

**AN UNDERGRADUATE THESIS**  
**THE INFLUENCE OF INPUT FLOODING TECHNIQUE**  
**ON THE STUDENTS' GRAMMAR MASTERY**  
**OF THE ELEVENTH GRADE OF MA AL-IMAN**  
**LABUHAN RATU WAY JEPARA**



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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1444 H/ 2023 M**

**AN UNDERGRADUATE THESIS**

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ON THE STUDENTS' GRAMMAR MASTERY  
OF THE ELEVENTH GRADE OF MA AL-IMAN  
LABUHAN RATU WAY JEPARA**

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

By :

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**1444 H/2023 M**



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*Assalamu'alaikum, Wr. Wb*

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MASTERY AMONG THE ELEVENTH GRADE OF  
MA AL-IMAN LABUHAN RATU WAY JEPARA**

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

*Wassalamu'alaikumWr.Wb*

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*Assalamu'alaikumWr.Wb.*

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RATU WAY JEPARA

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

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**APPROVAL PAGE**

Title : THE INFLUENCE OF INPUT FLOODING TECHNIQUE  
ON STUDENTS' GRAMMAR MASTERY AMONG THE  
ELEVENTH GRADE OF MA AL-IMAN LABUHAN  
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**RATIFICATION PAGE**

No. B- 4042 / h 21 / D / PP.00 2 / 07 / 2023

An Undergraduate thesis entitled: THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON THE STUDENTS' GRAMMAR MASTERY OF THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA. Written by: Indri Fatmasari, Student Number 1601070152, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday June 27, 2023, at 08:00– 10:00 a.m

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## ABSTRACT

### THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON THE STUDENTS' GRAMMAR MASTERY OF THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA

By:

**INDRI FATMASARI**

The purpose of this research was to determine whether there is any positive and significant influence of using input flooding technique on the students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara. The main problem is low grammar mastery and the students have difficulty in understanding the formula in grammar.

This research is quantitative research. This research used test, observation, and documentation to collect the data. The researcher gave on pre-test before treatment and one post-test after treatment. This research used 20 students as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hypothesis is accepted or rejected.

In this research the researcher used two groups they are experimental group and control group. In experimental group on pretest is 43.5 and on posttest is 73.5. Even mean in control group on pretest is 45 and on post test is 54.5. After testing the data using t-test the researcher got that  $t_o$  is 1.851 table of degree of significance 5% is 1.734 so  $H_o$  is rejected and  $H_a$  is accepted, because that  $t_o$  is higher than  $t_t$  ( $t_o > t_t$ ) or  $1.851 > 1.734$ . So can be concluded that there is significant influence of input flooding technique on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara.

**Keywords:** *Input flooding, grammar mastery*

## ABSTRAK

### **PENGARUH TEKNIK INPUT FLOODING DALAM PENGUASAAN TATA BAHASA INGGRIS PADA SISWA KELAS XI DI MA AL-IMAN LABUHAN RATU WAY JEPARA**

Oleh:

**INDRI FATMASARI**

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan penggunaan teknik input flooding terhadap kemampuan siswa dalam penguasaan tata bahasa Inggris di kelas XI MA Al-Iman Labuhan Ratu Way Jepara. Permasalahan yang utama yaitu lemahnya penggunaan tata bahasa Inggris, dan kesulitan dalam memahami penggunaan tata bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam pengumpulan data ialah tes, observasi, dan dokumentasi. Dalam penelitian ini siswa diberikan satu kali pre-tes sebelum treatment dan satu kali post-tes setelah treatment. Subjek penelitian ini adalah kelas XI di MA Al-Iman Labuhan Ratu Way Jepara yang berjumlah 20 siswa. Penelitian ini menggunakan rumus Chi Square dan t-tes untuk menganalisis data.

Dalam penelitian ini peneliti menggunakan dua grup yaitu grup eksperimen dan grup kontrol. Rata-rata di grup eksperimen pretest adalah 43,5 dan post test adalah 73,5. Rata-rata grup kontrol pretest adalah 45 dan post test adalah 5,5. Setelah dilakukan pengujian data dengan menggunakan uji-t diperoleh bahwa pada  $t_0$  1.851 derajat signifikansi 5% adalah 1.734 maka  $H_0$  ditolak dan  $H_a$  diterima, karena  $t_0$  lebih besar dari  $t_t$  ( $t_0 > t_t$ ) atau  $1.851 > 1.734$ . Jadi dapat disimpulkan bahwa ada pengaruh yang signifikan dari teknik input flooding terhadap penguasaan tata bahasa Inggris pada siswa kelas XI MA Al-Iman Labuhan Ratu Way Jepara.

***Kata Kunci:*** *Input flooding, Penguasaan tata bahasa Inggris*



## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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

Metro, 12 June 2023  
The Researcher



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

Metro, 12 Juni 2023  
Peneliti



Indri Fatmasari  
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**MOTTO**

**خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ**

(HR. Ath Thabarani, Al Mu'jam Al Awsath No. 5787)

“The best man is the most valuable one to the others.” (HR. Ath Thabarani, Al Mu'jam Al Awsath No. 5787)

## DEDICATION PAGE

*I highly dedicate this undergraduate thesis to:*

*Allah SWT*

*My beloved parents,  
(Mr. Jupri and Mrs. Wanti)  
My beloved brother and sister*

*My sponsor  
(Dr. Widhiya Ninsiana, M.Hum)*

*My lovely friends, who always support me by giving the wonderful motivation to  
me*

*My beloved almamater State Institute for Islamic Studies of Metro*

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In the name of ALLAH, the Beneficent, the Merciful

All praises be to Allah, the lord of the world, who always gives His mercy and blessing upon the researcher in completing this thesis entitled: **"THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON THE STUDENTS' GRAMMAR MASTERY OF THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA"** Praying and greeting always be upon His messenger, Prophet Muhammad, his family and his followers, who have spread Islam all over the world.

The researcher would like to express deepest gratitude especially to :

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag, PIA as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M. Pd as Dean of Tarbiyah and Teacher Training Faculty
3. Andianto, M. Pd as the Head of English Education Departement of IAIN Metro Lampung.
4. Dr. Widhiya Ninsiana, M. Hum as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro, 12 June 2023

Researcher



**INDRI FATMASARI**  
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is widely used by people around the world. English has very important role as media of communication both in writing and speaking. The role of English highly prioritized on various sides of live covering aspects of quality, social, culture, defense, security, and education.

