AN UNDERGRADUATE THESIS

THE EFFECT OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHAROTUL MUALIMIN BANDAR JAYA

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

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THE EFFECT OF USING MASK MEDIA TOWARD SPEAKING SKILL IN
ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL
JAUHAROTUL MUALIMIN BANDAR JAYA

AN UNDERGRADUATE THESIS

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

BY:
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1441 H / 2019 M

APPROVAL PAGE

The Title   :   THE EFFECTIVENESS OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHARATUL MUALIMIN BANDAR JAYA

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> State Institute of Islamic Studies
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Assalamu'alaikum, Wr. Wb

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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.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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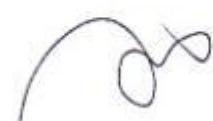
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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE EFFECT OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHAROTUL MUALIMIN BANDAR JAYA. Written by: VITA RIANTY, Student Number 1501070319, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, October 14th 2019 at 14.00 - 16.00 p.m.

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EFEKTIFITAS PENGGUNAAN TOPENG TERHADAP KETRAMPILAN BERBICARA DALAM MENDONGENG BAHASA INGGRIS DI MADRASAH ALIYAH JAUHAROTUL MUALIMIN BANDAR JAYA

ABSTRAK
Oleh:
Vita Rianty

Berbicara merupakan kegiatan dengan menggunakan bahasa lisan tertentu untuk berbagi dan bertukar informasi, ide, dan emosi. keterampilan berbicara dari media topeng dalam mendongeng merupakan salah satu materi pelajaran di semester pertama kelas sebelas MA Jauharotul Mualimin Bandar Jaya. Dengan Media Topeng pada pengajaran mendongeng, siswa akan lebih terbiasa berlatih berbicara dalam mendongeng berbahasa Inggris, dan itu dapat mengembangkan kefasihan mereka dalam berbicara.

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan Media Topeng dapat mempengaruhi kemampuan berbicara narative text siswakelas XI MA Jauharotul Mualimin Bandar Jaya. Peneliti berpendapat bahwa media topeng akan efektif teks naratif siswa dalam mengajar keterampilan berbicara, kelancaran mereka, pengucapan, kosa kata, tata bahasa dan kontrol bahasa dalam keterampilan berbicara dan partisipasi siswa selama proses belajar mengajar. Media ini diharapkan dapat memberikan solusi dalam proses pembelajarandi kelas XI MA Jauharotul Mualimin Bandar Jaya.

Penelitian ini merupakan penelitian kuantitatif, yang berbentuk penelitian pre eksperimen. Populasi dalam penelitian ini berjumlah 192 siswa. Dan sampel yang diambil dalam penelitian ini adalah kelas XI^3yang berjumlah 30 siswa. Teknik sampling yang digunakan untuk menentukan jumlah sample adalah purposive sampling. Dalam pengumpulan data, peneliti menggunakan tes, observasi, dan dokumentasi. Tes merupakan metode pengumpulan data yang utama. Tes digunakan untuk mengukur hasil belajar keterampilan berbicara siswa dan dilaksanakan dua kali, yakni pre-test dan post-test. Sedangkan dokumentasi dan observasi adalah metode penunjang dalam penelitian ini.Untuk mengetahui apakah topeng sebagai media dapat efektif terhadap keterampilan berbicara siswa kelas XIMA Jauharotul Mualimin Bandar Jaya, peneliti menganalisis data dengan menggunakan SPSS 16,0.

Hasil dari analisis data menggunakan t-test, $t_{hit} = 13,459$ dan $t_{tab} = 5\%$ adalah 2.04 dan 1% = 2.76. T_{table} 2,0 4 $< T_{observed}$ 13,459 $> T_{table}$ 2,76. Itu artinya bahwa t_{hit} lebih tinggi nilainya dari pada t_{tab} Sehingga dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Hal itu berarti bahwa ada pengaruh pada penggunaan media topeng terhadap keterampilan berbicara siswa kelas kelas XIMA Jauharotul Mualimin Bandar Jaya pada tahun akademik 2018/2019.

THE EFFECT OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHAROTUL MUALIMIN BANDAR JAYA

ABSTRACT
By
Vita Rianty

Speaking is an activity by using specific oral language to share and exchange information, ideas and emotions. Speaking skill of mask media in storytelling is one of subject matter in the first semester of eleventh grade of Islamic Senior High School Jauharotul Mualimin Bandar Jaya. By mask media on teaching storytelling, students will be accustomed to practice speaking in storytelling English more, and it can develop their fluency in speaking.

The aim of this research is find out whether mask as the media effective students' narrative text in teaching speaking skill at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya. The researcher argues mask media would effective students' narrative text in teaching speaking skill, their fluency, pronunciation, vocabulary, grammar and language control in speaking skill and students' participation during teaching learning process. It was hoped by the teacher could give the solution in learning process at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

In this research, the researcher used a quantitative research, in the form of pre experiment research. The population of this research consist of 192 students. And the sample in this research was class XI^3 which consist of 30 students. The sampling technique was used in this research is purposive sampling. To collect the data, the researcher used test, observation, and documentation method. Test was a primary method in collecting data. The researcher used test to know the students' speaking skill and the test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting the data. To find out whether maskas the media can efektif on the students' speaking skill at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya, the researcher analyzed the data used SPSS 16,0.

The result of data analysis using t-test, $t_{observed} = 13,459$ and $t_{tab} = 5\%$ is 2.04 and 1% = 2.76. It means that $t_{observed}$ is higher than t_{table}. T_{table} 2,0 4 < $T_{observed}$ 13,459 > T_{table} 2,76. It can be inferred that Ha is accepted and Ho is rejected.

From the explanation above it shows that mask is effective toward students' speaking skill at eleventh grade of Islamic Senior High School Jauharotul Mualimin Bandar Jaya in academic year 2018/2019. It means that mask media can be recommended to teachers to apply it in the classroom.

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, 29 July 2019
The Writer

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Nama	: VITA RIANTY
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 29 Juli 2019
Penulis

Vita Rianty
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MOTTO

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۞ لَّا يُحِبُّ ٱللَّهُ ٱلۡجَهۡرَ بِٱلسُّوٓءِ مِنَ ٱلۡقَوۡلِ إِلَّا مَن ظُلِمَۚ وَكَانَ ٱللَّهُ سَمِيعًا عَلِيمًا ۝

</div>

"Allah does not like the public mention of evil except by one who has been wronged. And ever is Allah Hearing and Knowing".(Q.S. An-Nisa': 148)[1]

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[1] Al qur'an Al-Aliyy. *Al-Qur'an dan Terjemahnya.*Bandung: CV Diponegoro. *2005*. p.81

DEDICATION

This undergraduate thesis is dedicated to:

1. My beloved Father and Mother, Mr. Saptanudin and Mrs. Lasmini who always support, protect and advice my life and my study, thank you very much for your everlasting love.

2. My beloved sister and her husband, Mrs Neni Suharyanti and Mr. Ali Dudin who always give support and have accompanied me during my study. I love you all

3. All my friends in English Department 2018/2019, thank you for your kindness that cannot be mentioned one by one, who given me support and encouragement.

4. My beloved lectures of English Education Study Program State Institute For Islamic Studies of Metro

5. My beloved almamater IAIN Metro

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In the name of Allah, the Beneficient, the Merciful. All prais is to Allah, Lord of the worlds, who has bestowed stength and heal the upon the writer in arranging this research proposal. Peace and blessing be upon our prophet Muhammad SAW, his family, companions, and his followers.

This proposal is presented as a partial Fulfillment of the Requirements for the Degree os Sarjana Pendidikan (S. Pd) in English Education Department entitled: **"THE EFFECT OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHAROTUL MUALIMIN BANDAR JAYA"**

The writer would like to extend her gratitude to the:

Sponsor   : Dr. Dedi Irwanysah, M. Hum

Co-sponsor   : Trisna Dinillah Harya, M. Pd

Who have constantly given their time and guidance so that the writer could finish this undergraduate thesis.

Moreover, the writer could not have done the study alone without the support from my beloved family, Mr. Saptanudin and Mrs. Lasmini and all my beloved friends.

Hopefully, this thesis can give many advantages to all of us properly.

Metro, July, 2019

Writer
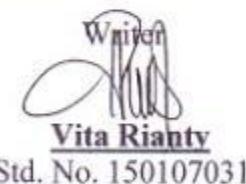
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CHAPTER I

INTRODUCTION

## A.	Background of Study

In this background of the study, the researcher will discuss about language, English as international language, speaking, and the effectiveness of using mask media in teaching speaking.

Language is essential to community, because people communicate with others using language as a means of communication. Each person uses a certain language in order to communicate with other person in his community. Without language, people will find difficulties to communicate with other people.

One of the international languages is English. English is the language used by most countries among other languages in the world.Concepts of the English language are as a global means of communication in numerous dialects, and also the movement toward an international standard for the language.

Learning English can be formal or Informal education place. In education context, English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture. Learning is the human activity which least needs manipulation by others.

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing.There are four skills of the English communicative competence. One of the skills is speaking. So, Speaking is one of the important skills that should be mastered by students in English subject. Speaking is a skill as such as needs to be practiced and developed independently of the grammar curriculum. It means that speaking is one of the ways that natural to communicate in daily activity, and speaking can be increased by practicing independently.

From the data preliminary study of Islamic Senior High School Jauharotul Mualimin Bandar Jaya, the researcher saw the students feel bored and lazy when they learn English and assume that English is difficult and conventional technique can make student passive because this technique is not interesting, and cannot motivate students, beside it the teaching speaking should be making student become active to achieve the goal of teaching speaking. So the students need something to solve that problem.

Based on researcher in motivating students to speak, teacher should find out some technique that can attract the students' motivation and interest, especially in speaking skill. If the students are interested in what they do, they will enjoy their teaching learning process and more understand about material given, but in fact, there are some kinds of speaking technique. However, they do not choose and use one of the effective techniques in speaking. In fact some students with speaking skill interpret word by word in vocabulary which communication in speaking skill.

From the statement above the researcher concluded that speaking is one of the ways that natural to communicate in daily activity, and speaking can be increased by practiced independently. Communication is at the core of relationships, relationships are only as good as the communications in them. One way to effective students speaking skills is the students have to be more active than the teacher and the students also have to be confidence. It can be tried through Mask Media.

For the conclusion is the researcher concluded that; through Mask Media, students are stimulated to develop thinking skill and imagination. Students are also motivated to work cooperatively. Teacher appreciates the results of the students thinking so that they will be encouraged to continue learning. This media is expected to make students interested in speaking, especially English text to effective students' speak achievement in speaking skill.

Based on the researcher experiences when conducted in Islamic Senior High School Jauharotul Mualimin Bandar Jaya at the eleventh graders, the researcher found out some problems related to speaking skill. Those problems are; 1) the students' speaking skill is the lack of practicing English in their daily life, 2)the students make some mistakes in pronunciation and fluency, 3) the students are the lackof vocabulary and the students feel shy and nervous to express their ideas in English,4) the teacher still uses monotonous and inappropriate media and teaching techniques, so the students have low motivation in learning English

Based on the interview with the English teacher in Islamic Senior High School to know the students ability in narrative speaking skill, the researcher held the pre survey in Islamic Senior High School Jauharotul Mualimin Bandar Jaya at the eleventh graders which show in the table bellow:

Table 1
The Results Data of Pre-Survey
about Narrative Text Speaking Skill
at the Eleventh Graders of Islamic Senior High School Jauharotul
Mualimin Bandar Jaya

No.	Score	Frequency	Percentage	Score
1.	90-100	0	3%	Excellent
2.	70-89	2	44%	Good
3.	61-69	16	31%	Fair
4.	0-60	2	22%	Poor
Total		20	100%	

Based on the pre-survey data from 20 students, there are 2 students into good category, 16 students into fair category, 2 students into poor category. The problem related to speaking skill are the students make some mistakes in fluency, prononciation, grammar and vocabulary and they still have lack of vocabulary.

