher explaining that students have rarely studied and practiced so far, it is expected that students will focus more on learning and often practice the fricative consonants each time they get the knowledge that the teacher has gained.

Based on the interview result, the students must learn more and practice the fricative consonant regularly.

From the explanation above it is known that the results of the interview are about solutions related to efforts to practice the fricative consonants regularly, the results of the interview refer to one of the solutions uttered Peter Avery and Susan Enhrich namely number 3 that is "production practice of voiced / voiceless distinction using minimal pairs "

## B. INTERPRETATION

The results of research that answer three research questions, are discussed in the following discussion explanation

1. The students' problem in pronouncing of English fricative consonants among Eleventh Grade of SMAN 1 Kibang East Lampung.

Table 9  
Table the problem result of students

No	Pair of students' problem in pronouncing fricative consonant symbol	Percentage
1	[f] and [v]	
	[f]	<b>28,29 %</b>
	[v]	<b>31,55 %</b>
2	[ʒ] and [z]	
	[ʒ]	<b>29,35%</b>
	[z]	<b>32,65%</b>
3	[ð] and [θ]	
	[ð]	<b>30,45%</b>
	[θ]	<b>33,69 %</b>
4	[dʒ] and [ʤ]	
	[dʒ]	<b>33,69%</b>
	[ʤ]	<b>40,25 %</b>
5	[ʃ] and [ʒ]	
	[ʃ]	<b>40,25%</b>
	[ʒ]	<b>40,25 %</b>
6	[s] and [z]	
	[s]	<b>48,89 %</b>
	[z]	<b>32,65%</b>
7	[s] and [ʃ]	
	[s]	48,89 %
	[ʃ]	40,25 %

From the table above it can be seen that the greatest problem of students in pronouncing fricative consonants is the problem in pronouncing [f] and [v] because the percentage of students who have problems in saying fricative consonants with 28.29% and 31.55%.

The second problem in pronouncing fricative consonants is the problem in pronouncing [ʒ] and [z] because the percentage of students who have problems pronouncing fricative consonants with 29.35% and 32.65%. In addition, the third problem of students in pronouncing fricative consonants is the problem in pronouncing [ð] and [θ], due to the percentage of students who have problems pronouncing fricative consonants with 30.45% and 33.69%.

Furthermore, the third problem of students in pronouncing fricative consonants is the problem in pronouncing [dʒ] and [ʃ] due to the percentage of students who have problems pronouncing fricative consonants with 33.69% and 40.25%. Moreover, the fourth problem of students in pronouncing fricative consonants is the problem in pronouncing [ʃ] and [ʒ], due to the percentage of students who have problems pronouncing fricative consonants with 40.25% and 40.25%. In addition, the fifth problem of students in pronouncing fricative consonants is the problem in pronouncing [s] and [z], because the percentage of students who have problems pronouncing fricative consonants with 48.89% and 32.65%. Moreover, the sixth problem of students in pronouncing fricative consonants is the problem in



pronouncing [s] and [z] because the percentage of students who have problems pronouncing fricative consonants with 48.89% and 32.65%.

Furthermore, the seventh problem of students in pronouncing fricative consonants is the problem in pronouncing [s] and [ʃ], due to the percentage of students who have problems pronouncing fricative consonants with 48.89% and 40.25%.

Therefore, based on all of explanation above, it can be concluded that the students' greatest problem student in pronouncing fricative consonants lies in the problem in pronouncing fricative consonants [f] and [v]. Meanwhile, the students' lowest problem in pronouncing fricative consonants lies in the problem in pronouncing fricative consonant [s] and [ʃ].

## 2. The factors that become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung

The factors that become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung are explained in the following table:

Table 10  
Table of the result factor students problem

No	The problems of fricative consonant	The factors that cause the students' problems in pronouncing fricative consonant	The frequency of student	percentage
1	[f] and [v]	[f] is substituted [v]	17	74%
2	[ð] and [θ]	[ð] is substituted [θ]	16	70%
3	[dʒ] and [ʒ]	[dʒ] is substituted [ʒ]	16	70%
4	[ʃ], and [ʒ]	[ʃ] is substituted [ʒ]	15	65%
5	[ʒ] and [z]	[ʒ] is substituted [z]	15	65%
6	[s] and [z]	[s] is substituted [z]	13	57%
7	[ʃ] and [z]	[ʃ] is substituted [z]	13	57%

Based on the table above, it is concluded that the most dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [f] and [v] with 74%. In addition, the second dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ð] and [θ] with 70%. The third dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [dʒ] and [ʒ] with 70%. Moreover, the fourth dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ʃ], and [ʒ] with 65%. The fifth dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ʒ] and [z]

with 65%. The sixth dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [s] and [z] with 57%. The seventh dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ʃ] and [z] with 57%.

3. The solution to solve students' problems in pronouncing the English fricative consonants among the eleventh graders at SMAN 1 Kibang East Lampung. The solutions to solve students' problems in pronouncing the English fricative consonants are analyzed from theory of consonant solution stated and the interview result with English teacher. Based on the analysis result of theory Peter Avery and Susan Enrich and interview result, it is interpreted that the students should learn more and practice the fricative consonant regularly.

## CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter presented some conclusion and suggestion about pronunciation of english fricative by kibang students in eleventh grade of SMA N 1 Kibang East Lampung

### E. Conclusion

Based on the results of qualitative research techniques of observation, interviews, field notes and documentation carried out at SMA N 1 Kibang. about the implementation of learning English education as character education 2019/2020 school year some conclusions can be drawn. The conclusion is presented as follows:

The students' problems in pronouncing of English fricative consonants among the eleventh Grade of SMAN 1 Kibang East Lampung are elaborated from the complicated problems to the simplest one into seven consecutive pairs of problems, among others the problem in pronouncing [f] 28.29% and [v] 31.55%, the problem in pronouncing fricative consonants is the problem in pronouncing [ʒ] 29.35% and [z] 32.65%. the problem in pronouncing fricative consonants is the problem in pronouncing [ð] and [θ], due to the percentage of students who have problems pronouncing fricative consonants with 30.45% and 33.69%. the problem in pronouncing fricative consonants is the problem in pronouncing [dʒ] 33.69% and [ʃ] 40.25%. the problem in pronouncing fricative consonants is the problem in pronouncing [ʃ] 40.25% and [ʒ] 40.25%. the

problem in pronouncing fricative consonants is the problem in pronouncing [s] 48.89% and [z] 32.65%. the problem in pronouncing fricative consonants is the problem in pronouncing [s] 48.89% and [z] 32.65%. the problem in pronouncing fricative consonants is the problem in pronouncing [s] 48.89% and [ʃ] 40.25%.

Therefore, based on all of explanation above, it can be concluded that the students' greatest problem student in pronouncing fricative consonants lies in the problem in pronouncing fricative consonants [f] and [v]. Meanwhile, the students' lowest problem in pronouncing fricative consonants lies in the problem in pronouncing fricative consonants [s] and [ʃ].

The factors that become the causes of students' problems in pronouncing fricative consonants consist of seven factors. The most dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [f] and [v] with 74%. In addition, the second dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ð] and [θ] with 70%. The third dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [dʒ] and [ʃ] with 70%. Moreover, the fourth dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ʃ], and [ʒ] with 65%. The fifth dominant factor that causes the students' problem in pronouncing fricative consonant is the

substitution of [ʒ] and [z] with 65%. The sixth dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [s] and [z] with 57%. The seventh dominant factor that causes the students' problem in pronouncing fricative consonant is the substitution of [ʃ] and [z] with 57%.

The solutions to solve students' problems in pronouncing the English fricative consonants are analyzed from theory of consonant solution and the interview result with English teacher. Based on the analysis result of theory and interview result, it is interpreted that the students should learn more and practice the fricative consonant regularly.

## **F. Suggestion**

Base on conclusion got from finding discussion above, the writer gave sugestion to the student and the reader.

It is suggested for the students of the eleventh grade to practice pronouncing English words particularly those that contain fricative consonant intensively.

It is suggestion to teacher with the always patient and continue to guide the students so they can master all of the material especially fricative consonants.

And the last suggestion for headmaster, that is more often seen students in learning to be motivated along with always support students and teachers in order to achieve the goals that have been set

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**SILABUS**  
**SMA N 1 KIBANG LAMPUNG TIMUR**