In Indonesian education, the English has become an obligatory subject in every level of education as in elementary to the university level. In each level of education, the material of English have to mastered. For the mastering of English language it helps the students to know more about the knowledge in the world either about English or the science and many kinds others.

As one of the skills of English, grammar must be learned to master the four English skills that are listening, speaking, reading, and writing correctly. Grammar is a regulatory structure to form a proper sentence. This is to avoid the occurrence of misunderstanding due to the clarity of a sentence. Simply put, grammar is a rule to create words to produce meaning to be understood by readers or listeners.

Grammar has an important role in the communication process. By learning English grammar, someone is not only able to understand English

but also can increase the confidence in using English. In addition, speaking and writing are not merely out of our minds, but with grammar they are well structured and corrected. Without grammar, the communication is probably unclear. Then by mastering grammar, someone can add knowledge to the understanding of sentences and can develop and give ideas to others.

However, grammar is not an easy thing to get a hold of in a short time. Student's have many problem during the learning of English. One of Grammar problems include of difficulty in understanding the formula in grammar, lack of practice to make sentences in English, low reading habits, and the limitation of vocabulary mastering.

The difficulty in understanding the formula in grammar can cause students to be confused in making sentences. In relation to the problem of grammar mastery, there are efforts to improve the quality of grammar mastery of students with proper application of teaching techniques. One of technique that can be used in grammar teaching is Input Flooding technique. According to Ron Cowan, input flood is simply supplying students with many instances of targeted grammatical structures.<sup>1</sup> It means that input flood is a technique in which learners are given a large number of examples of target structure form, in the input that can take the form of either oral or written. In the application of input flooding technique, the expectation is that sufficient

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<sup>1</sup> Ron Cowan, *The Teacher's Grammar of English* (Cambridge: Cambridge University, 2008), 40.

exposure to the same target structure in input will make students more focused and attract students' attention to linguistic forms.

Moreover, input flooding is one of technique to makes the students easier to learn grammar through many example that teacher gives to the students. The researcher assumes that the students get difficulty in understanding the formula in grammar. Most students must understand the formula in grammar, because without having English grammar competence they will not be able to write a good sentences and and how to communicate in a good way. Furthermore, besides knowing formula in grammar in application input flooding technique the students is given as many axamples by the teacher to make the students remember the formula and easy to practice it in English sentences.

In connection with the common problems in grammar, researcher has conducted a pre-survey in MA Al-Iman Labuhan Ratu Way Jepara on Monday, October 24<sup>th</sup>, 2020, among eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara, it can be seen the following table.

Table 1.1

The Data of students' document in English Subject of  
The Eleventh Graders of MA Al-Iman Labuhan Ratu Way Jepara

No	Students' Name	Grade	Criteria
1	AA	15	Incomplete

2	ANA	60	Incomplete
3	BZ	75	Complete
4	DS	20	Incomplete
5	DNR	40	Incomplete
6	FNF	35	Incomplete
7	FDK	35	Incomplete
8	HS	35	Incomplete
9	MNK	20	Incomplete
10	NSK	45	Incomplete
11	NSE	30	Incomplete
12	NDP	35	Incomplete
13	NAE	25	Incomplete
14	REW	60	Incomplete
15	RIJ	35	Incomplete
16	RAI	80	Complete
17	SFP	20	Incomplete
18	SHF	30	Incomplete
19	TER	15	Incomplete
20	AW	30	Incomplete

Table 1.2

The Data Categorization of Pre-Survey Result of  
Grammar Skill among the Eleventh Graders at MA Al-Iman Labuhan Ratu  
Way Jepara

No	Grade	Frequency	Percentage	Criteria
1	$\geq 75$	2 students	10%	Complete
2	$< 75$	18 students	90%	Incomplete
Total of the students (n)		20 students		

Based on the table 1.1 and 1.2, It is known that the numbers of students with grammar mastery who achieve the minimum mastery criteria (MMC) are 2 students (10%). Whereas the number of students with grammar mastery who does not achieves the minimum mastery criteria (MMC) are 18 students (90%). This means that the number of students who are not able to achieve the minimum mastery criteria (MMC) is greater than the number of students capable of achieve the minimum mastery criteria (MMC). Therefore, it may be inconclusive the grammar mastery among the eleventh graders in MA Al-Iman Labuhan Ratu Way Jepara is unsatisfactory.

The another supporting data is the interview by the English teacher, it is evident that the main problem in grammar mastery of students is due to the limitations of vocabulary that belongs to the students. In addition,

the problem of students in grammar mastery because of the inability to apply grammar concept in sentences practice and caused by weak motivation and interest to learn grammar.

Based on the entire explanation above, it is important that to know whether or not grammar mastery of students by applying the appropriate techniques. Therefore the researcher conducted quantitative research entitled "The Influence of Input Flooding Technique on the Students' Grammar Mastery of the Eleventh Grade of MA Al-Iman Labuhan Ratu Way Jepara".

#### **B. Problem identification**

Considering the background of the study that has been presented above, the researcher had identified several research issues such as:

1. Students have low English grammar mastery.
2. Students have limitation of vocabulary.
3. Students have lack of practice to make sentences in English.
4. Students have low interest in learning grammar.

#### **C. Problem Limitation.**

Based on the problems that have been identified, the researcher limits the problem of this research by focusing on the problem of research number 1, namely there are students have low English grammar. The researcher considers the use of input flooding technique as one of the influence for students' grammar mastery.

#### **D. Problem Formulation.**

The researcher has formulated the following problem formulation: Is there any positive and significant influence of Input Flooding Technique on grammar skill among the eleventh graders of MA Al-Iman Labuhan Ratu Way Jepara?

#### **E. Objective and Benefit of the Research.**

##### 1. Objectives of the research

The purpose of this research is to know whether Input Flooding Technique influence grammar skill among the eleventh graders of MA Al-Iman Labuhan Ratu Way Jepara.

##### 2. Benefits of the research

This research is expected to provide benefits not only for students but also for other teachers and the researcher.

###### a. For the Students

Through the application of this research, the students are expected to benefit from increased motivation in the process of learning grammar. That is because Input Flooding Technique is not boring and monotonous. Moreover, students can practice thinking critically on the sample of grammar.