For the conclusion is the reseacher found that most of the eighth graders students of Senior High School Jauharotul Mualimin Bandar Jayaare categorized into fair category. It can be seen from the score of the student's less than 75 as the Minimum Mastery Criteria (KKM).So the researcher concludes that the students need something to help them in speaking skill.

The reason why researcher conducts the research is comparing to other media, mask seems the most interesting one for the students. In mask is very important rule about using masks that you must keep in mind at all times. When we take out speech we actually give more freedom. They say that people who lose one of their senses gain something extra for the other senses. So in mask performances, the researcher believe when the opportunity to hear the characters speak is taken away from you, the more you pay attention to their character because movement cannot lie as easy as words can.

Related to the above, the researcher tries to solve the problem by using mask media. Teaching by using media is necessary to improve skill in teaching learning process. By encouraging students' participation by media, the students' will not be bored and will more creative during the lesson. The Researcher using mask media to facilitate students in knowing the content of the story and characters in the storytelling, so that students find it easier to learn the skills of speaking and gives them more exercises to communication. Furthermore, it make English subject is very interesting, in order that the important of media is to make the process of learning enjoyed and active to learning English it make mask different than other media.

Based on the situation above the researcher will conduct a research entitled "The Effectiveness of Using Mask Media Toward Speaking Skill in English Storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jaya".

B.   Identification of The Study

Learning speaking is difficult, because the students is not only need a good in pronunciation and fluency but also need motivation for learning. Based on the background of the study, the identification of the problem of the research are:

1) The students do not know how to practice to speak English

2) The students make some mistakes in pronunciation and fluency

3) The students still have lack vocabulary

4) The students have low motivation in learning English, they are not enthusiastic and not courage enough to involve in the speaking learning process;

C.   Problem Limitation

Based on the problem above, the researcher limits the research of the problem in pronunciation, fluency and vocabulary. Therefore, the researcher conducts the research entitled "The Effectiveness of Using Mask Media toward Speaking Skill in English Storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jaya".

D.   Problem Formulation

Based on the problem limitation above, the researcher formulated the problem as the research as follows: Can the mask media effective toward speaking skill in English storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jaya?

E.   Objectives and Benefits of the Study

1.   Objectives of the research as follow:

Based on the problem statements above the researcher will conduct a study on speaking skill in order to find out the effectiveness of using mask using mask media toward speaking skill in English storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

2.   Benefits of the study

1. For the learners

1. The students can use stress, intonation and articulation in speech and they will enjoy to speak English

2. The students can express their speaking towards storytelling and they can explore their ideas, feeling and message through narrative form orally and freely.

3. The students will be more motivated and interested in learning English.

2. For the teacher

B. The teacher can confirm and clarify the latest theories about teaching speaking.

C. The teacher can give information about the process of learning English in storytelling using mask media in Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

3. For the school

 1. This research can be used as information about the media in learning English.

 2. The headmaster can convey to the teachers that they should know the students' problems in order to reach learning process effectively.

F. Relevance of Study

This research focuses on the usefulness students' toward speaking in storytelling skill by using mask media. There is previous relevance study. The first is a relevance study with my research. The topic of research is from Katherine E. Potts, B.A., M.F.A (1996), graduate faculty, Dissertation in fine art. In her study *"the use of mask in the rehearsal process: a professional problem Texas Tech University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy"*. For students this study will provide a variation on traditional directing techniques by using the mask as an impetus for gesture, movement and emotional intensification in the rehearsal process. The application of the directing theory developed in this study was successful in many ways. The method of analysis provided me with a variety of excellent exercises that could be used to stimulate the actors. The specially designed masks assisted the actors in making strong emotional communication with their characters.

Second, the relevance study with my research is Kaisa Selde (2012), Bachelor's Thesis, Degree Program in Performing ArtsPuppet Theater, with

the title *"Usefulness of Mask Technique for Actors from Different Backgrounds"*. The mask technique has helped me to develop and improve all the skills that have been mentioned in this paper. The wishes are that more actors, students and teachers would find a way to the mask technique and acquire useful methods from it.In addition, I have pointed out some of my favorite exercises to train stage energy, partner cognition, and self-expression without words, character creation, focus direction and neutral state.

The similar research from Kaisa Selde and the researcher on the research aspect mask media is effective the students' speaking skill. The different researches are on the skill and research methodology. Kaisa Selde use mask technique to improve all the skills, but researcher use mask media in speaking skill. The researcher use quantitative research and design of this research is quasi experimental design.

Finally, the researcher used mask media in teaching storytelling as the solution of the problem speaking skill in narrative text. Because with this media, the students' more easy in understanding the text, and make the students enjoy. So, the students will be easier to communication.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A.   **Theoretical Review**

1.   **The Concept of Speaking**

Speaking is significant to an individual's living process and experiences as are the ability of seeing and walking. For most people, ability to speak is the same with knowing a language since the speech is most basic of human communication. According to Fisher et.al, speaking is an activity or human process by using specific oral language to share and exchange information, ideas and emotions.[2]Speaking is a daily activity that in general everyone can produce tens of thousands of words every day, especially auctioneers or politicians can talk more than others in general.[3]Speaking is combining accepted and systematic sounds according to specific language principles to form meaningful speech.[4]

Based on the definition above, the researcher takes the conclusion that that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching learning methodologies.

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[2]Douglas Fisher and Nancy Frey. *Checking for Understanding*: *Formative Assessment Techniques for Your Classroom.*California: ASCD Alexandria and Virginia. 2007. p.16

[3]Scott Thornbury. *How To Teach Speaking*. Brattleboro: England second impression. 2006. p.1

[4]SandraCornbleet and Ronald Carter. *The Language of Speech and Writing*. London and New York: British Library Catalonguing . 2001. p. 18

a.   The Nature of Speaking Skill

Speaking is an important skill that must be mastered by students in English subjects. Speaking skills in English are the most important priority for many second or foreign language students.[5] Speaking is a skill, and therefore needs to be developed and practiced independently of the grammar curriculum.[6]

Brownn states that there are several principles that can practically design techniques in speaking. The principles summarized include:

3) Provide techniques that intrinsically motivate

4) Encourage using authentic language in meaningful contexts.

5) Provide appropriate feedback and emendations

6) Make use of natural interactions between talking and listening.

7) Give students opportunities to start communicating verbally.

8) Stimulate the development of strategies in speaking.[7]

There are also excellent educational reasons to practice speaking during learning activities:

4) Talking activities can strengthen learning in adding new vocabulary, grammar or functional language.

5) Active speaking activities give students the opportunity to use the new language they are learning.

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[5] Jack C. Richards. *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press. 2008. P. 19

[6] Thornbury, Scott. *How To Teach Speaking*. Jerman: England second impression. 2006. P. iv

[7] Brown, H.D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Berlin: Longman Second Edition. 2001. p. 275-276

6) Speaking activities provide more opportunities for students to experiment with the languages they already know and learn in different situations and on different topics.[8]

From the theory above, researchers can conclude that speaking is the most natural way to communicate. Therefore it is very important to maintain communication with others. Speaking is the process of sharing with others through someone's knowledge, interests, attitudes, opinions, or ideas.

b.   The Nature of Teaching Speaking

According to Harmer in Ahmad et.al, there are two reasons why someone wants to communicate. First, communicate because the speaker wants to convey the message to others with intentional desires. So someone who communicates does not want to keep silent to reveal something to others who he thinks is good to say. Second, communicate because of communicative goals. By having communicative goals the speaker knows and wants the consequences of what is said.[9]

Kimtafsirah et.al state that speaking is oral communication skills, communicating using English and expecting responses from listeners.[10] Therefore students continue to evaluate English language course activities

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[8]Joanna Baker. Heather Westrup. *Essential Speaking Skill: A Handbook for English Language Teachers*. Continuum: British Library. 2003.p.5-6

[9]Ahmad, K. Seken, L.P. Artini. *A Study on Strategies for Teaching Speaking and Reading Comprehension Skills, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris*. (Volume 1 Tahun 2013). p.3

[10] Kimtafsirah, Zainal and Yahmawati. *Teaching Speaking – MGMP Bahasa Inggris*. Jakarta: Ministry of National Education. 2009. p.2

and achievements in English language learning to measure how much improved oral language proficiency has been learned.[11]

Nunan in Kayi argues, what is meant by teaching speaking is to teach ESL students to:

1) Produces English sound and speech patterns.

2) Use emphasis on words and sentences, intonation patterns, and second language rhythms.

3) Choose the right words and sentences according to the social setting, audience, situation and the right subject.

4) Directing and arranging mindset in a meaningful and logical sequence.

5) Use language as an appropriate means of expressing values and judgments.

6) Use language quickly, precisely and with high confidence, and fluent in communication.[12]

Brown et al., in Richard maintain there are three functions in speaking including talking as interactions, talking as transactions, and speaking as performance.[13]

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[11] Jack C. Richards. *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press. 2008. p. 19

[12] Hayriye Kayi, Teaching Speaking: *Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. http://iteslj.org/Articles/Kayi-Teaching Speaking.html. p. 1

[13] Jack C. Richards. *Teaching Listening and Speaking From Theory to Practice*. New York: Cambridge University Press. 2008. p. 21

1) Talk is referred to as interaction

   Referring to communication or commonly referred to as conversation and describing interactions that serve the main social functions.[14]

2) Talk is referred to as a transaction

   Refers to situations where the focus is on what has been said or done so far.[15]

3) Talk is referred to as performance

   Referring to public conversation, namely, communicating which transmits information in front of an audience, such as class presentations, public announcements, and speeches.[16]

Based on the definition above, the aim of teaching speaking is to give students solution from their problem in speaking, to improve the students' vocabularies, pronunciations, fluency, structures and comprehensions on spoken English.

c. **Types Classroom Speaking Performance**

According to baker the process of learning English for students in the class will develop faster. This means that every student must be more deeply introduced into the new language and often practice it.[17]

Brown states that there are six categories that apply equally to the types of oral production students are expected to do in class, namely:

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[14] Ibid, p. 22
[15] Ibid, p. 24
[16] Ibid. p. 27
[17]Joanna Baker. Heather Westrup. *Essential Speaking Skill: A Handbook for English Language Teachers*. Continuum: British Library. 2003. p.6

1) Imitative

   This type of imitation is not carried out for the purpose of significant interaction, but to focus on certain elements of the form of language.

2) Intensive

   Speaking intensively goes one step further than imitating to enter a talking show, which is designed to practice some phonological or grammatical aspects of language.

3) Responsive

   Students give speeches in class and get good responses

4) Transactional (dialogue)

   Transactional language, carried out with the aim of conveying or exchanging specific information, is an expanded form of responsive language.

5) Interpersonal (dialogue)

   Conversations are conducted more with the aim of maintaining social relations than for the transmission of facts and information.

6) Area (monologue)

Students at intermediate to advanced levels are asked to provide additional monologues in the form of oral reports, summaries, or short speeches. This monologue can be planned or impromptu.[18]

From the statement above, the researcher concluded that the students are expected good deal of student's speech in monologue in the form of oral reports, summaries, or short speeches in classroom speaking performance. These monologues can be planned or impromptu in the classroom.

2. The Concept of Storytelling

a. The Nature of Storytelling

In teaching and learning process, teacher delivers the material of the subjects, of course following the rule from education department, which is written in curriculum and developed in the syllabus; in this case researcher took storytelling as an interesting material to contribute mask media.