**Mata Pelajaran : BAHASA INGGRIS**

**Kelas : XI**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<b>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</b> <i>Fungsi Sosial</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</li> <li>Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</li> <li>Tingkat ketepatan</li> </ul>	2 x 2jп	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran / majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://">http://</a></li> </ul> </li> </ul>
2.1 Menunjukkan	<ul style="list-style-type: none"> <li>Menjaga hubu</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencoba menirukan pengucapann</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks</p>	<p>ngan interpersonal dengan guru, teman, dan orang lain</p> <ul style="list-style-type: none"> <li>Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</li> </ul> <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why</i></p>	<p>ya dan menuliskan ungkapan yang digunakan.</p> <ul style="list-style-type: none"> <li>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p><b>Mempertanyakan</b></p> <p><b>(questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>Penggunaan unsur kebahasaan dari tindakan komunikat</li> </ul> </li> </ul>	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA</b></p> <p><b>PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya .</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan</li> </ul>		<p><a href="http://americanenglish.state.gov/files/americanenglish/source_files">americanenglish.state.gov/files/americanenglish/source_files</a></p> <p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can ...</i></p> <p><i>Do you need ...?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Ru</p>	<p>if memberi saran dan tawaran dan responnya</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya</li> <li>Siswa berlatih menggunakan ungkapan tersebut</li> <li>Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam</li> </ul>	<p>tawaran serta responnya</p> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>jujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>berkomunikasi</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</li> <li>• Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>penggunaannya.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> <li>• Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>• Siswa menggunakan ungkapan-ungkapan memberi</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</p> <ul style="list-style-type: none"> <li>• Siswa membuat 'learning journal'</li> </ul>			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	<b>Teks lisan dan tulisan untuk menyatakan pendapat dan</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran / majalah berbahasa Inggris</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p><b>pikiran serta responnya</b></p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> </ul> <p><i>Ungkapan</i></p> <p>menyatakan</p> <p>pendapat/pikiran</p> <p><i>I think</i></p>	<ul style="list-style-type: none"> <li>Siswa mengikuti interaksi menyatakan pendapat dan pikiran</li> <li>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan</li> </ul>	<ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA</b></p> <p><b>PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan</li> </ul>		<p>s</p> <ul style="list-style-type: none"> <li>Sumber dari internet:</li> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/ae/resource/ce_files">http://americanenglish.state.gov/file/ae/resource/ce_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial,</p>	<p>...</p> <p><i>I suppose...</i></p> <p><i>In my opinion...</i></p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekana kata, intonasi</p>	<p>berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membanding</li> </ul>	<p>pendapat dan pikiran.</p> <ul style="list-style-type: none"> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.		<p>kan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa</li> </ul>	<p>kepedulian dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar ( <i>learning journal</i> ).			
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan</p>	<p><b>Teks lisan dan tulisan untuk menyatakan harapan dan doa serta responnya</b></p> <p><i>Fungsi sosial:</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa</li> <li>Siswa mengikuti interaksi harapan dan doa</li> <li>Siswa menirukan model interaksi harapan dan doa</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks,</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran / majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://l">http://l</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa,</p>	<p>orang lain</p> <p><i>Ungkapan:</i></p> <p>harapan dan doa</p> <p>- /</p> <p>- / <i>wish you all the best</i></p> <p><i>Thank you.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekana</p>	<p>dan unsur kebahasaan).</p> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa</p>	<p>penyampaian</p> <p><b>CARA</b></p> <p><b>PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya.</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris</li> </ul>		<p><a href="http://earnenGLISH.britishcouncil.org/en/">earnenGLISH.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bersayap ( <i>extended</i> ) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	n kata, intonasi	<p>menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunika</b></p>	<p>untuk menyatakan harapan dan doa ketika muncul kesempatan .</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>sikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</p>	<p><b>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata,</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>Berbagai undangan dalam bahasa Inggris</li> <li>CD/ Audio/ VCD</li> <li>Koran /</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <p>- <i>Will/ Could you come with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend</i></p>	<p>massa, internet).</p> <ul style="list-style-type: none"> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci</li> <li>Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> </ul>	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</li> </ul> <p><b>Pengamatan (observations)</b></p> <p>Bukan penilaian formal seperti</p>		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet:</li> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource/files">http://americanenglish.state.gov/files/ae/resource/files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p><i>nd my birthday party?</i></p> <p><i>Closing</i></p> <p><b>Unsur kebahasaan:</b></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, teka</p>	<p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</li> <li>Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi.</li> </ul>	<p>tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>nan kata , into nasi , keti ka me mpr ese ntas ikan sec ara lisa n</p> <p>(4) Lay out</p> <p>(5) Ruj uka n kata</p>	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber</li> <li>Siswa</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya</li> <li>Secara</li> </ul>	<p>kemajuan belajar berupa catatan atau rekaman monolog.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain.</p> <ul style="list-style-type: none"> <li>• Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi teks undangan resmi dan menyampaik</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>annya di depan guru dan teman untuk mendapat feedback.</p> <ul style="list-style-type: none"> <li>• Siswa berkreasi dalam membuat klipng undangan resmi</li> <li>• Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>• Dengan menggunakan multimedia, siswa membuat kartu undangan</li> <li>• Siswa memperoleh penguatan dari guru dan teman sejawat</li> </ul>			
1.1 Mensyukuri	<b>Surat pribadi sederhana</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>• Siswa memperhatikan</li> </ul>	<b>Kriteria penilaian:</b> <ul style="list-style-type: none"> <li>• Tingkat</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>	<p><b>ana</b></p> <p>Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation: Dear</i></p> <p>....</p>	<p>berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet).</p> <ul style="list-style-type: none"> <li>Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> <li>Siswa berlatih menentukan</li> </ul>	<p>ketercapaian fungsi sosial dalam menyampaikan surat pribadi</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks surat</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observasi)</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi</li> <li>Kesungguhan siswa dalam</li> </ul>		<p>/ majalah berbahasa Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet:</li> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/ae/resource/files">http://americanenglish.state.gov/file/ae/resource/files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.5 fungsional. Mengenalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur</p>	<p><i>Opening</i> <i>paragraf</i> <i>h:</i> <i>Greeting</i> <i>s dan</i> <i>mengaba</i> <i>rkan</i> <i>keadaan</i> <i>sekarang</i> <i>dan apa</i> <i>yang</i> <i>sedang</i> <i>dilakukan</i></p> <p><i>Content:</i> Mengabakan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i> <i>Unsur</i></p>	<p>gagasan utama, dan informasi rinci</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> <li>Fungsi Sosial;</li> <li>Struktur</li> <li>Unsur kebahasaan yang digunakan dalam surat pribadi.</li> </ul> </li> <li>Siswa mempertanyakan cara menentukan gagasan utama, dan informasi</li> </ul>	<p>proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar</li> <li>Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>kebahasaan:</i></p> <ul style="list-style-type: none"> <li>• Kata dan tata bahasa baku</li> <li>• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>• Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> <li>• Rujukan kata</li> <li>• simple present, simple past, ejaan, ucapan</li> </ul>	<p>rinci dan informasi tertentu</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber</li> <li>• Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> <li>• Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi.</li> </ul>	<p>terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi	<p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>• Siswa memperoleh umpan balik (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi</li> </ul>			