###### b. For the Teachers

This research can provide benefits to English teachers in the form of gaining inspiration on the interesting way of teaching grammar.



This research is expected to help teachers to know grammar skill of the students. In addition, teachers can provide alternative solutions to improve the quality of grammar students.

c. For the researcher

This research can also provide benefits to other researcher as one of the references in conducting research on the same topic that uses Input Flooding Technique in teaching grammar. Through this research, the others researchers are expected not only to get information related to the concept of Input Flooding Technique theory but also how to practice Input Flooding Technique on teaching grammar. Therefore, this research can be one of the guidelines for other researcher.

## F. Prior Research

This research was conducted by considering some important things contained 3 prior researches. The first prior research was conducted by **M. Rashtchi and F. Etebari** who conducts research under the title **Learning the English Passive Voice: A Comparative Study on Input Flooding and Input Enhancement Techniques.**<sup>2</sup> The objective of the research is to compare the effect of input flooding and input enhancement on grammar knowledge of passive voice. The subject of the first research was Iranian EFL learners, 75 learners who were in six intact classes in language institute in

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<sup>2</sup> M. Rashtchi and F. Etebari, "Learning the English Passive Voice: A Comparative Study on Input Flooding and Input Enhancement Techniques," *International Linguistics Research*, vol. 1, no. 1 (2018): 67.

Tehran. The research technique used in the first research is quantitative research. The result of the first prior research indicated that both input flooding and input enhancement significantly affected the grammar knowledge of the passive voice.

This research has similarities and differences with the first prior research. The similarities between this study in the first prior research lies in the similarity of the examined variable, the use of Input Flooding technique. The other similarity of this research from the first research is the technique of the research is quantitative technique and the sample of this research is students of EFL class. While the differences between this research and the first prior research lies in the purpose of the research. The purpose of the first prior research is to compare the effect of input flooding and input enhancement on grammar knowledge of passive voice among Iranian EFL learners. Whereas, the purpose of this research is to know whether input flooding technique influence grammar mastery of the eleventh graders at MA Al-Iman Labuhan Ratu Way Jepara.

The second prior research was conducted by **Majid Mirzapour and Hamed Barjesteh** who conducts research under the title **The Efficacy of Audio Input Flooding Tasks on Learning Grammar: Uptake of Present Tense.**<sup>3</sup> The purpose of the study sought to probe the role of input flooding through listening tasks on the uptake of simple present tense. The subject of second prior research is intermediate English as Foreign Language Learners

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<sup>3</sup> Majid Mirzapour and Hamed Barjesteh, "The Efficacy of Audio Input Flooding Tasks on Learning Grammar: Uptake of Present Tense," *Journal of Language and Translation*, vol. 7, no. 3 (2017): 25.

(EFL). The learners were divided into 3 groups randomly. First group is non-flooding group consist 17 learners, the second is experimental group including pre-task input flooding group consist 18 learners, and the third is post input flooding group consist 20 learners. The research technique use in the second prior research is quantitative technique. The result of the second prior research is demonstrated that both pre-task input flooding group and post input flooding groups were equally effective on the uptake of the target grammatical forms and that the two groups outperformed non-flooding groups.

This research has similarities and difference with the second prior research. The similarities lie in the simillarity of research variable using Input Flooding technique. Other similarity lie in the research technique that is quantitative research technique and the sample of this research is EFL learners. While the difference between these researches with the second prior research lie in the objective of the research. The objective of this research is to know whether input flooding technique influence grammar mastery of the eleventh graders at MA Al-Iman Labuhan Ratu Way Jepara. Meanwhile, the objective of the second prior research is to investigate the role of input flooding through listening tasks on uptake of simple present tense.

The third prior review was conducted by **Samaneh Ghanei Arani** and **Massood Yazdanimoghaddam** with the title **The Impact of Input Flooding and Textual Enhancement on Iranian EFL Learners' Syntactic**

**Development.**<sup>4</sup> The purpose of the third prior research is to examine the impact of input flooding and textual enhancement on EFL learners' syntactic development. The subject of the third prior research was Iranian EFL learners. The research technique used in the third prior research is quantitative research. The result of the third is showed that input flooding and enhancement have positive effects on the recognition and production of syntactic development.

This research similarities and differences with the third prior research. The similarity between this research and the third prior research lies in the examined variables, the use of input flooding technique. Other similarity lies in the research technique that is quantitative research technique and the subject of the research is EFL learners. Meanwhile, the differences between this research and the third prior research lies in the purpose of the research. The purpose of the third prior research is to examine the impact of input flooding and textual enhancement on EFL learners' syntactic development. Whereas, the purpose of this prior research is to know whether input flooding technique influence grammar mastery of the eleventh graders at MA Al-Iman Labuhan Ratu Way Jepara.

Based on the three prior researches mentioned above, that have similarities and differences. The similarities among the three prior researches which is on the examined variable, the use of input flooding technique and

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<sup>4</sup> Samaneh Ghanei Arani and Massood Yazdanimoghaddam, "The Impact of Input Flooding and Textual Enhancement on Iranian EFL Learners' Syntactic Development," *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, vol. 16, no. 1, 25.

the research technique used quantitative research. Then, the differences among the three prior researches can be the purpose of the research.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Grammar Mastery

##### 1. The Definition of Grammar Mastery

Grammar is the most important element in English that people who are speaking English need to know how to use it. According to Thornbury, grammar is partly the study of what forms (or structures) are possible in a language.<sup>5</sup> It means grammar is a description of the rules that influence how a language's sentences are formed. By using the right structures, a sentence would be perfect. This structure is not only used in English but also it is used in all languages. Furthermore, Greenbaum states that grammar is a theory of language description that can be applied to individual languages.<sup>6</sup>

From the statements above the research assumes that grammar is the rules on word structures to produce a good sentence. It is important for all languages to form sentences in complete arrangements, this is to avoid misunderstandings resulting from vague sentences in a conversation so the words that are spoken or written should not cause confusion.

Besides that according to Brown defined that grammar is the system of rules governing the conventional arrangement and relationship of words

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<sup>5</sup> Scott Thornbury, Series editor: Jeremy Harmer. *How to Teach Grammar*. (Edinburgh Gate: Longman Ltd, 1999), 1.