According to Scott Thornbury storytelling is a universal function of language and one of the main ingredients of a relaxed conversation practiced in daily activities.[19] Storytelling is the center of human experience. A person can interact with each other through interesting communication. Telling stories can use oral or written. Through stories one can share interesting things such as struggles and life lessons, beliefs,

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[18]Brown, H.D. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Berlin: Longman Second Edition. 2001. p.271-274

[19]Scott Thornbury. *How To Teach Speaking*. Brattleboro: England second impression. 2006. p.95

values, traditions, hopes, and dreams. Storytelling is one way to respect the past, describe the present and shape the future.[20]

The types of stories are narrative, tale, history, anecdote, joke, news, fable.Bob Chartier et.al states thattypes of stories;

5) Narrative

A more formal term, referring to the prose that recounts happenings

6) Tale

A somewhat elevated or poetical term usually suggesting a simple, leisurely story, especially a fictitious or legendary one

7) History

An account of what has happened in chronological order—a record

8) Anecdote

A short, entertaining account of a single incident, usually personal or biographical

9) Joke

An amusing story told with the purpose of arousing laughter or an amusing trick played on someone

10) News

Reports of recent happenings, especially those broadcast over radio or TV, or printed in newspapers

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[20]Bob Chartier and Sylvie Lapointe. *Get real: The Art and Power of Storytelling in Workplace in Communities*. Canada: Library and Archives Canada Cataloguing. 2007. p. 1

11) Fable/Parable

A fictitious story meant to teach a moral lesson.[21]

Fog et.al, in Kaliszewski Sandra argues the elements of storytelling is a good story speaks to the consumer and creates emotional bonds between product and consumer, which strengthens a brand both internally and. However, there is no fixed formula for success; however, there exist some basic guidelines that can be used. Stories tend to have four major features: a *message*, a *conflict, characters,* and a *plot.*" [22] Considering the four storytelling elements described above similarities were found between storytelling and narratives. Both are segmented in a sequence or rather beginning, middle and end. In addition, both schools of thought promote the importance of a message with a purpose, characters and a conflict as depicted below;

Table 2
The Key Features of Narratives[23]

Feature	Brief description
The establishment of a valued end point (=Message)	Every story has to make a point. This point must be valued, negatively or positively, by the people involved in the narrative process
Selection of events relevant for the goal (=Characters)	Once the point of the story has been decided upon, only those events are selected that support the point.

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[21]Ibid. P.3

[22]Kaliszewski Sandra. Through a Narratalogical Lens: *An analysis of the storytelling elements in award-winning advertisements*. Warwick: MA galobal Media and Communication, Centre for Cultural Policy Studies. 2012. P. 9

[23]Ibid, p. 10-11

Agenda (=Plot)	After deciding on the point and the selection of events, with which the story is to be told, they are placed in a linear, temporal sequence.
Establishing causal sequences (=Conflict)	The events of the story are causally linked, there are event *b* only happens because of event *a* and soon.
Demarcation signs (=Plot)	Stories tend to have well recognized beginnings, (middles) and ends.

Chartier et.al, state thekey elements of a good story:

1) Be brief and simple

2) Be told from the perspective of a single character

3) Describe a dilemma that is familiar to the audience

4) Have a degree of strangeness or peculiarity to capture the audience's interest and stimulate the imagination

5) Be at the same time plausible and oddly familiar

6) Be true or have an element of truth

7) Have a happy ending or give hope

8) Be told with a bit of flair and passion.[24]

Bob et.al, argue that ethics of storytelling:

1) Preserve anonymity and confidentiality.

2) Know your audience and adapt the story to their culture.

3) Know how to dance the line between political correctness and a humorous.[25]

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[24]Bob Chartier and Sylvie Lapointe. *Get real: The Art and Power of Storytelling in Workplace in Communities*. Canada: Library and Archives Canada Cataloguing. 2007.p.6

Jill maintains theeffective story embrace five sequential components:

1) The setting: a description of the time, place, characters and context.

2) Build up: a sequence of events that warns the listener that something (usually some type of conflict) is about to happen.

3) Crisis: the climax or high point of the story.

4) Learning: point out what the central characters learned.

5) How change ensued in the characters behaviors, awareness, and abilities.[26]

Storytelling in English classes can build language skills. The student will show confidence when doing narratives verbally and experimenting with language through telling stories. Factual and conceptual information will be easier to remember and apply more accurately when the information is conveyed as telling. Storytelling can combine various types of materials, such as musical instruments, costumes, pictures, real objects, ornaments, computers, internet, and school books.[27]

Based on quotations above, the storytelling is a powerful communication tool because they enable listeners to make connections between what is said and their own experience. It helps create meaning and can trigger people into action.

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[25]Ibid, p.9

[26]Jill Eck E. *An Analysis of the Effectiveness of Storytelling with Adult Lerners in Supervisory Management*. Wisconsin : University of Wisconsin-Stout. 2006. p. 23

[27]Karlsson, Patience Adjahoe. *Storytelling as a Teaching Strategy in the English Language Classroom in Iceland: The Teaching and Learning of Foreign Languages*. Reykjavik: School of EducationClassroom and University of Iceland. 2012. p. 16

3. The Concept of Mask

a. The Nature of Mask

Mask is a safeguard against realism, a guarantee againstthe emotions.It forces the actor to play in a symbolstyle, having self become a symbol. According to Sukarya Mask is artificial faces made of thin material or materials that are made thin in such a way that they are suitable to be worn on a human face.[28]A good mask is supported by a good composition. This composition refers to how plastic elements such as lines, area textures, patterns and colors are arranged in a design that leads to a stimulus to balance, with accentuation; its diversity will form a harmonious unity.[29]A mask is anything that is used to cover part or all of a person's face. Masks are available in various shapes, sizes and colors. They can be made from various materials, such as wood, metal, plastic, ceramics, fiber, and shells.[30]

Potts states in order for this study to be successful, a specific directing methodology must be constructed centering on the use of the mask and the unique qualities that it evokes in the actor. Use of the mask for the development of character is one possible alternative to a naturalistic approach to acting. By covering the face and eliminating that avenue of expression, the actor can be forced to use his body in a creative manner to

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[28]I Wayan Sukarya. *Form of Modern Mask Created by Ida Bagus Anom.* Volume 26, Number 3, December . 2011. p. 314

[29] Ibid. p. 316

[30]Melissa Husby and Jane W. Hultberg. *Portable collection program masks*. New York: Brooklyn Children's Museum. 2006. p. 3

express emotions and ideas inherent in a script.[31]A good expressive mask must be able to change, be sad, happy, excited, without ultimately become fixed in one moment's expression.[32]

From the statement above, mask is a concrete object. The students can uses mask media to help concentration, strengthen his inner feelings, diminish his self consciousness, and lead him to develop his powers of outward expression based on the power of the creative imagination.

b.   The Procedure Mask Media

The Procedures of Mask Implementation Consist of Several Steps'

The procedure of teaching:

5)   Teacher divides the students into groups.

6)   The teacher provides the theme

7)   Give clear picture.

8)   Using the costumes

9)   Expression

10) Timing or set the time lag

11) Mingle or blend with the audience.

12) Teacher giving gifts to students who display the best story

c.   The Advantages and Disadvantages of Mask Media

The advantages of Mask Media are:

1)   Multi role / has many characters and several actors

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[31] Katherine E. Potts, B.A.,M.F.A. *The Use of Mask in the Rehearsal Process: A Professional*. Texas: Texas Tech University. 1996. p.33

[32]Ari Ahlholm and Kaisa Selde. *Usefulness of mask technique for actors from different background*. Esittava taide:Degree program in Performing Arts I Puppet Theater. 2012. p.13

2) Cross dressing for men becomes women, women become men

3) Crossing a good actor must be able to describe all ages in the mask, from babies to big age[33]

4) Helping students to develop, speak, and master skills in cognitive processes.

5) Mask method can provide speed for students to learn according to their learning style.

6) Can arouse motivation and desire of students to study harder.

7) Provide opportunities to develop and develop according to their abilities and interests.

8) Can avoid traditional student learning.

The Disadvantages of Mask Media are:

6) Planning requires regular and mature. For teachers who are familiar with the traditional way, is a burdensome expense

7) Difficult to control the activities and student success.

8) Therefore difficult to plan the learning habits of students collided with a habit of student learning.

4. The Implication of Teaching Speaking in Storytelling throughMask Media

In teachingspeaking researchersused themedia of storytellingthroughthe mask, because thestorytellingby usinghighlyeffectivemaskusedbystudents, the researcher used atype

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[33]Ari Ahlholm and Kaisa Selde. *Usefulness of mask technique for actors from different background*. Esittava taide:Degree program in Performing Arts I Puppet Theater. 2012.p.19

ofnarrativestories through maskmediain the storytelling, becausein this story becausethere isa moralmessagethatcouldbe agood exampleforallpeople. Throughmaskmediacanfacilitatetheactorplaying the roleandfacilitatethe audienceto betterunderstandthestorylineandrecognizeeachactorwhoplayed in the storytelling.

As it has been mentioned in the previous chapter, in teaching learning activity, a speaking teacher must be creative in adapting, choosing and selecting the technique, the teacher is going to use because the teaching technique plays important role in teaching learning activity. Without an appropriate media, the teaching learning result will be far from satisfactory.

On other hand, students must be aware of their position in teaching learning activity that is as the speaker. In this case, Patel and Praveen propose that in speaking activity one must be able to know the importance of oral work as follows:

1) It unable student to speak very effectively and mastery on communicate on skill

2) It makes student perfect in any kind of reading and writing

3) Oral work helps students to read lesson of the text very effectively and it helps to prepare the way for textual teaching

4) It prepares the foundation of good silent reading

5) It develops good speech, good pronunciation, speak correct sentence and effective vocabulary

6) The oral work helps students to improve their spelling mistake

7) Oral work helps to students to develop all linguistic skill

8) Through oral practice, graded and controlled vocabulary can be developed

9) The oral work remits the pronunciation mistakes and thus develops the habit of correct or accurate speech

10) It enables the students to understand how to speak and how to use stress, intonation and articulation in speech

11) The oral work helps students to acquiring proficiency in writing.[34]

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research; there are independent variable (X) and dependent variable (Y). The independent variable is Mask Media and dependent variable is students' narrative speaking skill.

Teaching speaking in storytelling using mask media gives the student experience of speaking English. By speaking in functional English mask media, students improve their vocabularies, grammar pattern, and knowledge about new information from the storytelling has some types of they are: Narrative, tale, history, anecdote, joke, and fable/parable. When the students have to retell their tasks, they can create it by using their own word since they already have enough vocabularies. By using this media, hopefully the students will be able to work with others in the team, develop their interpersonal skills and independence. Besides, they are also going to

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[34] Patel and Praveen M. Jain. *English Language Teaching Methods, Tools & Techniques*. Jaipur:Sunrise Publishers & Distributors. 2008 . p. 105-106

be encouraged, innovated, have creativity through deep learning, and require.

Students think about their learning, the issues and the problems. It also can make them to develop their tolerance, understanding and respect of other's opinions, responsibility for one's own learning, actions, and responsibility to the group. In line with the statement above, that students' responsibility and independence help them to develop their characteristics.

Therefore, in this research the researcher focuses on the teaching narrative speaking skill at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jayaby using Mask as the media. The researcher assumes that narrative speaking skill is appropriate for the level. Furthermore, the researcher believes that teaching by using Mask Media on narrative speaking skill makes the students will be interests in learning and learn the narrative speaking easily.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:

Figure 2
Theoretical Framework and Paradigm
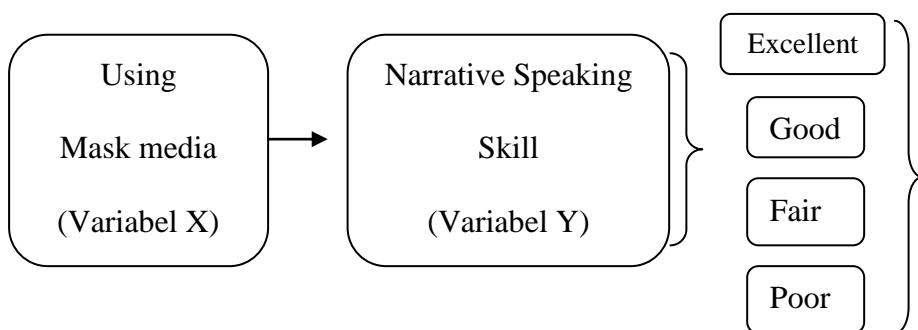
## C.	Hypothesis Formulation

Based on the frame of theory and assumption the writer formulates hypotheses as follows:

1.	Alternative hypothesis (Ha): The mask media can be effective in English Storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jayaacademic years 2018/2019.