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi surat pribadi sederhana dan menyampai kannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru</li> <li>• Siswa memperoleh penguatan dari guru</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai</p>	<p><b>teks prosedur berbentuk manual dan kiat-kiat</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip.</li> <li>• Siswa</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks prosedur</li> <li>• Ketepatan</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>• Manual dari berbagai produk</li> <li>• CD/ Audio/ VCD</li> <li>• Koran /</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur</p>	<p><b>(tips)</b></p> <p><i>Tujuan komunikasi :</i></p> <p>menyesuaikan pekerjaan, secara lengkap dan urutan.</p> <p><i>Struktur</i></p> <p>menyebutkan bagian-bagian dari benda yang dipaparkan secara lengkap, serta daftar langka yang dilakukan</p>	<p>mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan</p> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan-pertanyaan dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa berlatih menggunakan kalimat</li> </ul>	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Pengamatan (observations)</b></p> <p>Tujuan untuk memberikan balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap</li> </ul>		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-</p>	<p>kan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> <li>• simple present tense</li> <li>• imperative,</li> <li>• Nomor yang menyatakan urutan</li> <li>• kata keterangan</li> <li>• ejaan, ucapan, intonasi, tekanan kata,</li> </ul>	<p>imperative dalam memberikan tip secara lisan dan tulis</p> <ul style="list-style-type: none"> <li>• Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Secara individu siswa menyalin beberapa tips</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan beberapa manual dan tips</li> <li>• Dalam kerja kelompok terbimbing siswa membahas tentang masalah</li> </ul>	<p>tahapan</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</li> <li>• Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur.</li> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tanda baca, tulisan tangan yang jelas dan rapi.</p>	<p>yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan beberapa tips yang disalin dari beberapa</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber</p> <ul style="list-style-type: none"> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku</p>	<p><b>Tindakan/kegiatan/kegiatan tanpa perlu menyebutkan pelakunya (Passive Voice)</b></p> <p><i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan</b></p>	3 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio / VCD</li> <li>Koran / majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resou">http://americanenglish.state.gov/files/ae/resou</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/keja</p>	<p>n/kegiatan/kegiatan tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur</i></p>	<p>menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat</p>	<p><b>(observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul>		<p><a href="#">rice files</a></p> <p>- <a href="http://learnenglish.britishcouncil/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>adialan tanpa perlu menyebutkan pelaku dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/keadialan tanpa perlu menyebutkan pelaku dalam teks ilmiah,</p>	<p><i>kebahasaan</i></p> <ul style="list-style-type: none"> <li>Kata kerja <b>a be (is/ am/ are/ was / were)</b> dan <b>verb 3rd form</b></li> <li>tata bahasa, ucapan, tekanan kata, intonasi, jejian, tanda baca, tulisan tang</li> </ul>	<p>Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk</p>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>an dan ceta k yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>passive dalam bahasa Inggris dalam proses pembelajaran.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive.</li> <li>Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat passive</li> </ul>			