<sup>6</sup> Sidney Greenbaum, *The Oxford English Grammar*. (United States: Oxford University Press, 1996), 22.

in the sentence.<sup>7</sup> In other words, when a person has studied word for word, eventually they will continue to learn arrange the sentence. Then, grammar is not only arrangement of words in a sentences but also the most important rules will be governed in language skills, such as listening, speaking, reading, and writing.

Grammar is not just concern with syntax, however the way word are formed and can change their form in order to express different meaning is also at the heart of grammatical knowledge.<sup>8</sup> Grammar also has a significant role in communication. Communication is two-way, in which one must understand one another. Grammar serves to convey the full meaning of words, it makes the sentence or paragraph obvious, thus grammar enhances a communication. Furthermore, good mastery in grammar will enable people easily to express information, feelings, and ideas of their thought to the others.

## 2. The Importance of Grammar

Grammar is one of the most important English components not to be neglected. In order to acquire English skills, someone must learn grammar, along with vocabulary and accessible phrases, grammar provides the of English speaking and writing.

According to Ur, Grammar does not only affect how units of language are combined in order to 'look right', it also affects their

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<sup>7</sup> H. Douglas Brown, *Teaching by Principles in Interactive Approach to language pedagogy*, 2<sup>nd</sup> edition, (New York: Longman, 2001), 362.

<sup>8</sup> Jeremi Harmer, *The Practice of English Language Teaching*, 4<sup>th</sup> addition, (New York: Pearson Longman, 2002), 32.

meaning.<sup>9</sup> From that statement, it is clear that grammar is one of the important things in English because it is not only make the sentence good but also it will refers to its meaning. To convey the idea of being easily understood, someone should learn grammar. Applying grammar in speaking or writig takes effort and time. Continuing to dig for understanding of grammar and practice its usage is sure nurture the skill in English. This will enable someone to obey the rules of grammar, such as tenses, punctuation, etc. Eventually, grammar will make speaking and writing easier to understand. Likewise by reading book or listening to other in English.

For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with welldefined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

As a collection of meaningful forms, grammar should be learned and taught. It is needed when someone is comprehending a text or producing a language. He or she has to combine the words into sentence. However, a sentence is not just along series of words or phrases, which must be composed in a certain way in order to be meaningful and achieve the speaker's goal. To be able to construct a sentence and comprehend a

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<sup>9</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 1991), 76.



text, someone needs grammar mastery. Therefore, grammar mastery is also one of the factors that related to reading skill.

### 3. The Concept of Teaching Grammar

In teaching grammar in English, there are several considerations and reasons related to teaching grammar as one of the essential element of language. Communicative Language Teaching (CLT) is one of method that looks into grammatical instructions can help the language learning process properly.

According to Brown, the experiences of teachers in recent CLT tradition tell us that judicious attention to grammatical form in the adult classroom is not only helpful, if appropriate techniques are used, essential to a speedy learning process. Grammar is important to some degree in all the six variables. The explanation of each variable, as follows: <sup>10</sup>

#### a. Age

In this variable, the explanation of the differences age between young and adult in grammar teaching process. Therefore, in grammar teaching process of adult can increase of communicative competence, but in young children level it can profit from a focus on form which is offered through structured input and incidental, indirect error treatment.

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<sup>10</sup> H. Douglas Brown, *Teaching by Principles in Interactive Approach to language pedagogy*, 2<sup>nd</sup> edition, (New York: Longman, 2001), 363.

b. Proficiency level

At this level, the beginning level learners can be risk of blocking their acquisition of fluency skills. Nevertheless, grammar teaching process needs consideration of the competence level of learners.

c. Educational background

In this learning, the learners that have no formal educational background may find it difficult to grasp the complexity of grammatical terms and explanations.

d. Language skill

For perfection in grammatical form may be more effective in improving written English than speaking, reading, and writing.

e. Style (register)

In informal contexts and causal conversation, grammatical accuracy is not a big problem. In the contrary, in formal contexts usually require greater grammatical accuracy.

f. Needs and Goals

If learners are headed toward professional goals in language learning process, they may need to stress formal accuracy more than learners at the survival level. In either case, message clarity is a prime criterion.

Based on the quotation above, it means that the importance of grammatical teaching is given greater emphasis to adults, since it

extremely useful as well as one of the key elements capable of fluently in English learning process. Therefore, teaching grammar will be more positive if it is supported by the correct techniques.

#### 4. The Grammar Material

There are some grammar materials in English subject at the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara, as follows:

##### a. Passive Voice

###### 1) The Definition of Passive Voice

The verb structure in which a form of being is followed by the -ed form (past participial) of the critical verb, for the examples, is loved, was beaten, will be sent, is referred to as passive voice. The consequence the using of passive voice is to modify the noun phrase, which would be the object of appropriate non-passive (that is, active) clause into the subject. For example, Police have found the missing children (active), and the missing children have been found by Police (passive).<sup>11</sup> The pressure of passive voice is on the process rather than on the player of the action. It is also an alike meaning that the passive voice is a grammatical voice in which the subject accepts the story of a transitive verb.<sup>12</sup>

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<sup>11</sup> Geoffrey N. Leech, *A Glossary of English Grammar*, Reprinted (Edinburgh: Edinburgh Univ. Press, 2007).

<sup>12</sup> Priyanka Tiwari, "Passive Voice in English – A Comparison with Ways of Expressing Passive Voice in Hindi," *IOSR Journal for Humanities and Social Science* 22, no.7 (2017); 53.

It can be told that the passive voice is one of part of grammar that is more focussed on things that are subject to the action; in passive voice, it does not care about who and what is doing an activity, for the example in active voice; "Rita reads a story book" if it sentence changed in passive voice will become "A story book is read by Rita".

## 2) The Form of the Passive Voice

In the passive voice, the tense is shown by being: the present (is and are) while the past (was and were). The main verb of passive phrase is the past participle form. The target of an active word is the subject of the appropriate passive expression. In passive story, a way of emerging before the main verb, then in the active form, the tense is pointed by the main verb (present write, past wrote).<sup>13</sup>

It means that in using of passive voice needs to be considered are tenses and past participle verbs; for the detail about passive voice form on the table bellow:

Table 2.1

### The formulation of Passive Voice

No	Tenses	Active Voice	Passive Voice
1	<b>Simple Present</b>	S + V1 + O	S + to be (am, are, is) + V3 + by + O

<sup>13</sup> Robert Krohn, ed., *English Sentence Structure: An Intensive Course in English*, 6. printing, An Intensive Course in English (Ann Arbor, Mich: Univ. of Michigan Press, 1975).