2.	Null hypothesis (Ho): The mask media cannot be effective in English Storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jayaacademic years 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used the quantitative research, in the form of pre experimental design to identify the effectiveness of using mask media toward speaking skill in English storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

Furthermore, this research is focus on independent variable and dependent variable. The independent variable is Mask Media (X) and dependent variable (Y) that is Speaking Skill.

In conducting the research, the reseacher used pre experimental design with one group pre-test and post-test.

The pre-test is given before treatment and the post-test was carrying out after treatments. This research was intended to investigate whether there is an effectivenessof using mask media on the students' speaking skill.

B. Research Setting and Subject

1. Research Setting

Research setting is something that is related to the location where researchers will conduct research. In this case, the researcher will conduct the research at eleventh grade of Islamic Senior High School Jauharotul Mualimin Bandar Jaya academic year 2018/2019.

2.   Research Subject

The subject of this research is Islamic Senior High School Jauharotul Mualimin Bandar Jaya academic year 2018/2019 especially in eleventhgrade. It consists of 30 students, they are 17 students failed in speaking skill and 13 students can pass the test and reach the standard score is 75 in speaking skill.

C.   Research Variable

There are two main variables of research; they are independent variable and dependent variable. Variable which has ability than effect of research is named *Independent Variable* while variable functions as the situation of effect is named *Dependent Variable*. The researcher has determined variables of the research, as follow;

1) The first independent variable (X) is students' ability in using mask media in storytelling to teaching narrative text

2) The second dependent variable (Y) is students' ability in speaking skill narrative text

1.   Indicator of Variables

a.   Mask Media Variable (X)

1) The students able to introduce a wide variety of characters in accordance with the type of mask property

2) The students able to master the storyline well and skills in cognitive processes.

3) The students able to convey moral messages contained in the story well

b. **Speaking Skill Variable (Y)**

1) The students able to identify information in front of an audience such as class presentations, public announcements, speeches and narrative text

2) The students able to speak with the use of the new vocabulary well

3) The students able to speak English with fluently well in communication

D. Research Population, Sample and Sampling Technique

1. Research Population

A population is commonly understood to be a natural, geographical, or political collection of people, animals, plants, or objects.The population of this research was the students at the eleventh grade of Islamic Senior High School Jauharotul Mualimin Bandar Jaya Academic Year 2018/2019. The total population in this research is 192 students who are divided Into six classes.

Table 3
The Population Research in Islamic Senior High School Jauharotul
Mualimin Bandar Jaya

NO	Class	Total
1	XI 1	34 Students
2	XI 2	32 Students
3	XI 3	30 Students
4	XI 4	32 Students
5	XI 5	33 Students
6	XI 6	31 Students
Total		192 Students

2. **Sample**

A sampleis a portion of a population.Sample is a part of vise of population that will observe. The sample of this research was the student at the eleventh grade of Islamic Senior High School Jauharotul Mualimin Bandar Jaya in academic year 2018/2019. Which consist of 30 students, the number of sample and their distributions in class are presented in the following table.

Table 4 Sample

No.	Class	Number
1	XI 3	30
Total		30

3. **Sampling technique**

The sampling technique applied in this research is population sampling. In this research, the researcher choosed one class, class XI 3

consist of 30 students. The researcher used non-probably sampling it was purposive sampling because the class included in the criteria which will be known by the researcher, because the score of students in speaking subject low.

E. Research Instrument

The instrument is used to get the data which needed when the research will collect the information. The researcher uses the test to do the research first. The researcher uses the test to do the research first.

1. Item Test

The research instrument that used in this research is speaking skill. The test will be containing essay test. This is used to measure increase of student speaking skill. The test divides into two terms. There are:

a. Pre-test: the researcher gives the pre-test to the students. The purpose of the test is test is to know how far the students English mastery before giving treatment.

b. Post-test: the researcher administrates the post-test after giving the treatment to know the result at the end of the research.

2. Scoring System

The score the results of the speaking skill test. In this research, the researcher use rates score as follow;

ORAL-ENGLISH RATING SHEET

Criteria	Level 1	Level 2	Level 3	Level 4
Fluency	10% -50% Limited	60% Some	80% Good	100% Well Developed
Pronounciation	10%-50% Unclear	60% Parts clear	80% Mostly clear	100% Very clear
Grammar	10%-50% Poor	60% Fair	80% Good	100% Excellent
Vocabulary	10%-50% Limited	60% Adequate	80% Sound	100% Extensive
Language Control	10%-50% Unclear	60% Parts clear	80% Mostly clear	100% Very clear

F.   Data collection method

1.   Test

The researcher used test as data collection method to measures teaching narrative speaking through mask media by pre-test, treatment, and post-test.

a. Pre-test

The pre-test given to the students in the first meeting in order to find out students' ability in the beginning before using mask media in their speking activity. The pre-test in this research was in the form of speaking test.

b. Post-test

The post-test given to the students in the last meeting after treatment in order to find out whether the treatment gives any

contribution to the students' narrativespeaking skill. The post-test in this research was in the form of speaking test.

2. Documentation

The researcher used the documentation method to get detail information about the school story, data and organization of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

3. Observation

The researcher used observation as data collection method to get the detail information about the condition in the school, such as; the condition of the students at Islamic Senior High School Jauharotul Mualimin Bandar Jaya as the object of this research. The researcher uses observation sheet to note information.

G. Data Analysis Technique

To investigate whether there is the effective of mask media toward speaking skill at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya, the researcher used pre experiment in the form of pre-test and post-test design and SPSS 16.0 for windows.

A. Research Setting

1. The Condition of Buildings in Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

Table 5
The Condition of Buildings inIslamic Senior High School Jauharotul Mualimin Bandar Jaya.

No	Building	Total	Condition
1	Classroom	18	Good
2	Teacher room	1	Good
3	Headmaster room	1	Good
4	Office room	1	Good
5	Copretation	1	Good
6	Library	1	Good
7	Counselor room	1	Good
8	UKS room	1	Good
9	Sains labroratory	1	Good
1	Mosque	1	Good

1	Computer labroratory	1	Good
1	Toilet	3	Good
1	Badminton field	1	Good
1	Football field	1	Good

2. Vision and mission of Islamic senior high school Jauharotul Mualimin Bandar Jaya.

The visions are:

1) Getting use the discipline

2) Developing the perception of teacher, officer and students in doing the duty and obligation.

3) Conducting the teaching learning process optimally.

4) Helping and guiding the students to understand the competence.

5) Practicing religious in daily activities.

The missions are:

1) Discipline in teaching and learning.

2) Achievement in intra and extra curricular.

3) Polite in society.

4) Belief in spiritual religious.

3. **The Quantity Students of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.**

Table 6

The Quantity students of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

NO	Class	Male	Female	Total students
1	X	84	102	186
2	XI	88	112	200
3	XII	97	97	194
	Total	259	311	580

4. **Educational teachers background in Islamic Senior High School Jauharotul Mualimin.**

Table 7

Educational teachers background of Islamic Senior High School

Jauharatul Mualimin Bandar Jaya.

No	Graduate	Total teacher
1.	D3	3
2.	S1	38
3.	S2	4
	Total	45

5. **The Quantity teacher of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.**

Table 8
The Quantity teachers of Islamic Senior High School Jauharotul
Mualimin Bandar Jaya.

NO	Class	Male	Female	Total students
1	X	84	102	186
2	XI	88	112	200
3	XII	97	97	194
	Total	259	311	580

6. Research Data

a. Result Data of Students before Treatment

The researcher conducted speaking test about narrativetext in the first meeting of her research before giving the treatment (mask as the media) in speaking skill. The teacher asked them to explain narrative text, the themes areSnow White and Cinderella then, and the students choose 1 of the theme, the time given 45 minutes. The result of the students' speaking skill can be identified as follow:

Table 9
The Result of the Students before Treatment (Using mask media)at
the Eleventh Graders in Islamic Senior High School Jauharotul
Mualimin Bandar Jaya.

No	NAME	FL	PR	VO	GR	LC	SCORE
1	AA	21	17	13	7	2	60
2	AY	20	15	10	6	4	55
3	AD	20	15	10	7	3	55
4	DP	21	17	12	11	4	65
5	DS	21	16	14	10	4	65
6	DR	22	16	15	13	4	70
7	FY	19	11	10	11	4	60
8	GH	22	17	12	9	4	60
9	HW	19	15	13	9	4	60
10	IK	21	13	14	13	4	65
11	KA	19	12	12	15	2	60
12	LA	22	19	14	15	5	75
13	MM	22	17	13	14	4	70
14	MF	22	21	14	15	5	70
15	MH	22	17	15	13	3	70
16	NA	21	15	10	10	4	60

17	NN	19	16	11	10	4	60
18	NY	21	17	12	11	4	65
19	PP	21	14	11	14	5	65
20	PY	21	15	12	13	4	65
21	PI	21	17	12	15	5	70
22	PD	17	16	11	12	4	60
23	RS	19	15	13	14	4	65
24	RA	22	19	13	12	4	70
25	RK	22	20	15	13	5	75
26	RW	19	14	10	13	4	60
27	SH	16	15	14	11	4	60
28	SM	22	19	12	13	4	70
29	TA	21	17	13	6	3	60
30	YW	20	13	15	7	5	60
Total							1925
Average							64,16
The highest score							75
The lowest score							55

Source:The Result of Students'Pre-Test at the eleventh Graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

The conclusion of students' pre test at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya is the total of pre test score is 1925 with 30 students and the average is 64,16. Then, the highest score is 75 and the lowest score is 55.

Based on the above table, the researcher then measured the class interval using the formula according to Suharsimi Arikunto, as follows:

$$R = \frac{t - r}{K}$$

Notes:

R   = Class Interval

t   = the highest score = 75

r   = the lowest score = 55

K   = Number of Classes

$$R = \frac{75-55}{6}$$

$$= \frac{20}{6} = 3,33$$

$$= 3$$

K = 1 + 3,3 log n
= 1 + 3,3 log 30
= 1 + 4,874
= 5,874
= 6

The total of Class Interval (R) for this research is 3. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 10
The Frequency Distribution as the Result before Treatment(Pre-Test)at the eleventh Graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

No.	Class Interval	Frequency	Percentage
1.	73 - 75	2	6,66 %
2.	70 - 72	7	23,33 %
3.	67 - 69	-	-
4.	64 - 66	7	23,33 %
5.	61 - 63	-	-
6.	58 - 60	12	40 %
7.	55 - 57	2	6,66 %
	Total	30	100 %

Chart 1
The Students' Pre-Test of the eleventh Graders of Islamic Senior
High School Jauharotul Mualimin Bandar Jaya.
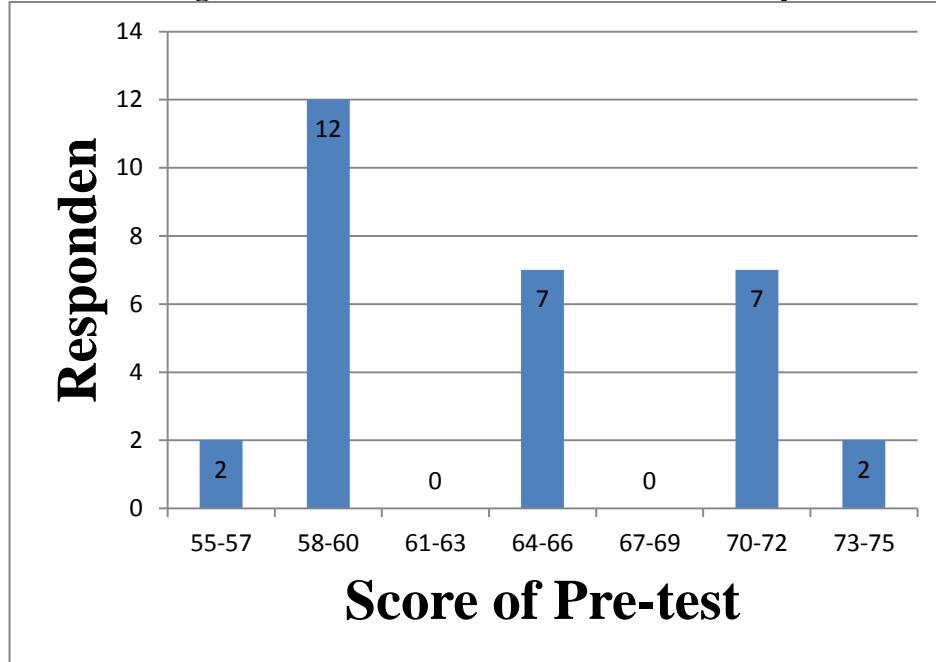
Based on the table above, it can be inferred that 30 students as the research population can be divided as follows:

1. There were 2 students (6,66%) who got the score between $73 - 75$

2. There were 7 students (23,33 %) who got the score between $70 - 72$

3. There were 0 students (0 %) who got the score between $67 - 69$

4. There were 7 students (23,33 %) who got the score between $64 - 66$

5. There were 0 students (0 %) who got the score between $61 - 63$

6. There were 12 students (40%) who got the score between $58 - 60$

7. There were 2 students (6,66 %) who got the score between $55 - 57$

Therefore, it can be infered that the students'speaking skill at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya is still low because only two students who got more than

75 which is as the minimum mastery criteria (KKM), many students got low or bad score in this test.

b. Post-Test Result

After knowing the pre-test result of the students' speakingskill, the students got low or badscore and then the researcher gave treatment about using mask as the media. The researcher explained about what the use mask media, and explained about the advantage of mask media. So the students were motivated to use this media toeffective their fluency, pronunciation, vocabulary, grammar and language control in speaking skill.

In this process the researcher saw that the students were interestedand they motivated to use mask as the media, at the end, the researcher gave post-test to know their skill after giving the instruction (treatment).

To measure the effectiveness of using mask as the media, the researcher tested the students by giving them speaking test. The result can be identified as follows:

Table 11

The Result of Students after Giving Treatment (Post Test) at the eleventh Graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

No	NAME	FL	PR	VO	GR	LC	SCORE
1	AA	20	15	15	20	5	75
2	AY	20	17	18	21	4	80
3	AD	20	15	15	20	5	75
4	DP	20	15	15	20	5	75
5	DS	22	16	15	18	4	75
6	DR	21	18	18	18	5	80
7	FY	21	18	18	19	4	80
8	GH	21	18	18	19	4	80
9	HW	20	14	17	15	4	70
10	IK	20	15	15	20	5	75
11	KA	20	14	17	15	4	70
12	LA	22	18	17	18	5	80

13	MM	24	20	19	22	5	90
14	MF	22	16	15	18	4	75
15	MH	21	18	18	18	5	80
16	NA	20	16	17	18	4	75
17	NN	21	18	18	18	5	80
18	NY	20	14	15	17	4	70
19	PP	20	15	15	20	5	75
20	PY	25	18	17	20	5	85
21	PI	20	14	15	17	4	70
22	PD	21	17	16	17	4	75
23	RS	26	19	20	20	5	90
24	RA	22	15	16	18	4	75
25	RK	27	20	19	20	4	90
26	RW	22	19	20	19	5	85
27	SH	22	19	20	19	5	85
28	SM	25	18	20	17	5	85
29	TA	22	17	17	20	4	80
30	YW	22	16	15	18	4	75
Total							2355
Average							78,50
The highest score							90
The lowest score							70

Source:The Result of Students' Post-Test at the eleventh Graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

The conclusion of students' post test at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya is the total of post test score is 2355 with 30 students and the average is 78,50. Then, the highest score is 90 and the lowest score is 70.

Based on the above table, the researcher then measured the class interval using the formula according to Suharsimi Arikunto, as follows:

$$R = \frac{t - r}{K}$$

Notes:

R = Class Interval

t = the highest score = 90

r = the lowest score = 70

K = Number of Classes

$$R = \frac{90 - 70}{6}$$

$$= \frac{20}{6} = 3,33$$

$$= 3$$

K = 1 + 3,3 log n
  = 1 + 3,3 log 30
  = 1 + 4,874
  = 5,874
  = 6

The total of Class Interval (R) for this research is 3. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

Table 12
The Frequency Distribution as the Resultafter Treatment (Post Test) at the Eleventh Graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

No.	Class Interval	Frequency	Percentage
1.	88 - 90	3	10 %
2.	85 - 87	4	13,33 %
3.	82 - 84	-	-
4.	79 - 81	8	26,66 %
5.	76 - 78	-	-
6.	73 - 75	11	36,66 %
7.	70 - 72	4	13,33 %
	Total	30	100 %
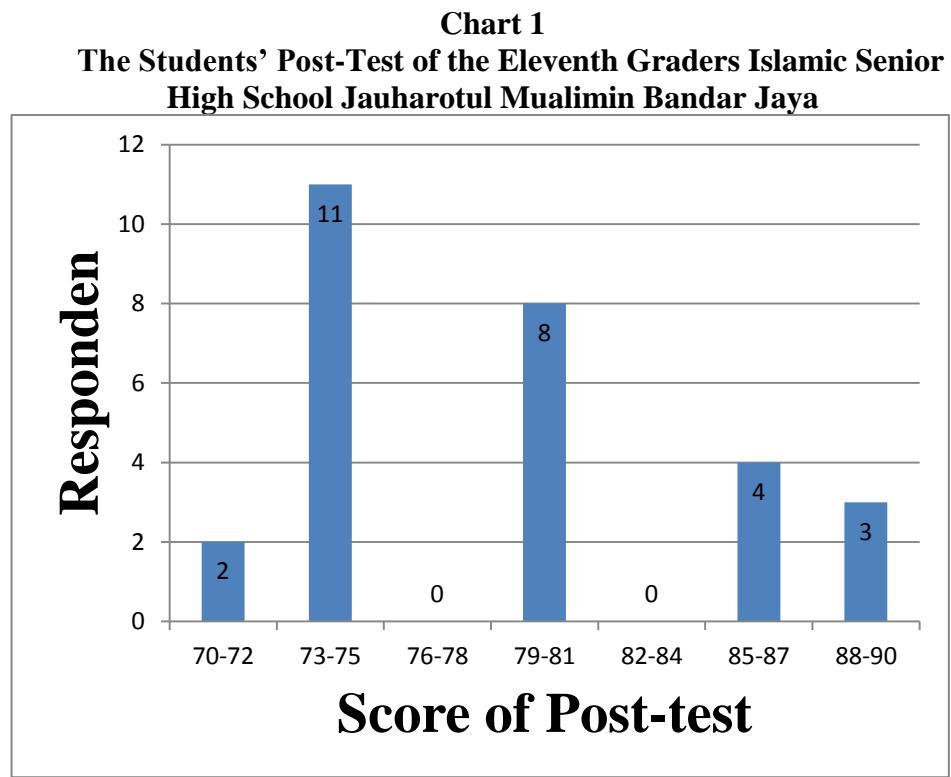
Chart 1
The Students' Post-Test of the Eleventh Graders Islamic Senior
High School Jauharotul Mualimin Bandar Jaya

Based on the table above, it can be inferred that 30 students as the research population can be divided as follows:

1. There were 3 students (10 %) who got the score between 88 - 90

2. There were 4 students (13,33%) who got the score between 85 -87

3. There were 0 students (0 %) who got the score between 82 - 84

4. There were 8students (26,66%) who got the score between 79 - 81

5. There were 0 students (0%) who got the score between 76 - 78

6. There were 11 students (36,66%) who got the score between 73 - 75

7. There were 4 students (13,33%) who got the score between 70 - 72

So the post-test result is categorized into good category, it was good because they had well effort in learning speaking skill.

B. Hypothesis Testing

After applying the documentation and test, the researcher analyzed the data by using analysis of T-test in order to prove whether there is an effectiveness of the Students'SpeakingSkill by Using Mask Media at the Eleventh Graders in Islamic Senior High School Jauharotul Mualimin Bandar Jaya, as follows:

1. Preparing the table in order to prove whether there is an effectiveness of the Students'Speaking Skill by Using Mask Media at the Eleventh Graders in Islamic Senior High School Jauharotul Mualimin Bandar Jaya

Table 13
The Students' Pre-Test and Post-Test about Narrative SpeakingSkill by Using Mask Media at the Eleventh Graders in Islamic Senior High School Jauharotul Mualimin Bandar Jaya

Participant	Pre-test (X1)	Post-test (X2)	$D (X_1-X_2)$	$D^2 (X_1-X_2)$
1.	60	75	-15	225
2	55	80	-25	625
3	55	75	-20	400
4	65	75	-10	100
5	65	75	-10	100
6	70	80	-10	100
7	60	80	-20	400
8	60	80	-20	400
9	60	70	-10	100
10	65	75	-10	100
11	60	70	-10	100
12	75	90	-15	225
13	70	80	-10	100
14	70	75	-5	25
15	70	80	-10	100
16	60	80	-20	400
17	60	75	-15	225
18	65	70	-5	25
19	65	75	-10	100

20	65	70	-5	25
21	70	85	-15	225
22	60	75	-15	225
23	65	75	-10	100
24	70	90	-20	400
25	75	90	-15	225
26	60	85	-25	625
27	60	85	-25	625
28	70	85	-15	225
29	60	80	-20	400
30	60	75	-15	225
	$\sum X_1 = 1925$	$\sum X_2 = 2355$	$\sum D = -430$	$\sum D^2 = 7150$

Source:The Result of Students' Pre-Test and Post-Test at the Elevent Graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya

2.   Putting the data above into the formula T-test in order to get "$t_{observed}$".

$$t = \dfrac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \dfrac{14,333}{\sqrt{\dfrac{7150 - \dfrac{(430)^2}{30}}{30(30-1)}}}$$

$$t = \dfrac{14,33}{\sqrt{\dfrac{7150 - (184900 : 30)}{30 x 29}}}$$

$$t = \dfrac{14,333}{\sqrt{\dfrac{7150 - 6163,333}{870}}}$$

$$t = \dfrac{14,333}{\sqrt{\dfrac{986,667}{870}}}$$

$$t = \frac{14{,}333}{\sqrt{1{,}134}}$$

$$t = \frac{14{,}333}{1{,}0649} = 13{,}459$$

Therefore, $t_{observation}$ is 13,459 as the result of the counting by using t-test formula above.

To know the critical value of t-test (t_{table}), the researcher firstly counted df, *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df   = N-1

        = 30-1

        = 29

After considering the t-test table by using df 29. so it can be found that :

Table 14
The Table of level significant

Level of significant	t_{table}	t_{table}
	5 %	1 %
df 29	2.04	2.76

1. The critical value of t-test (t_{table}) for the 5 % level is 2.04

2. The critical value of t-test (t_{table}) for the 1 % level is 2.76

   From all data analysis above , it can be found that:

   1. "$t_{observed}$"   = 13.459

   2. " t_{table} " 5 %   = 2.04

   3. " t_{table} " 1 %   = 2.76

Its mean that "t $_{observed}$" higher than " t$_{table}$ "it can be inferred that there is an effectiveness of using mask media toward the students' speakingSkill at the eleventh graders in Islamic Senior High School Jauharotul Mualimin Bandar Jaya in Academic Year 2018/2019.

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 15
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	30	55	75	64.17	5.427
posttest	30	70	90	78.50	5.894
Valid N (listwise)	30				

The table above demonstrated that the total sample of pre test or before treatment was 30 with the minimum value was 55 and maximum value was 75, mean of pre test was 64,17 with the standard deviation was 5,427. Meanwhile, the total sample of post test or after treatment was 30 with the minimum value was 70 and maximum value was 90, mean of post test was 78,50 with the standard deviation was 5,894.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 16
Paired Sample Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	14.333	5.833	1.065	16.511	12.155	13.459	29	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 14,333 and it's the standard deviation was 5,833 with standard error mean was 1,065, t observed was 13,459 with degree of freedom was 29 to confidence interval of the difference 95%.