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa</p>	<p><b>Pengandaian jika terjadi suatu keadaan/keja</b></p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio / VCD</li> <li>• Koran / majalah berbahasa</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p><b>dian/peristiwa di waktu yang akan datang</b></p> <p><b>Conditional Sentence</b></p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan</p>	<p>berbagai konteks.</p> <ul style="list-style-type: none"> <li>Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan</li> </ul>	<p>struktur teks</p> <ul style="list-style-type: none"> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource/files">http://americanenglish.state.gov/files/ae/resource/files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.8</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peistiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis</p>	<p>datang</p> <p><i>Struktur Teks</i></p> <p>- <i>If teenagers eat too much fast food, they can easily become overweight.</i></p> <p>- <i>If you exercise regularly, you will get the benefit physically and mentally</i></p> <p><i>Unsur Kebahas</i></p>	<p>dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa</li> </ul>	<p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i></li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>aan</i></p> <ul style="list-style-type: none"> <li>- If Clauses dalam simple present</li> <li>- Main Clause dengan modals can/will</li> </ul> <p><i>Topik:</i></p> <p>Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa di waktu yang akan datang</p>	<p>menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> <li>• Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan</li> </ul>	<p>atau cara penilaian lainnya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	yang akan datang	<p>pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa berkreasi dengan</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		imajinasi mereka dalam teks pengandaian <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.</li> </ul>			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	<b>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulisan sederhana tentang benda,</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks ilmiah faktual</li> <li>Ketepatan unsur kebahasaan: tata bahasa,</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio / VCD</li> <li>Koran / majalah berbahasa Inggris</li> <li>Sumber dari</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan</p>	<p><b>binatang dan gejala/peristiwa alam,</b></p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> <li>- Mengamati alam</li> <li>- Menuliskan paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam</li> </ul> <p><i>Struktur</i></p> <ul style="list-style-type: none"> <li>- Klas</li> </ul>	<p>teks ilmiah faktual</p> <ul style="list-style-type: none"> <li>• Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</li> <li>• Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks</li> </ul>	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan balikan.</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</li> <li>• Kesungguhan siswa dalam proses pembelajaran</li> </ul>		<p>internet:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource/files">http://americanenglish.state.gov/files/ae/resource/files</a></li> <li>- <a href="http://earneenglish.britishcouncil/en/">http://earneenglish.britishcouncil/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13</p>	<p>ifikasi Umum tentang binatang / benda yang ditulis, e.g. Slowloris adalah mmal. It is found in ... It is a nocturnal animal.</p>	<p>faktual report.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.</li> </ul>	<p>dalam setiap tahapan</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian</p>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>It is very small with ....</p> <ul style="list-style-type: none"> <li>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</li> </ul> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>- Simple Present</li> <li>- Kata kerja yang mengg</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok</li> </ul> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang</li> </ul>	lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	mbarikan binatang / benda/gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/binatang / gejala alam yang diamati - ejaa n,	terkait dengan mata pelajaran lain dan membacanya di kelas <ul style="list-style-type: none"> <li>• Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual.</li> <li>• Membuat learning journal dalam pembelajaran ini.</li> <li>• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>- Rujukan kata</p>				
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat</p>	<p><b>Teks eksposisi analitis</b></p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks eksposisi analitis</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata,</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/ Audio / VCD</li> <li>Koran / majalah berbahasa Inggris</li> <li>Sumber dari internet:</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3</p> <p>belajar</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan</p>	<p>g topik yang hangat dibicarakan secara bertangung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p>	<p>unsur kebahasaan nya</p> <ul style="list-style-type: none"> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan</li> </ul>	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource/files">http://americanenglish.state.gov/files/ae/resource/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>n umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>b.</p> <p>Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c.</p> <p>Diakibatkan</p>	<p>utama, informasi rinci dan informasi tertentu</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text eksposisi analitis dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan</li> </ul>	<p>analitis</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian</b></p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>mpulan yang menyataka n kemb ali pendapat terha dap hal terse but</p> <p><i>Unsur Kebahas aan:</i></p> <ul style="list-style-type: none"> <li>- Kalimat Simple Present</li> <li>- Conditional Clauses</li> <li>- Modals</li> </ul>	<p>unsur kebahasaan dengan runtut</p> <ul style="list-style-type: none"> <li>• Siswa membacaka n teks eksposisi kepada teman dengan menggunak an unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasanga n siswa menganalisi s beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman</li> </ul>	<p><b>Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan</li> <li>• Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa mempresentasikannya di kelas</li> <li>• Membuat laporan</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> <li>• Siswa membuat 'learning journal'</li> </ul>			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang	<b>Teks biografi pendek dan sederhana tentang tokoh terkena</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Ketepatan unsur kebahasaan: tata bahasa,</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio / VCD</li> <li>• Koran / majalah berbahasa Inggris</li> <li>• Sumber</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan</p>	<p>I</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membangukan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kedjadi an secara umum</p> <p>b. Menyebutkan</p>	<p>jawab.</p> <ul style="list-style-type: none"> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan nya</li> <li>Siswa mengamati keteladanan dari teks biografi yang dipelajari.</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan</li> </ul>	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam</li> </ul>		<p>dari internet:</p> <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource/files">http://americanenglish.state.gov/files/ae/resource/files</a></li> <li>- <a href="http://learnenglish.britishcouncil/en/">http://learnenglish.britishcouncil/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.15</p> <p>Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>an uruta n tinda kan/ kejad ian/p eristi wa secar a krono logis, dan runtut</p> <p>c. Jika perlu, ada kesi mpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <p>- Kata-kata terkait dengan perjuangan hidup, profesi</p>	<p>antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>• Siswa mempertany akan gagasan utama, informasi rinci dan informasi tertentu</p> <p><b>Mengeksplorasi</b></p> <p>• Siswa mencari beberapa text biografi dari berbagai sumber.</p> <p>• Siswa berlatih menemukan gagasan</p>	<p>setiap tahapan</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>analisis me dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <ul style="list-style-type: none"> <li>- Simple, Continuous, Perfect tense</li> <li>- Penyebutan kata benda</li> <li>- Modal auxiliary verbs</li> </ul>	<p>utama, informasi rinci dan informasi tertentu</p> <ul style="list-style-type: none"> <li>• Siswa melengkapi rumpang dari beberapa teks biografi sederhana</li> <li>• Siswa secara berkelompok menuliskan/menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teks biografi kepada teman dengan menggunakan unsur kebahasaan</li> </ul>	<p>bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang tepat</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menceritakan kembali teks biografi sederhana tentang keteladanan</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaan nya.</p> <ul style="list-style-type: none"> <li>• Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber.</li> <li>• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang dialami. <ul style="list-style-type: none"> <li>Siswa membuat 'learning journal'</li> </ul>			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<b>Lagu</b> <i>Fungsi sosial</i>  Menghibur, mengungkapkan perasaan, mengajarkan pesan moral  <i>Unsur kebahasaan</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan lagu yang diperdengarkan</li> <li>Siswa menirukan model secara terbimbing.</li> <li>Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut</li> </ul> <b>Mempertanyakan (questioning)</b> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa</li> </ul>	<b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio / VCD</li> <li>Koran /Majalah berbahasa Inggris</li> <li>Buku lagu bahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailiyenglish.com">www.dailiyenglish.com</a></li> <li>- <a href="http://americanenglish.sh.st">http://americanenglish.sh.st</a></li> </ul> </li> </ul>
2.2 Menunjukkan perilaku tanggung jawab, peduli,	<ul style="list-style-type: none"> <li>Kata, ungkapan, dan tata bahas</li> </ul>				