	<b>Tense</b>	Many people speak English	English is spoken by many people
2	<b>Present Continuous Tense</b>	S + to be (am, are, is) + V1-ing + O	S + to be (am, are, is) + being + V3 + by + O
		Many people are speaking English	English is being spoken by many people
3	<b>Present Perfect Tense</b>	S + have/ has + V3 + by + O	S + have/has + been + V3 + by + O
		Many people have spoken English	English has been spoken by many people
4	<b>Simple Past Tense</b>	S + V2 + O	S + to be (was, were) + V3 + by + O
		Many people spoke English	English was spoken by many people
5	<b>Simple Future Tense</b>	S + will + V1 + O	S + will be + V3 + by + O
		Many people will speak English	English will be spoken by many people

## b. Conditional Sentence

### 1) The Definition of Conditional Sentence

According to Hornby, conditional sentences are sentence beginning with *if* indicating that the truth of the main clause depends on the presence of the condition in the *IF* Clause. Another expert, Cowan states that conditional sentence contains a proposition or condition and the result clause contains about what happens if the conditional is fulfilled.<sup>14</sup> Moreover, Cobuild states

<sup>14</sup> Ron Cowan, *The Teacher's Grammar of English*, (Cambridge: Cambridge University Press, 2008), 449.

that conditional clause is a subordinate clause that usually begin with "if". The event described in the main clause depends on condition described in the subordinate clause.<sup>15</sup>

Therefore, it can be summerized that conditional sentence is a type of sentence that states of condition and the outcome of that condition occurring.

## 2) The Types of Conditional Sentences

According to A. J. Thomson and A. V. Martinet, Conditional sentences have two parts: the if-clause and the main clause. There are three kinds of conditional sentences. As Follows:<sup>16</sup>

### a) Conditional Sentence Type 1

The verb in the if-clause is in the present tense; the verb in the main clause is in the future simple. It doesn't matter which comes first.

The Formula:

**If + Simple Present + Future**

**Future + if + Simple Present**

The Example:

- a) If he runs he'll get there in time.
- b) The cat will scratch you if you pull her fail.

<sup>15</sup> Collins Cobuild, *English Grammar*, (Birmingham: Collins Cobuild, 2011), 15.

<sup>16</sup> A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), 145.

### b) Conditional Sentence Type 2

The verb in the if-clause is in the past tense; the verb in the main clause is in the conditional tense:

The Formula:

**If + Simple Past + Past Future**

The Example:

- a) If I had a map I would lend it to you. (But I haven't a map. The meaning here is present.)
- b) If someone tried to blackmail me I would tell the police. (But I don't expect that anyone will try to blackmail me. The meaning here is future.)

### c) Conditional Sentence Type 3

The verb in the if-clause is in the past perfect tense; the verb in the main clause is in the perfect conditional. The time is past and the condition cannot be fulfilled because the action in the if-clause didn't happen.

The Formula:

**If + Past Perfect + Past Future Perfect Tense**

The Example:

- a) If I had known that you were coming I would have met you at the airport. (But I didn't know, so I didn't come.)
- b) If he had tried to leave the country he would have been stopped at the frontier. (But he didn't try.)

### c. Factual Report (Simple Present Tense)

#### 1) The Definition of Report

According to Linda, Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.<sup>17</sup> The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

#### 2) The Definition of Simple Present Tense

There are many definitions of simple present will be explained by the writer. In academic writing it is stated that "The simple present tense is the verb tense used to express an action that happens all the time or habits, and the facts". It can be seen that simple present tense is used to expressing fact and repeated events or habits.<sup>18</sup>

#### 3) The Form of Simple Present Tense

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<sup>17</sup> Linda, et.al. *Making Sense of Functional Grammar* (Australia : Geed, 1995) p. 196

<sup>18</sup> Slamet Riyanto, et.al. *A Handbook of English Grammar* (Yogyakarta : Pustaka Pelajar, 2007), p. 115



Simple present sentence divided into three patterns sentence, there are the pattern of positive (affirmative) sentence, negative sentence, and interrogative sentence which consists two question sentences there are yes/no question and WH question. The following forms of simple present tense are:<sup>19</sup>

**a) Verbal**

When the predicate is a verb, the sentence will be called "Verbal Sentence".<sup>17</sup>

**1) Positive form**

**Formula: S + Verb + (s/es) + O**

Example: My father reads newspaper every morning.

I get up 5 O'clock every day.

**2) Negative form**

**Formula: S + do/does + not + verb + O**

Example: My father doesn't read newspaper every morning.

I don't get up 5 O'clock every day.

**3) Interrogative form**

**Formula: Do/does + S + verb1 + O?**

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<sup>19</sup> Bety Schramper Azzar, *Basic English Grammar* (2<sup>nd</sup> Ed), (New York: Longman Group), p.168.

Example: Does my father read newspaper every morning?

Do you get up 5 O'clock every day?

#### 4) Negative Interrogative form

**Formula: Do/does + not + S + verb1 + O?**

Example: Doesn't he speak English well?

Don't you eat every day?

#### b) Nominal

When the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called "Nominal Sentence".

##### 1) Positive form

**Formula: S + to be + noun adjective/adverb**

Example: The world is round.

Tom and I are students.

##### 2) Negative form

**Formula: S + to be + not + noun adjective/adverb**

Example: My bed is not comfortable.

The shops are not open every morning.

### 3) Interrogative form

**Formula: S + to be + not + noun adjective/adverb**

Example: Is your parent at home?

Are these hotel expensive?

### 4) Negative Interrogative form

**Formula: To be + not + S + noun adjective/adverb**

Example: Aren't you a doctor?

Yes, I am/No, I am  
not. Isn't she a nurse?  
Yes she is/No, she  
isn't.

## B. The Concept of Input Flooding Technique

### 1. The Definition of Input Flooding Technique

Input flooding is where learners are presented with large amounts of input which the targeted feature is present.<sup>20</sup> It means input flooding is one of techniques to learn grammar by giving a few examples that relate to the learning target. In the process of using this technique, the students will get many examples to make it easy to understand and focus on the material presented by the teacher.