C. **Interpretation**

The researcher has formulated the Alternative hypothesis (Ha) and Null hypothesis (Ho) as follows:

1. Alternative Hypothesis (Ha)

   Ha : There is any significant effectiveness of the students who are taught speaking through storytelling and the students who are taught speaking through conventional technique of eleventh class at Islamic Senior High School Jauharotul Mualimin Bandar Jaya academic year 2018/2019.

2. Nully Hypothesis (Ho)

   Ho : There is not any significant effectiveness of the students who are taught speaking through mask media in storytelling and the students who are taught speaking through conventional technique of eleventh class at Islamic Senior High School Jauharotul Mualimin Bandar Jaya academic year 2018/2019.

   Last but not list, after applying the treatment the researcher found $t_{observed}$ is 13,459, whereas, the determined of hypothesis testing is, if the $t_{observed}$ higher than t_{table}, Ha is accepted and Ho is rejected, on the other way $t_{observed}$ smaller than t_{table}, Ha is rejected and Ho is accepted.

   After Ha and Ho above were formulated researcher consulted $T_{observation}$ to T_{table} as follows:

   a. If $T_{observed}$ is higher than T_{table}. Ha is accepted and Ho is rejected.

   b. If $t_{observed}$ is lower than t_{table}, Ha is rejected and Ho is accepted.

   Finally the data confirmed that t_{table} 2,04< $t_{observed}$ 13,459> t_{table} 2,76. Therefore it can be inferred that Ha is accepted and Ho is rejected. It means that there is an effectiveness of mask media toward the students' speaking skill at the eleventh graders in Islamic Senior High School Jauharotul Mualimin Bandar Jaya.

D. Discussion

The researcher observed that the students were effective in learning speaking. They were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatment.

First, The researcher given the material about Narrative Text, before the researcher teach about the material, the teacher have done it, so the researcher just giving the students one meeting about Narrative Text. And then, after two meetings the researcher conducted speaking test about narrative text before giving the treatment (mask as the media) in speaking skill. The researcher asked them to explain narrative text, the themes are snow white and Cinderella then, the students choose 1 of the theme, the time given 45 minutes.

Second, after knowing the result of the students' speaking skill before treatment, the students got low or bad score and then the researcher gave treatment about using mask media. The researcher explained about what the use of mask media, and explained about the advantage of mask media. So the students were motivated to use this media to effective their fluency, pronunciation, vocabulary, grammar and language control in narrative speaking.

In this process the researcher saw that the students were interestedand motivated to master this media, at the end, the researcher gave post-test to know their ability after giving the instruction (treatment).

The researcher assumed that teaching and learning by mask as the media can effective the students' speaking skill. Through using mask as the media, the students will learn speaking more easily because the students interesting in mask media and it can help the students to think their ideas and increase their vocabularies.

Through using mask as the media, the students learn new experience in studying English. There is an effective of using mask media toward the students' narrative speaking skill at Islamic Senior High School Jauharotul Mualimin Bandar Jaya because after treatments. In fact, it shows that there are changes at amount of students that passed the Minimum Mastery Criteria (KKM), which is 75. In pre-test result, from 30 students as the research samples only 2 students (6,66 %) who got the score below the Minimum Mastery Criteria (KKM), and the post test result, there were 25 students (83,32%) passed the Minimum Mastery Criteria (KKM)..

Moreover, based on the result hypothesis the data confirmed that T_{table} 2,04 < $T_{observed}$ 13,459 > T_{table} 2,76. Therefore it can be inferred that Ha is accepted and Ho is rejected. It means that there is an effect of Using mask media toward the students' speaking skill at the eleventh graders in Islamic Senior High School Jauharotul Mualimin Bandar Jaya Academic Year 2018/2019.

E. Limitations

        This researcher was prevailed on the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya in academic year 2018/2019. So, the result of this research is only for this school. It could not generalize to another.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Mask is one of the media in teaching and learning process. Based on the analysis and result of the research, the researcher can conclude that: Mask as the media has an effective toward the students' speaking skill. It can be used as the media in learning speaking skill and it can improve their fluency, pronunciation, vocabulary, grammar and language control in speaking skill. It can be seen from the result of critical value "$t_{observed}$" is higher then threeten and "t_{table}" is higher then two. The data confirmed that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be concluded that Ha is accepted and Ho is rejected. So, there is the effect of using mask media toward the students' speaking skill at the eleventh graders of Islamic Senior High School Jauharotul Mualimin Bandar Jaya in Academic Year 2018/2019.

B. **Suggestions**

Based on the explanation above, the researcher suggest as follows:

1. The students are suggested to increase their fluency, pronunciation, vocabulary, grammar and language contentin speaking skill especially speaking narrative text.

2. The students should be more active in learning English, if they do not understand about the lesson, they should ask to the teacher.

3. The English teacher should motivate the students to be more active in learning English by helping them to understand about narrative text.

4. The English teacher suggested helping the students to increase their ability in speaking skill, especially in speaking narrative text.

5. The researcher greatly expects that this study can give contribution for the headmaster, such as a reference for further studies in applying Mask as the media in learning narrative text.

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Pre-Test For Experimental and Control Groups

Subject   : XI MA Jauharotul Mualimin

Level/Semester : 1

Language   : Speaking

Time   : 45 Minutes

a. Tell the story orally using a narrative form entitled "The little mouse" in front of your class?

b. Extend the moral value from the little Mouse orally!

Post-Test For Experimental and Control Groups

Subject   : XI MA Jauharotul Mualimin

Semester   : 1

Language Skill   : Speaking

Time   : 45 Minutes

1. Tell the story orally using narrative form entitled "snow white" in front of your class?

2. Extend the moral value from snow white orally!

SILABUS SMA/MA

Mata Pelajaran   : **BAHASA INGGRIS-WAJIB**

Kelas   : **XI**

Kompetensi Inti   :

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 menunjukan 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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
a. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya 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	**Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya** *Fungsi Sosial* b. Menjaga hubungan interpersonal dengan guru, teman, dan orang lain c. Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya *Ungkapan* Saran dan tawaran: *Why don't you…* *What about …?* *You should …* *You can ….* *Do you need ….?*	**Mengamati** 3. Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. 4. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. 5. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi **Mempertanyakan (questioning)** 6. Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: C. Fungsi sosial D. Ungkapan yang digunakan untuk memberi saran dan tawaran E. Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. **Mengeksplorasi** C. Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya D. Siswa berlatih menggunakan ungkapan tersebut E. Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi	**KRITERIA PENILAIAN:** 9) Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya 10) Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya 11) Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi 12) Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya	2 x 2jp	5. CD/ Audio/ VCD 6. Koran/ majalah berbahasa Inggris 7. Sumber dari internet: 4) www.dailyenglish.com 5) http://americanenglish.state.gov/files/ae/resource_files 6) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Unsur kebahasaan 3. Ucapan, tekanan kata, intonasi, 4. Rujukan kata *Topik* Keteladanan tentang perilaku peduli, kerjasama, dan proaktif	**Mengasosiasi** D. Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. 9) 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 penggunaannya. 7. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 8. Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain **Mengkomunikasikan** 9. Siswa bermain peran memberi saran dan tawaran serta responnya 10. Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikanfungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. 11. Siswa membuat 'learning journal'	**Pengamatan (observations):** 12. Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. 13. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 14. Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	**Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya** *Fungsi Sosial* d. Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan* menyatakan pendapat/pikiran *I think …* *I suppose...* *In my opinion …* *Unsur Kebahasaan* Ucapan, tekanan kata, intonasi	**Mengamati** • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** 15. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** 16. Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. 17. Siswa membandingkan antara ungkapan	**KRITERIA PENILAIAN:** 13) Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran 14) Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran 15) Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi 16) Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** e. Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya **Pengamatan (observations):**	2 x 2 JP	8. CD/ Audio/ VCD 9. Koran/ majalah berbahasa Inggris 10. Sumber dari internet: 7) www.dailyenglish.com 8) http://americanenglish.state.gov/files/ae/resource_files 9) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** 18. Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. 19. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (*learning journal*).	20. Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. 21. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 22. Kesantunan dan kepedulian dalam melaksanakan komunikasi 23. Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 3.3 Menganalisis fungsi	**Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya** *Fungsi sosial*: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain *Ungkapan:*	**Mengamati** • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan).	**KRITERIA PENILAIAN:** 17) Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa 18) Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap 19) Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan,	2 x 2 JP	11. CD/ Audio/ VCD 12. Koran/ majalah berbahasa Inggris 13. Sumber dari internet: 10) www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), sesuai dengan konteks penggunaannya 4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (*extended*) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks	harapan dan doa *F.I hope …* *G. I wish you all the best. Thank you.* *Unsur kebahasaan*: Ucapan, tekanan kata, intonasi	**Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** 24. Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. 25. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** 26. Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. 27. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (*learning journal*).	tekanan kata, intonasi 20) Kesesuaian format penulisan/ penyampaian **Cara Penilaian:** **Unjuk kerja** f. Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap ● Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. **Pengamatan (observations):** 28. Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. 29. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 30. Kesantunan dan kepedulian dalam melaksanakan komunikasi		11) http://americanenglish.state.gov/files/ae/resource_files 12) http://learnenglish.britishcouncil.org/en/

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 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis	**Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana** *Fungsi Sosial* Menjagahubungan transaksional dengan orang lain *Struktur* Salutation H. Will/ Couid you come with me to the exhibition? I. Is it possible for you to attend my birthday partyr? Closing **Unsur kebahasaan**: (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan	**Mengamati** 12) Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). 13) Siswa berlatih menentukan gagasan utama, dan informasi rinci 14) Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. 15) Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa	Kriteria penilaian: 21) Pencapaian fungsi sosial 22) Kelengkapan dan keruntutan struktur teks 23) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 24) Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** 25) Melakukan *role-play* (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi **Pengamatan (observations** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi	3 x 2 JP	• Berbagai undangan dalam bahasa Inggris 14. CD/ Audio/ VCD 15. Koran/ majalah berbahasa Inggris 16. Sumber dari internet: 13) www.dailyenglish.com 14) http://americanenglish.state.gov/files/ae/resource_files 15) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	(4) Layout (5) Rujukan kata	**Mengasosiasi** • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. 31. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. 32. Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok **Mengkomunikasikan** • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat	balikan. Sasaran penilaian adalah: 33. Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 34. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 35. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi 36. Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** 37. Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. 38. Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 39. Kumpulan hasil tes dan latihan.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya
4.7 Menangkap makna teks surat pribadi.
4.8 Menyusun teks surat pribadi, dengan
	Surat pribadi sederhana
	Fungsi Sosial
	  Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis
	  Memberi informasi kepada teman
	Struktur
	Date
	Salutation: Dear ....
	Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan
	Content: Mengabarkan hal yang sudah/ akan
		Mengamati
		16) Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet).
		17) Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.
		18) Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.
		19) Siswa berlatih menentukan gagasan utama, dan informasi rinci
		
		Mempertanyakan (questioning)
		
		• Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan
		  - Fungsi Sosial;
		  - Struktur
		  - Unsur kebahasaan yang digunakan dalam surat pribadi.
		• Siswa mempertanyakan cara menetukan gagasan utama, dan informasi rinci dan informasi tertentu
			Kriteria penilaian:
			26) Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi
			27) Tingkat kelengkapan dan keruntutan struktur teks surat
			28) Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan
			29) Kesesuaian format penulisan/ penyampaian
			