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12</p> <p>Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16</p> <p>Menangkap pesan dalam lagu</p>	<p>a dalam karya seni berbentuk lagu.</p> <ul style="list-style-type: none"> <li>• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>• Ucapan, tekanan kata, intonasi, ketika meresentasikan secara lisan</li> </ul> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang mengin</p>	<p>terpancing untuk mempertanyakan pesan yang disampaikan dari lagu</p> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari</li> <li>• Siswa membacakan teks lagu dengan pengucapan dan</li> </ul>	<p>tahapan</p> <ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>• kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan</li> <li>• penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		<p><a href="http://ate.gov/files/resource/files">ate.gov/files/resource/files</a></p> <p>- <a href="http://learning.britishcouncil.org/en/">http://learning.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	spirasi.	<p>tekanan kata yang tepat</p> <ul style="list-style-type: none"> <li>• Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>• Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin</li> <li>• Siswa mengaitkan syair lagu dengan ungkapan yang sudah</li> </ul>			



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dipelajari</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.</li> <li>• Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut</li> <li>• Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>			

Analysis Sheet Of Students' Pronunciation Problem

Student's Name : Wahanu Muthika Sari  
 Class : XI IPS 2

No	Sound Symbol of Fricative	Example	Consonant				Consonant Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar	✓				
2	[v]	Live	✓				
3	[s]	Sun		✓			
4	[ʃ]	Pension		✓			
5	[z]	Zoo		✓			
6	[tʃ]	Tuesday		✓			
7	[dʒ]	Gentle		✓			
8	[ʒ]	Pleasure	✓				
9	[θ]	Thing	✓				
10	[ð]	clothes	✓				
Total of the point							

$$\text{Skor siswa} = \frac{\text{Jumlah point yang didapat}}{\text{Total point ideal}} \times 100 = \frac{15}{40} \times 100 = 37.5$$

Analysis Sheet Of Students' Pronunciation Problem

Student's Name : XI IPS 2 ANGELITE ARI MANYU

No	Sound Symbol of Fricative	Example	Consonant				Consonant Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar	✓				
2	[v]	Live	✓				
3	[s]	Sun		✓			
4	[ʃ]	Pension	✓				
5	[z]	Zoo		✓			
6	[tʃ]	Tuesday	✓				
7	[dʒ]	Gentle	✓				
8	[ʒ]	Pleasure	✓				
9	[θ]	Thing	✓				
10	[ð]	clothes	✓				
Total of the point							

Skor SISWA =  $\frac{\text{jumlah point yang didapat}}{\text{Total point ideal}} \times 100 = \frac{32}{40} \times 100 = 80$

Analysis Sheet Of Students' Pronunciation Problem

Student's Name : Desi Ratna wati  
 X1 182

No	Sound Symbol of Fricative	Example	Consonant				Consonant Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar	✓				
2	[v]	Live		✓			
3	[s]	Sun		✓			
4	[ʃ]	Pension		✓			
5	[z]	Zoo	✓				
6	[tʃ]	Tuesday	✓				
7	[dʒ]	Gentle	✓				
8	[ʒ]	Pleasure	✓				
9	[θ]	Thing	✓				
10	[ð]	clothes	✓				
Total of the point							

Skor siswa =  $\frac{\text{jumlah point yang didapat}}{\text{Total point ideal}} \times 100 = \frac{13}{40} \times 100 = 32,5$



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0092/In.28.1/J/TL.00/01/2019  
 Lampiran : -  
 Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
 KEPALA SMA N 1 KIBANG  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **BOWO IMANOLA**  
 NPM : 1501070233  
 Semester : 7 (Tujuh)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : AN ANALISYS OF PRONOUNCIATION OF ENGLISH FRICATIVE  
 CONSONANTS BY STUDENTS OF THE ELEVENTH GRADE OF  
 SMA N 1 KIBANG IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di SMA N 1 KIBANG.