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<sup>20</sup> James Purpura. Series Editor: J. Charles Alderson & Lyle F. Bachman, *Assessing Grammar* (United Kingdom: Cambridge University Press, 2004), 40.

According to Wong, the input learners received is saturated with the form that we hope learners will notice and possibly acquire. We do not usually highlight the form in any way to draw attention to it nor do we tell learners to pay attention to the form. We merely saturate the input with the form.<sup>21</sup> In addition, learners are provided with numerous examples of a certain target form in the input (either oral or written). The assumption here is that frequent instances of the same target form make it perceptually salient, drawing the learners' attention.<sup>22</sup> In other words, when students are given some of the same target forms, make the materials in the teaching more visible and draw learners' attention to the intended form. This can make it easier for students to learn and understand the new lesson. Students are also more interested if the learning techniques are easier than understanding the examples of the lessons learned.

According to Wong, an input flood can be either written or oral. In the oral mode the target linguistic form is used frequently in natural speech, or a text including the target is written down and then read out loud to students.<sup>23</sup> In addition, input flooding technique can be implemented in oral or written, which students can listen or read several sentences associated with targeted grammatical structure.

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<sup>21</sup> Mouton de Gruyter, *SOLA: Studies on Language Acquisition 36* (New York: Walter de Gruyter, 2009), 73.

<sup>22</sup> Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms* (New York: Routledge, 2011), 42.

<sup>23</sup> Patricia Balcom and Paula Bouffard, "The Effect of Input Flooding and Explicit Instruction on Learning Adverb Placement in L3", *The Canadian Journal of Applied Linguistics*, no. 2, (2015): 1.

Based on statement above, it can be concluded that input flooding technique is one of teaching techniques that the students are provided with several examples of target form in the input lesson. The input of examples may be oral or written.

## **2. The Benefits of Input Flooding Technique**

According to Rikhtegar and Gholami, input flooding practice influenced the Iranian ESL learners' grammar knowledge.<sup>24</sup> Based on the statement above, it may be argued that input flooding technique can influence the students in learning of grammar. Input flooding also can facilitate the students to learn grammar as foreign language.

Similarly, Balcom and Bouffard claim that input flood teaching and form-focus teaching had a significant impact on the learning of grammar with respect to adverb placement. The findings indicated that exposing learners to input flooded task along with providing them with opportunities to practice communication leave a great effect on the learning of discourse markers.

The notion of input frequency and its effects on language acquisition has been examined in SLA research and has been proposed as an important factor in increasing the salience of targeted forms. Gass and Selinker noted something which is very frequent in the input is likely to be noticed. Another benefit of input flood is that it provides the learner with ample exposure to the target form. Since this technique does not

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<sup>24</sup> Zahra Ahmadpour Kasgari, "Elaborative Text Modification vs. Input Flooding: A Case Study on Non-Congruent Collocations," *Asian-Pacific Journal of Second and Foreign Language Education* : (2018), 3.

involve any direct intervention, it also provides an implicit method of focus on form.<sup>25</sup>

Skehan proposes two types of positive and negative input enhancement. In positive input flooding the correct forms in the input are emphasized. An example of positive input flooding would be visual input flooding of a reading text in which the intended forms are bolded, underlined, capitalized, or italicized.

Whereas in negative input flooding the incorrect forms are highlighted. An example of negative input flooding would be the use of error flags which would focus learner's attention on their mistakes.

### **3. Procedure of Teaching Grammar by Using Input Flooding Technique**

The procedure of input flooding technique, as follows:

- a. Grammatical tasks using input flood should either be used in written or oral input; the task that would give to the students could be written or oral.
- b. The input learners receive must be modified so that it contains many instances of the same form/structure; the teachers should give many examples to the students based on the structure that is being studied. The example should be varied so that the students do not get bored.

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<sup>25</sup> Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms* (New York: Routledge, 2011), 43.

- c. Input flood must be meaningful and learners must be doing something with the input (i.e. reconstruct a story, draw a picture for instance).<sup>26</sup>

Based on explanation above, input flooding is a teaching technique that the teacher can apply in grammar. The input of lesson should be in oral or written. The examples given to students should vary but remain within the same targeted form.

#### **4. The Advantage of Input Flooding Technique**

Input flooding is defined by Sharwood Smith (1993) as the enrichment of input by supplying numerous examples of the target form without overtly drawing attention to it.<sup>27</sup> It provides the learners with ample exposure to the target form. Because of the avoidance in manipulation of any kind of intervention in this technique, it is considered as an implicit method of focus on form. The other of advantage by adopting a practice called input flooding, language teachers choose texts in which a particular grammatical structure is especially frequent. It is clear that such high frequency of occurrence would enhance structural saliency and promote the learners noticing. This study intends to show the importance of input flood and the relationship between input -flood, listening and reading.

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<sup>26</sup> Mouton de Gruyter, *SOLA: Studies on Language Acquisition 36* (New York: Walter de Gruyter, 2009), 73.

<sup>27</sup> Majid Mirzapour, "A Critical Perspective at the Role of Input Flooding in the Acquisition of Linguistic Forms by EFL Learners," *International Journal of Modern Language Teaching and Learning*, vol. 1, Issue. 5 (2016) : 198.

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

Grammar is one of language components that should be mastered to develop language skills. Grammar is too needed because the students cannot ignore the construction of language that they are studying, without grammar of the language that they learn, they will get difficulties to speak or to write English well.

Most of Indonesian English learners, sometime feel hard to master the English grammar eventhough they have studied for several time. They had studied English grammar from Elementary school up to University, because the students got difficulty in memorizing form in grammar formula.

According to James D. William, grammar is the formal study of the structure of a language and describes how words fit together in meaningfull construction.<sup>28</sup> It means that grammar is a system of rule relationship of word in sentence, grammar includes complement of word (article, adjective, adverb,etc)

Input flooding is defined by Sharwood Smith (1993) as the enrichment of input by supplying numerous examples of the target form without overtly drawing attention to it.<sup>29</sup> It provides the learners with ample exposure to the target form. Because of the avoidance in

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<sup>28</sup> James D. Williams, *The Teachers Grammar book*, (London:Soka University, 2005), p.2

<sup>29</sup> M. Sharwood Smith, "Input Enhancement in Instructed SLA," *Studies in Second Language Acquisition*, (1993), p. 165-179.



manipulation of any kind of intervention in this technique, it is considered as an implicit method of focus on form.