			Cara Penilaian:
			Pengamatan (observasi)
			45. Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi
			46. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
			47. Perilaku tanggung
				4 x 2 JP	17. CD/ Audio/ VCD
					18. Koran/ majalah berbahasa Inggris
					19. Sumber dari internet:
					16) www.dailyenglish.com
					17) http://americanenglish.state.gov/files/ae/resource_files
					18) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	terjadit *Closing*: Menutup surat dengan harapan untuk bertemu kembali *Signature* *Unsur kebahasaan*: 40. Kata dan tata bahasa baku 41. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. 42. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan 43. Rujukan kata 44. simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi	**Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi. **Mengasosiasi** • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisienci, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi **Komunikasi** • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru	jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 48. Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** 49. Kumpulan catatan kemajuan belajar 50. Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 51. Kumpulan hasil tes dan latihan. 52. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

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 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi	**teks prosedur berbentuk manual dan kiat-kiat (*tips*)** *Tujuan komunikasi :* menyelesaikan pekerjaan, secara lengkap dan urut. *Struktur* menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan *Unsur Kebahasaan* a. simple present tense b. imperative, c. Nomor yang menyatakan urutan d. kata keterangan 3. ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.	**Mengamati** 4. Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. 12) Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan **Mempertanyakan** 13) Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur **Mengeksplorasi** 14) Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis 15) Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat 16) Secara individu siswa menyalin beberapa tips **Mengasosiasi** 53. Siswa membandingkan beberapa manual dan tips 54. Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.	Kriteria penilaian: 30) Pencapaian fungsi sosial 31) Kelengkapan dan keruntutan struktur teks prosedur 32) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 33) Kesesuaian format penulisan/ penyampaian **Pengamatan (observations)** Tujuan untuk memberi balikan. Sasaran penilaian adalah: 55. Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 56. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** 57. Kumpulan catatan kemajuan belajar berupa catatan atau rekaman	4 x 2 JP	3. Manual dari berbagai produk 20. CD/ Audio/ VCD 21. Koran/ majalah berbahasa Inggris 22. Sumber dari internet: 19) www.dailyenglish.com 20) http://americanenglish.state.gov/files/ae/resource_files 21) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		**17)** Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** 18) Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber 19) Siswa membuat jurnal belajar (*learning journal*)	monolog teks prosedur berbentuk manual dan tips 58. Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. 59. Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk	**Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)** *Fungsi Sosial* menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya *Struktur Teks* Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. • Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** Dengan bimbingan dan arahan guru, siswa	Kriteria penilaian: 34) Pencapaian fungsi sosial 35) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 36) Kelengkapan dan keruntutan struktur teks 37) Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan**	3 x 2 JP	23. CD/ Audio/ VCD 24. Koran/ majalah berbahasa Inggris 25. Sumber dari internet: 22) www.dailyenglish.com 23) http://americanenglish.state.gov/files/ae/resource_files 24) http://learne

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menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	seabed. *Unsur kebahasaan* 9) Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form. 10) tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya	mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **EKSPERIMEN (Explore)** a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. **MENGASOSIASI** • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. **KOMUNIKASI** • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.	(observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 60. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive 61. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** 62. Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar 63. Kumpulan hasil tes dan latihan. 64. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

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1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.2 Mengembangkanperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu	**Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Conditional Sentence** *Fungsi Sosial* Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang *Struktur Teks* - *If teenagers eat too much fast food, they can easily become overweight.* - *If you excercise regularly, you will get the benefit physically and mentally* *Unsur Kebahasaan* - If Clauses dalam simple present - Main Clause dengan modals can/ will *Topik:*	**MENGAMATI** • Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. • Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). **MEMPERTANYAKAN** 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. **Mengeksplorasi** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. 4. Siswa berusaha menyatakan dan menanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses	Kriteria penilaian: 38) Pencapaian fungsi sosial 39) Kelengkapan dan keruntutan struktur teks 40) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 41) Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 65. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk *pengandaian/ If clause*	2 x 2 JP	26. CD/ Audio/ VCD 27. Koran/ majalah berbahasa Inggris 28. Sumber dari internet: 25) www.dailyenglish.com 26) http://americanenglish.state.gov/files/ae/resource_files 27) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa diwaktu yang akan datang	pembelajaran. **Mengasosiasi** • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.	66. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** 67. Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar 68. Kumpulan hasil tes dan latihan. 69. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta	**Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam**, *Fungsi sosial* - Mengamati alam - Menulis paparan ilmiah mengenai	**Mengamati** 70. Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan 71. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual 72. Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** 73. Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan,	Kriteria penilaian: 42) Pencapaian fungsi sosial 43) Kelengkapan dan keruntutan struktur teks ilmiah faktual 44) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 45) Kesesuaian format	4 x 2 JP	29. CD/ Audio/ VCD 30. Koran/ majalah berbahasa Inggris 31. Sumber dari internet: 28) www.dailye

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damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) 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 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	benda,binatang dan gejal/ peristiwa alam *Struktur* 13) Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaan* 6) Simple Present 7) Kata kerja yang menggambarkan binatang/ benda/ gejala alam 8) Kata sifat 9) Berbagai kata benda terkait dengan benda/ binatang/	struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. **74.** Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** 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. **Mengasosiasi** 75. Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. 76. Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. 77. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi** 1.Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan	penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. 78. Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 79. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual 80. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 81. Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** 82. Kumpulan catatan kemajuan belajar 83. Kumpulan hasil tes dan latihan. **84.** Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa		nglish.com 29) http://americanenglish.state.gov/files/ae/resource_files 30) http://learnenglish.britishcouncil.org/en/

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	gejala alam yang diamati 10) ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. 11) Rujukan kata	membacakannya di kelas 2. Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks ilmiah faktual. 3. Membuat learning journal dalam pembelajaran ini. 4. Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan	komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan	**Teks eksposisi analitis** *Fungsi Sosial* Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab *Struktur teks* a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan b. Menyebutkan pandangan /	**Mengamati** 85. Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru 86. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 87. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis **Mempertanyakan (questioning)** 88. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** 20) Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. 21) Siswa berlatih menemukan gagasan utama,	Kriteria penilaian: 46) Pencapaian fungsi sosial 47) Kelengkapan dan keruntutan struktur teks eksposisi analitis 48) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 49) Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: 92. Berperilaku tanggung jawab,	4 x 2 JP	32. CD/ Audio/ VCD 33. Koran/ majalah berbahasa Inggris 34. Sumber dari internet: 31) www.dailyenglish.com 32) http://americanenglish.state.gov/files/ae/resource_files 33) http://learnenglish.britishcouncil.org/en/

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konteks penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut *Unsur Kebahasaan*: 8)Kalimat Simple Present 9)Conditional Clauses 10) Modals	informasi rinci dan informasi tertentu 22) Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 23) Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** 89. Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan **24)** Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** 25) Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan 26) Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 27) Siswa mempresentasikannya di kelas 90. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses	peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 93. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis 94.Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 95.Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** 96. Kumpulan catatan kemajuan belajar 97. Kumpulan hasil tes dan latihan. **98.** Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau		

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		pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. 91. Siswa membuat 'learning journal'	bentuk penilaian lain		
a. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	**Teks biografi pendek dan sederhana tentang tokoh terkenal** *Fungsi Sosial* Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan *Struktur* 9) Menyebutkan tindakan/ peristiwa/kejadian secara umum 10) Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut 11) Jika perlu, ada	**Mengamati** 99. Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. 100. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 101. Siswa mengamati keteladanan dari teks biografi yang dipelajari. 102. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** 103. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **104.** Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** 28) Siswa mencari beberapa text biografi dari berbagai sumber. **29)** Siswa berlatih menemukan gagasan utama,	Kriteria penilaian: 50) Pencapaian fungsi sosial 51) Kelengkapan dan keruntutan struktur teks 52) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 53) Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Sasaran penilaian adalah: 108. Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi 109. Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi 110. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan	4 x 2 JP	35. CD/ Audio/ VCD 36. Koran/ majalah berbahasa Inggris 37. Sumber dari internet: 34) www.dailyenglish.com 35) http://americanenglish.state.gov/files/ae/resource_files 36) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kesimpulan umum. *Unsur Kebahasaan* 4) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. 5) Simple, Continuous, Perfect tense 6) Penyebutan kata benda 7) Modal auxiliary verbs	informasi rinci dan informasi tertentu 30) Siswa melengkapi rumpang dari beeberapa teks biografi sederhana 31) Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut 32) Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** 105. Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan **33)** Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** 34) Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 35) Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. 106. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses	111. Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** 112. Kumpulan catatan kemajuan belajar 113. Kumpulan hasil tes dan latihan. **114.** Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. 107. Siswa membuat 'learning journal'			

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
 	
2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanaka n komunikasi fungsional
 	
3.12 Menyebutkan fungsi sosial dan kebahassaan dalam lagu
 	
4.16 Menangkap pesan dalam lagu
	Lagu
	
	Fungsi sosial
	
	  Menghibur, mengungkapkan perasaan, mengajarkan pesan moral
	
	Unsur kebahasaan
	
	D. Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
	E. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
	F. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
	
	Topik
	
	  Keteladanan tentang perilaku yang menginspirasi.
		Mengamati
		
		115. Siswa mendengarkan lagu yang diperdengarkan
		
		116. Siswa menirukan model secara terbimbing.
		
		117. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut
		
		Mempertanyakan (questioning)
		
		118. Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu
		
		119. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut
		
		Mengeksplorasi
		
		D. Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari
		
		E. Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat
		
		F. Siswa berdiskusi tentang pesan lagu yang didengar
		
		Mengasosiasi
		
		120. Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang
			Pengamatan (observations):
			
			Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:
			
			38) kesantunan saat melakukan tindakan
			
			39) Perilaku tanggung jawab, peduli, kerjasama dan cinta damai
			
			123. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
			
			40) Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu
			
			Portofolio
			
			41) Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu
			
			42) kumpulan hasil tes dan
				2 x 2 JP	d. CD/ Audio/ VCD
					
					e. Koran/Majalah berbahasa Inggris
					
					f. Buku lagu bahasa Inggris
					
					g. Sumber dari internet:
					
					7) www.dailyenglish.com
					8) http://americanenglish.state.gov/files/ae/resource_files
					9) http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dibaca/didengar	latihan.		
		36) Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin	**124.** Catatan atau rekaman penilaian diri dan		
		121. Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari	**125.** penilaian sejawat, berupa komentar atau cara penilaian lainnya		
		Mengkomunikasikan			
		1. Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.			
		37) Siswa melaporkan kumpulan lagu yang sudah dianalis pesan di dalam lugu-lagu tersebut			
		122. Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	**: MA Jauharotul Mualimin**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: X1 (Sebelas)**
Semester	**: 1 (Satu)**
Alokasi Waktu	**: 4 x45 menit**
Aspek/ Skill	**: Speaking**

Standar Kompetensi : 4.1 Mengungkapkan makna dalam teks fungsionalpendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar : 4.2 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : *report, narrative, dan analytical exposition.*

Indikator :

1.2 Mengidentifikasikan informasi yang ada di dalam teks narrative

1.3 Berbicara dengan menggunakan kosa kata baru, tata bahasa atau bahasa fungsional

1.4 Berbicara bahasa inggris dengan lancar

1.4.1 Tujuan Pembelajaran

Pada akhir pembelajaran di harapkan siswa mampu:

E. Mengidentifikasikan informasi yang ada di dalam teks narrative

F. Berbicara dengan menggunakan kosa kata baru, tata bahasa atau bahasa fungsional

G. Berbicara bahasa inggris dengan lancar

0) **Karakter siswa yang diharapkan :**   Mandiri (autonomy)

Kreatif   (creative)

Komunikatif (communicative)

Kritis (critical)

Tanggung jawab (*responsibility*)

1.4.2   **Materi Ajar**

Narrative text "Snow white ".

1.4.3 Metode Pembelajaran

Student active learning.

1.4.4 Langkah-langkah Kegiatan

38.   **Pertemuan Pertama dan kedua**

Pendahuluan:

Apersepsi -   Menyampaikan tujuan pembelajaran.

- o Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari narrative text.