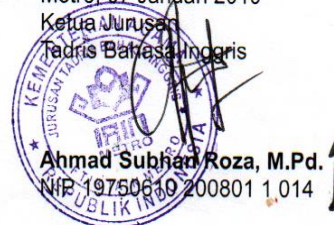
Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 Januari 2019

Ketua Jurusan  
 Tadris Bahasa Inggris

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 197506102008011014







PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 KIBANG

Jln. Raya Kibang Kec. Metro Kibang Kab. Lampung Timur Telp. (0725) 7853058 KP. 34331  
Email [smansakibang@gmail.com](mailto:smansakibang@gmail.com) website <http://www.smanenegeri1kibang.sch.id>



SURAT KETERANGAN

Nomor : 420/118/11.12/SMA.1/2019

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kibang Kabupaten Lampung Timur Provinsi Lampung menerangkan bahwa :

Nama : BOWO IMANOLA  
NIM : 1501070233  
Semester : 7 (tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

telah mengadakan pra survey, dalam rangka menyelesaikan tugas akhir/skripsi dengan judul :  
AN ANALYSIS OF PRONUNCIATION OF ENGLISH FRICATIVE CONSONANTS BY  
STUDENTS OF THE ELEVENTH GRADE OF SMAN 1 KIBANG IN THE ACADEMIC YEAR OF  
2018/2019.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



Kibang, 21 Maret 2019  
Plt. Kepala Sekolah,

**Drs. Khairul, MM.**  
NIP 19661205 199303 1 007



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-2672/ln.28/D.1/TL.01/08/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : BOWO IMANOLA  
NPM : 1501070233  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENT PRONUNCIATION OF ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 19 Agustus 2019

Mengetahui,  
Pejabat Setempat



Wakil Dekan I,

*[Signature]*  
Drs. Isti Fatonah MA  
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

Nomor : B-2240 /In.28.1/J/PP.00.9/7/2019  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

09 Juli 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi  
 Di -  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

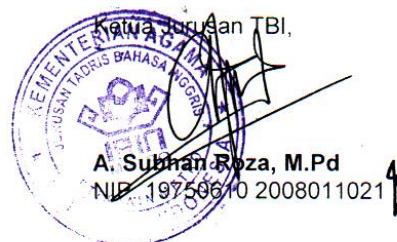
Nama : Bowo Imanola  
 NPM : 1501070233  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : An Analysis Of English Fricative Consonants At The Eleventh Grade Of SMA N 1 Kibang Of East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*







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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ian@metrouniv.ac.id

Nomor : B-2673/In.28/D.1/TL.00/08/2019  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA SMA N 1 KIBANG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2672/In.28/D.1/TL.01/08/2019, tanggal 19 Agustus 2019 atas nama saudara:

Nama : BOWO IMANOLA  
NPM : 1501070233  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENT PRONUNCIATION OF ENGLISH FRICATIVE CONSONANTS AT THE ELEVENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*



Metro, 19 Agustus 2019  
Wakil Dekan I,

*[Signature]*  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 1 KIBANG

Jln. Raya Kibang Kec. Metro Kibang Kab. Lampung Timur Telp. (0725) 7853058 KP. 34331  
Email [smansakibang@gmail.com](mailto:smansakibang@gmail.com) website <http://www.smanenegeri1kibang.sch.id>



SURAT KETERANGAN

Nomor : 420/416/11.12/SMA.1/2019


Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Kibang Kabupaten Lampung Timur Provinsi Lampung menerangkan bahwa :

Nama : BOWO IMANOLA  
NIM : 1501070233  
Semester : 9 (sembilan)  
Jurusan : Pendidikan Bahasa Inggris

telah mengadakan research, dalam rangka menyelesaikan tugas akhir/skripsi denga judul :  
"AN ANALISYS OF THE STUDENT PRONUNCIATION OF ENGLISH FRICATIVE  
CONSONANTS AT THE ELEVENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kibang, 09 September 2019  
Kepala Sekolah,

  
Linda Krisnawati, M. Pd  
NIP 19701017 199903 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Bowo Imanola

Fakultas/Jurusan : TBI

NPM : 1501070233

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	19 September		✓	- Revisi Judul - Revisi Bab II	
2	23 September		✓	- Revisi Bab II	
3	25 September		✓	Revisi ayat sec I berser	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.ain@metrouniv.ac.id](mailto:tarbiyah.ain@metrouniv.ac.id) website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : BOWO IMANOLA

Fakultas/Jurusan : TBI

NPM : 1501070233

Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	28/9 2019	✓		- Surat izin Prakerin. - Surat izin Rende - Foto 2 & beris kanya. - Lamban penulisan Revisi. Rense Chapter 1/1	
2	7/10 -2019	✓		Rense chapter 1/1	
3	10/10 2019	✓		Rense chapter 1/1	
4	17/10 2019	✓		Acc Memeganya	