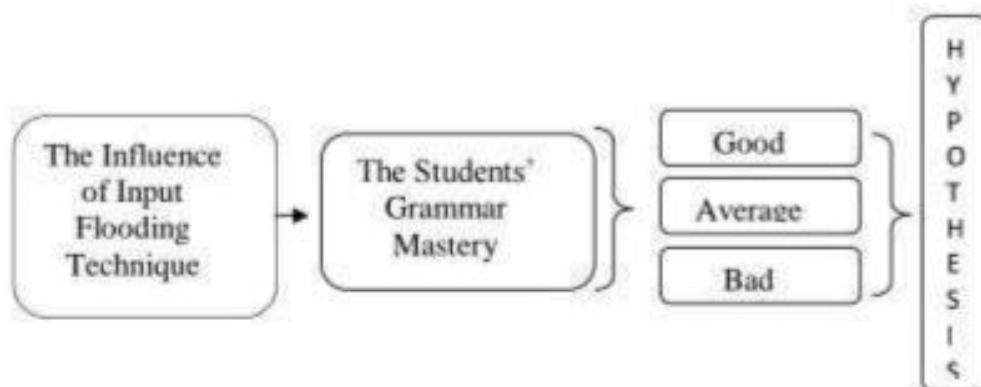
A researcher must have a theoretical framework as a concept basic in more variable. Theoretical framework is foundation concept to support two or more variable. There are independent variable (X) and dependent variable (Y). The dependent variable is the students' grammar mastery and independent variable is input flooding technique. Therefore, if input flooding technique is given well, the students will be good in grammar mastery. But, if input flooding technique is given worse, the students will low in grammar mastery.

## 2. Paradigm

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

Figure 2.1

The Paradigm of Influence of Input Flooding Technique on the Students' Grammar Mastery



Refers from the figure above, Input Flooding technique will give the influence for the students' grammar mastery. The researcher assumes that there are positive and significant influence of Input Flooding technique on the students' grammar mastery. If there is a positive and significant influence of input flooding technique, that means students' grammar mastery is good. However, if there is not positive and significant influence of input flooding technique, that means students' grammar mastery is bad.

#### **D. Hypothesis of the Research**

The null hypothesis (Ho) and the alternative (Ha) hypothesis are two types of hypotheses in this quantitative research. The null hypothesis always predicts that there is no difference between the groups being studied. By contrast, the alternative hypothesis predicts that there is a difference between the groups. The criteria of the test of hypotheses as follows:

1. Ho: There is not a positive and significant influence of input flooding on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara.
2. Ha: There is a positive and significant influence of input flooding on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara.

## **CHAPTER III**

### **RESEARCH METHEDODOLOGY**

#### **A. Research Design**

The researcher uses the quantitative analysis in this research, especially an experimental study. The model of the experimental design was quasi experimental research particularly pre-experimental design.

This research would use a class of experimental group that was chosen by using cluster sampling. The experimental group was given the pre-test, the treatment, and the post test. The treatment was conducted after pre-test by implementing input flooding technique. The pre-test and post-test were intended to find out the students' grammar mastery, while the post-test was intended to students' grammar mastery after the treatment given. The researcher conducted the research among the eleventh graders of MA Al-Iman Labuhan Ratu Way Jepara.

#### **B. Operational Design Variable**

There were two variables that used in this research. They were an independent variable and a dependent variable.

##### **1. Independent Variable.**

Independent variable (X) is variable that causes, influences, or affects outcomes. It also called treatment, manipulated, antecedent or predictor variable. They are also called treatment, manipulated, antecedent or

predictor variable. The independent variable in this research was input flooding technique. The definition of input flooding was a technique in which learners were given a large number of examples of target structure form, in the input that can take the form of either oral or written. By using this technique, the students would focus on the target grammatical structure.

Furthermore, based on the explanation above, in this research the researcher used input flooding technique to conduct a treatment for the students among the eleventh graders of MA Al-Iman Labuhan Ratu Way Jepara. In addition, the researcher used multiple choice test.

## **2. Dependent Variable.**

Dependent variables were the variables that depend on the independent variable; they were the outcomes or results of influence of the independent variable. Dependent variable of this research was the students' grammar mastery. To know students' grammar mastery, the researcher would give the test to the students in multiple choice test. The test consist of 20 question with 5 score for each questions. So the maximal score is 100 and the minimum score is 0.

## C. Population and sample

### 1. Population

Danil Muijs states that the population is the group of people we want to generalize to.<sup>30</sup> The population in this research was the eleventh graders of MA Al-Iman Labuhan Ratu Way Jepara. The totals of population in this research just only one class was 20 students.

### 2. Sample

Bloor and Wood explains that sample is representative of the population from which is selected if the characteristics of the sample approximate to the characteristics in the population.<sup>31</sup> The sample of this research was a pre-experimental class. The sample of this research is 20 students.

### 3. Sampling technique

This research was needed sample as an example to describe population conditions. In this research, the researcher used quasi experimental design. Quasi experimental is a design where the researcher is able to control the treatment but is not able to randomly assign the subject of the treatment. Quasi experimental design focuses on treatment and outcome, hence the data take from pre test and test in order to know whether input flooding technique influence students' grammar skill.

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<sup>30</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London: Sage Publications, 2004), 15.

<sup>31</sup> Michael Bloor and Fiona Wood, *Keyword in Qualitative Method: A Vocabulary of Research Concept* (London: Sage Publications, 2006), 153.

## **D. Data Collection Technique**

### **1. Test**

The test is a way that used to know the students' ability or knowledge. In this research, there are two tests as follows:

#### **a. Pre-Test**

Pre-test are given to the pre-experimental class before giving a treatment to measure students' grammar mastery. There are 20 questions have been given. Those questions are 20 multiple choice items.

#### **b. Post-Test**

The pos-test has given after treatment. the researcher gave the post-test to the pre experimental class or group to find out the result of the treatment whether the use of Input Flooding Technique effective or not to teach students' grammar mastery.