Kegiatan Inti:

a. Eksplorasi

Dalam kegiatan eksplorasi, guru:

a. Bercerita tentang sebuah narrative text yangber judul " Snow white" secara lisan

b.   Mengidentifikasikan dan menyampaikan berbagai informasi yang terkandung dalam teks narrative berupa tokoh-tokoh dalam cerita, watak, dan pesan moral yang terkandung dalam cerita secara lisan

c. Menggunakan storytelling dalam penyampaian teks narrative dan memperkenalkan media topeng yang dapat mendukung dalam storytelling performance.

b. Elaborasi

Dalam kegiatan elaborasi, guru:

d. Memberikan tehnik bercerita tentang cerita "snow white" dengan menggunakan storytelling

e. Siswa di minta menceritakan kembali cerita "Snow white"dengan menggunakan tehnik storytelling yang terdiri dari :

39. Projection: siswa merancang / mempersiapkan diri dalam memulai cerita snow white pada masing-masing karakter, alur dan setting cerita.

40. Identification: mengawali cerita dengan awalan once upon time…/long-long a go… kemudian mengenalkan setiap karakter masing-masing tokoh dalam cerita "Snow white".

41. Empathy: mempunyai rasa empaty tinggi dalam menjiwai isi dalam cerita.

42. Imitation: dapat menarik audience untuk turut serta menirukan dan menjiwai dari masing-masing karakter dalam cerita.

43. Imagination: mengajak audience berimajinasi seakan-akan ikut serta berperan dalam cerita tersebut. Mengakhiri cerita dengan memberikan kesimpulan" finally.. the prince and Snow white lived happily ever after.

44. Menyampaikan pesan moral yang terkandung dalam cerita.

c. *Konfirmasi*

Dalam kegiatan konfirmasi, guru:

f. memberikan apresiasi terhadap siswa yang telah menyajikan sebuah storytelling performance menggunakan topeng

g. Membahas kembali tentang materi pelajaran

h. Memberikan gambaran untuk berexplorasi lebih jauh tentang bagaimana menyajikan cerita storytelling dengan media topeng

i. Memberikan motivasi kepada siswa yang kurang berpartisipasi aktif.

Kegiatan Akhir

Dalam kegiatan penutup, guru:

10) Menanyakan kesulitan siswa dalam belajar narrative text dengan storytelling enggunakan media topeng

11) Menyimpulkan materi pelajaran

12) Melakukan refleksi / penilaian

13) Pemberian tugas (PR).

1.4.5 Alat dan Sumber Belajar

Sumber :

- Internet.

Alat :

- Laptop
- Realia pendukung storytelling
- Realia pendukung media topeng

1.4.6 Penilaian Hasil Belajar

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen/ Soal**
10) Mengidentifikas ikan informasi yang ada di dalam teks narrative; 11) Menceritakan teks narrative secara lisan; 12) Menyampaikan pesan moral yang terkandung dalam teks narrative.	• Tes lisan • Tes lisan (storytelling) • Tes lisan	Oral test/ storytellin g performan ce	a. 1.What the story about? 2.who saved snow white from the cruel queen? b. 1. Retell snow white story orally! c. 1. extend the moral value from the story !.

1.4.7 Penilaian

Rubrik Speaking

No	Nama Siswa	Aspek Yang Di Nilai				Score x 10% 12	Total score score x10
		Fluency	Pronunciation	Grammar	vocabularry		
		1-3	**1-3**	**1-3**	**1-3**		
1	A	**2**	**2**	**2**	**2**	**6,7**	**67**
2	B	**2**	**2**	**2**	**3**	**7,5**	**75**
3	C	**2**	**3**	**3**	**2**	**8,3**	**83**
	Total						
	Mean						

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : **MA Jauharotul Mualimin**

Mata Pelajaran : **Bahasa Inggris**

Kelas : **X1 (Sebelas)**

Semester : **1 (Satu)**

Alokasi Waktu : **4 x45 menit**

Aspek/ Skill : **Speaking**

Standar Kompetensi : 4 Mengungkapkan makna dalam teks fungsionalpendek dan monolog yang berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :4.2 Mengungkapkan makna dlam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : *report, narrative, dan analytical exposition.*

Indiktor :

  G. Mengidentifikasikan informasi yang ada di dalam teks narrative.

  H. Menceritakan sebuah teks narrative secara lisan.

  I. Menyampaikan pesan moral yang terkandung pada teks narrative.

a. Tujuan Pembelajaran

  Pada akhir pembelajaran di harapkan siswa mampu:

   1. mengidentifikasikan informasi yang ada di dalam teks narrative.

   2. menceritakan sebuah teks narrative secara lisan.

   3. menyampaikan pesan moral yang terkandung pada teks narrative.

1) **Karakter siswa yang diharapkan :**   Mandiri (autonomy)

                                       Kreatif (creative)

Komunikatif (communicative)

Kritis (critical)

Tanggung jawab (*responsibility*)

b. Materi Ajar

Narrative text "Snow White ".

c. Metode Pembelajaran

Student active learning.

d. Langkah-langkah Kegiatan

45.   **Pertemuan Pertama dan kedua**

Pendahuluan: Apersepsi -   Menyampaikan tujuan pembelajaran.

o   Memotivasi peserta didik dengan memberi penjelasan tentang pentingnya mempelajari narrative text.

Kegiatan Inti:

d. Eksplorasi

Dalam kegiatan eksplorasi, guru:

j.   Bercerita tentang sebuah narrative text yangber judul " Snow White" secara lisan

k.   Mengidentifikasikan dan menyampaikan berbagai informasi yang terkandung dalam teks narrative berupa tokoh-tokoh dalam cerita, watak, dan pesan moral yang terkandung dalam cerita secara lisan.

e. Elaborasi

Dalam kegiatan elaborasi, guru:

12) Siswa di minta menceritakan kembali cerita "Snow White".

l.   Menyampaikan pesan moral yang terkandung dalam cerita.

f. Konfirmasi

Dalam kegiatan konfirmasi, guru:

m. memberikan apresiasi terhadap siswa yang telah menyajikan sebuah cerita

n. Membahas kembali tentang materi pelajaran

o. Memberikan gambaran untuk berexplorasi lebih jauh tentang bagaimana menyajikan cerita

p. Memberikan motivasi kepada siswa yang kurangberpartisipasi aktif.

Kegiatan Akhir

Dalam kegiatan penutup, guru:

14) Menanyakan kesulitan siswa dalam belajar narrative text

15) Menyimpulkan materi pelajaran

16) Melakukan refleksi / penilaian

17) Pemberian tugas (PR).

1. **Alat dan Sumber Belajar**

<u>Sumber</u> :

- Internet

2. **Penilaian Hasil Belajar**

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen/ Soal**
J. Mengidentifikasikan informasi yang ada di dalam teks narrative; K. Menceritakan teks narrative secara lisan; L. Menyampaikan pesan moral yang terkandung dalam teks narrative.	• Tes lisan • Tes lisan • Tes lisan	Oral test	a. 1.What the story about? 2.who saved snow white from the cruel queen? b. 1. Retell snow white story orally! c. 1. extend the moral value from the story !.

Nomor : B-1652 /In.28.1/J/PP.00.9/5/2019   24 Mei 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, 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	:	Vita Rianty
NPM	:	1501070319
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Effectiveness Of Using Mask Media Toward Speaking Skill In English Storytelling At Islamic Senior High School

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.

                           Ketua Jurusan TBI

                           A. Subhan Roza, M.Pd
                           NIP. 19750610 200801 1014

Nomor : B-3482/In.28.1/J/TL.00/11/2018
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA MA DARUL A`MAL METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**VITA RIANTY**
NPM	:	1501070319
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE USEFULNESS OF MASK WEARING IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL

untuk melakukan *pra-survey* di MA DARUL A`MAL METRO.

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, 02 November 2018
Ketua Jurusan
Tadris Bahasa Inggris

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

Nomor   : B-2490/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA JAUHAROTUL
MUALIMIN BANDAR JAYA
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2489/In.28/D.1/TL.01/07/2019, tanggal 19 Juli 2019 atas nama saudara:

Nama	: **VITA RIANTY**
NPM	: 1501070319
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA JAUHAROTUL MUALIMIN BANDAR JAYA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHAROTUL MUALIMIN BANDAR JAYA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juli 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T   T U G A S
Nomor: B-2489/In.28/D.1/TL.01/07/2019

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

Nama	:	**VITA RIANTY**
NPM	:	1501070319
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA JAUHAROTUL MUALIMIN BANDAR JAYA, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING MASK MEDIA TOWARD SPEAKING SKILL IN ENGLISH STORYTELLING AT ISLAMIC SENIOR HIGH SCHOOL JAUHAROTUL MUALIMIN BANDAR JAYA".

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 Juli 2019

Mengetahui,
Pejabat Setempat
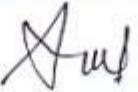
AMIN MAPAMUN, M.Pd.I

Wakil Dekan I,
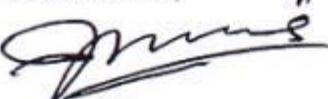
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN JAUHAROTUL MUALIMIN

MADRASAH ALIYAH JAUHAROTUL MUALIMIN

GAYAU SAKTI

SEPUTIH AGUNG LAMPUNG TENGAH

STATUS TERAKREDITASI "B"

Alamat : Jalan Delima No. 05 Gayau Sakti Seputih Agung Lampung Tengah Kode Pos 34162 email : jauharotulmualimin@yahoo.co.id

Nomor   : 148/MAJ-GS/07/2019

Lampiran   :

Perihal   : Surat Balasan Izin Research

Assalamualaikum Wr. Wb

Sehubungan dengan Surat Tugas Nomor B-2490/In.28.1/D/Tl..00/07/2019, tanggal 19 Juli 2019. Perihal : Izin Research, maka dengan ini Kepala Madrasah Aliyah Juharatul Mualimin menerangkan bahwa:

Nama   : **VITA RIANTY**

NPM   : 1501070319

Semester   : 9 (Sembilan)

Jurusan   : Pendidikan Bahasa Inggris

Bahwa mahasiswa tersebut telah melaksanakan Reaeach pada tanggal 23 Juli 2019 s/d selesai, dengan judul:

"The Effectiveness of Using Mask Media Toward Speaking Skill in English Storytelling at Islamic Senior High School Jauharotul Mualimin Bandar Jaya"

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

Wassalamualaikum Wr. Wb

Bandar Jaya, 30 Juli 2019

Kepala MA Juharatul Mualimin

AMIN MAKMUN, M. Pd.I

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NPM   : 1501070319   Semester/TA   : IX / 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Rabu 31/7-19	∨	Revise table 3 " " 10	
	Senin 2/9-19		Acc ch. IV & V	

Diketahui :   Dosen Pembimbing II
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd   **Trisna Dinillah Harva. M.Pd.**
NIP. 17505102008011004   NIP. 19830511 200912 2 004

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NPM : 1501070319 Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing 1	Hal yang dibicarakan	Tanda Tangan
	25/09/19		Chapter IV & V need to be revised particularly in the 'Discussion' part.	
	26/09/19		Please see me soon after revision. ACC for Munaqosyah	

Diketahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing I
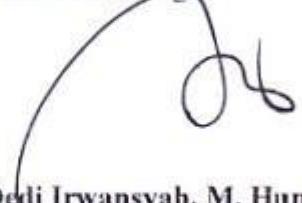
Dr. Dedi Irwansyah, M. Hum
NIP. 19791223 200604 1 001

Documentations

The students discuss narrative text (snow white)

The students using mask media before storytelling

The students preparing for storytelling

The students storytelling (snow white)

CURRICULUM VITAE

The name of the writer is Vita Rianty. She was born in Karang Waringin, on April 21th 1998. She is the second daughter of happy couple, Mr. Saptanudin and Mrs. Lasmini.

She was enrolled her study at SDN 1 KarangWaringin in 2003-2009. She decided her study at SMPN 4 Tanjung Raja, East Lampung in 2009-2012. She studied in SMAN 2 Tanjung Raja in 2012 and graduated in 2015. In the same year, she continued her study at IAIN Metro.

Metro,   July 2019