Mengetahui :  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kurvani, M.Pd**  
NIP. NIP.19620215 199503 1 001



**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Bowo Imanola

NPM : 1501070233

Fakultas : Tarbiyah

Angkatan : 15

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI



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

**SURAT KETERANGAN**

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Bowo Imanola

NPM : 1501070233

Fakultas : Tarbiyah

Angkatan : 15

Telah menyerahkan buku berjudul :

Metro,

Ketua Jurusan TBI



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-793/In.28/S/OT.01/09/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : BOWO IMANOLA  
NPM : 1501070233  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070233.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 26 September 2019  
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001

## Interview

1. In this learning the only 2 obstacles faced by students in the learning process are; they don't want to learn and don't want to practice when they get the material from the teacher.
2. The reason students do not mean that they underestimate the martyr given and do not want to learn and practice the material they receive
3. In this problem the student's business is learning and practice
4. Yes influence, because in the learning process because in one class students react not only to one student they are very influenced by their classmates in the learning process, sometimes each student has a different character there is a learning intention and there is a play in the learning process of students who not being serious in learning sometimes influences students who want to learn in the learning process
5. Does not affect because all of it is returned to the students themselves because the school only helps students who want to be serious and those who are not serious will be assisted with the procedures set by the school
6. Does not affect because the school facilities only support students in the learning process because all of it is returned to students, according to the teacher who has been teaching there students who want to be serious in learning only need a few things namely learning and practice

**Observation Sheet**

<b>No</b>	<b>The problems of fricative consonant</b>	<b>The Factors that cause the difficulties</b>	<b>The frequency of student</b>
1	[f] and [v]	[f] is substituted [v]	17
2	[ʃ], and [ʒ]	[ʃ] is substituted [ʒ]	15
3	[s] and [z]	[s] is substituted [z]	13
4	[ð] and [θ]	[ð] is substituted [θ]	16
5	[s] and [ʃ]	[s] is substituted [ʃ]	13
6	[ʒ] and [z]	[ʒ] is substituted [z]	15
7	[dʒ] and [tʃ]	[dʒ] is substituted [tʃ]	16

<b>categories</b>	
<b>4</b>	<b>Complicated</b>
<b>3</b>	<b>Complicated</b>
<b>2</b>	<b>Fair</b>
<b>1</b>	<b>No barrier</b>



### Documentation Sheet

No	Aspects of Documentation	Availability	
		Complete	Incomplete
1.	The history of school	✓	
2.	The condition of teacher and official employees at SMAN 1 Kibang	✓	
3.	The quantity of students of SMAN 1 Kibang	✓	
4.	Organization structure of SMAN 1 Kibang	✓	
5.	Worksheets used to teach pronunciation	✓	
6.	Syllabus, course overview, course material	✓	

Field Note Table

No	Date	Field Note Result			
		Classroom Interaction	Classroom Situation	Learning Sources	Learning Activity
1	29/08/19	<p>On the morning of 29/08/19 I prepared myself to see the resource persons practice their way of learning, 8:00 I entered the classroom with the teacher who was ready to teach, and it turned out that they were not at all enthusiastic about their English language, they seemed more ordinary, and some others only silent because of the coercion of schools to study</p>	<p>When the teacher is teaching children material into several parts there are those who pay attention because they are curious, there are cool ones themselves, some pay attention but due to compulsion, there are cool people chatting with my fellow students, there are also those who are daydreaming, and I think the class I study it is not conducive for an English learner to do</p>	<p>When I see the learning resources they are guided by the syllabus k13 that has been prepared by the teacher well in advance of learning</p>	<p>When I went in and saw the teacher coming in they were a little enthusiastic, but when the teacher interacted for the first time the students were very enthusiastic, but after that the students put more importance on their personal affairs, because for them English was not too cool for them</p>

## Documentation

### Observation



From the picture above it was concluded that the researcher was looking at the state of learning in the class eleven ips 2 while carrying out the learning activities.

## Analysis



From this picture it can be explained that the researcher is taking student data that has been provided by the teacher at SMAN 1 Kibang and the analyzed using a format that is provided by the researcher.

## Interview



From the picture above explained that the researcher was asking how to make students able to master the learning that has been prepared by the teacher.



## CURRICULUM VITAE

My name is Bowo Imanola, I am the second child of two siblings. I was born on January 13, 1997, Tejo Asri, Lempuyang Bandar. And my father is Sugeng Widodo S.Pd, while my mother is Sominah S.Pd, and I have an older sister, Eli Yulinda A.Md, I have a history of education as follows:

Kindergarten NURUL HUDA (2002-2004)

SD N 5 WAY PENGUBUAN (2004-2009)

SMP N 3 WAY PENGUBUAN (2009-2012)

SMA N 1 TERUSAN NUNYAI (2012-2015)

IAIN METRO (2015-2020)

for the writer hopes this curriculum vitae can be a spirit for other writers and motivate the writer so that the knowledge that has been obtained can be shared with the readers.