### **2. Documentation**

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit.<sup>32</sup> In other words, documentation is a present informations or evidences for the records and categorize some informations such as written, photos, etc. The documents that used in this research are the the data of students test and photos among the eleventh students of MA Al-Iman Labuhan Ratu Way Jepara.

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<sup>32</sup> Henning Kagerman et al., *Internal Audit Handbook* (Germany: Springer, 2008), 432.

### **3. Observation**

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is hoped that to get information about the learning process, the facilities of there and the other. In this research the researcher is the only one participant to observe the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara.

## **E. Research Instrument**

### **1. Grammar Mastery Test**

To identify the students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara, the researcher gave the tests about grammar to the students. The test consists of pre-test and post-test of this research that is in the form of multiple choice.

### **2. Documentation Sheet**

Documentation sheet is data archives that used by researcher to help collect needed data in the research. The researcher utilizes the document related to the object research such as students' name list and teacher's name.

### **3. Observation**

Observation is used to observe all aspects that can improve and support the students' grammar mastery in the learning process such as the media and the facilities in the school. Observation sheet is also used to

observe the conditions that occur during the process of teaching and learning which was filled by the English teacher as the observer that aim to give an evaluation to researcher and all students' activity during the process of teaching and learning.

## **F. Data Analysis Technique**

### **1. Normality Test**

Before deciding parametric or nonparametric statistics to calculate the data to answer the hypothesis of the research, normality and homogeneity of the data was tested. The examination of normality was needed to know whether the data has been normally distributed. The Lilliefors test using SPSS 22. This test is used to determine whether the distribution of the data from the sample is normal. If the normality is more than the level of significance  $\alpha$  (0.05), scores would be normally distributed. If the significant value of the normality test is greater than 0.05, the data is normal. On the other hand, if it is below 0.05, the data significantly far from a normal distribution.

The criterion of hypothesis is:

- $H_0$ : Significant Score  $> 0.05$  means the data is normally distributed.
- $H_1$ : Significant Score  $< 0.05$  means the data is not normally distributed.



## 2. Homogeneity Test

After conducting the normality test. The homogeneity of data was tested. The objective of conducting homogeneity test was to see whether the data or samples in both class were homogenous or heterogeneous. It is to determine whether the data from the two groups have the same variant in order the hypotheses can be tested using t-test. In calculating homogeneity test, the researcher used Levene Statistic Test from SPSS 22 was used.

If the result of homogeneity test shows the significance of the data was higher (>>>) than the significance degree ( $\alpha=0.05$ ) it means the data is homogeneous but if the significance of the data was lower (<) than the significance degree ( $\alpha = 0.05$ ), it means the data is heterogeneous.

## 3. Hypothesis Test

After analyzing the normality and homogeneity of the data, the writer calculated the data to test the hypothesis that whether there is significant difference between students' grammar mastery of using input flooding technique in experimental class and students' grammar mastery of using input flooding technique in control class. The researcher has calculated the data by using t-test formula because the data obtained was normal and homogeneous. T-test is used to know whether input flooding technique is influence on students' grammar mastery. To do hypothesis test, the researcher used t-test formula adapted from Anas sudijono.

a. Determining mean of experimental class and controlled class :

$$M_x = \frac{\sum x}{N_1} \text{ and } M_y = \frac{\sum y}{N_2}$$

$M_x$  = Mean of gained score of experimental class

$M_y$  = Mean of gained score of controlled class

$\Sigma x$  = Sum of gained score of experimental class

$\Sigma y$  = Sum of gained score of controlled class

$N_1$  = The total students of experimental class

$N_2$  = The total students of controlled class

- b. Determining standard deviation of experimental class and controlled class:

$$SD_x = \frac{\Sigma x^2}{N_1} \quad \text{and} \quad SD_y = \frac{\Sigma y^2}{N_2}$$

$SD_x$  = Standard deviation of experimental class

$SD_y$  = Standard deviation of controlled class

$\Sigma x^2$  = Sum of squared deviation of experimental class

$\Sigma y^2$  = Sum of squared deviation of controlled class

$N_1$  = Number of students of experimental class

$N_2$  = Number of students of controlled class

- c. Determining of standard error mean of experimental class and controlled class:

$$SEM_x = \frac{SD_x}{\sqrt{N_1-1}} \quad \text{and} \quad SEM_y = \frac{SD_y}{\sqrt{N_2-1}}$$

$SEM_x$  = Standard error mean of experimental class

$SD_x$  = Standard deviation of experimental class

$N_1$  = Number of students of experimental class

$SEM_y$  = Standard error mean of controlled class

$SD_y$  = Standard deviation of controlled class

$N_2$  = Number of students of controlled class

- d. Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$SEM_{x - M_y} = \sqrt{SEM_x^2 + SEM_y^2}$$

- e. Determining  $T_o$  (T observation) with formula :

$$T_o = \frac{M_x - M_y}{SEM_{x - M_y}}$$

- f. Determining t-table ( $t_i$ ) in significant level 5% and 1% with degree of freedom (df), with formula :

$$df = (N_x + N_y) - 2$$

#### 4. Statistical Hypotheses

From the result of such analysis, the value of  $t_o$  and it can be used to determine the truth or false of the hypotheses. If the value of  $t_o$  is equal to or higher than the value of  $t_i$ , the null hypothesis ( $H_o$ ) would be rejected and the alternative hypotheses ( $H_a$ ) would be accepted. Conversely, if the value of  $t_o$  is smaller than the value of  $t_i$ , the null hypothesis ( $H_o$ ) would be accepted and the alternative hypothesis ( $H_a$ ) would berejected.

## CHAPTER IV

### RESULT OF THE RESEARCH AND DISCUSSION

#### A. A Result of the Research

In this chapter the researcher would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the researcher at the elevent grade of MA Al-Iman Labuhan Ratu Way Jepara.

##### 1. Description of the Research Location

###### a. Brief History of the School

MA Al-Iman Labuhan Ratu Way Jepara is located on Pondok Pesantren Al-Iman Islam, Pramuka Street, Sidorejo, Labuhan Ratu Satu, Way Jepara, East Lampung. It was established on 2003.

###### b. Vision and Mission of MA Al-Iman Labuhan Ratu Way Jepara

###### 1) Vision

The formation of muslims cadres who are sholeh, belief in straight, continue to implement islamic strategy, well-behaved, knowledgeable, well-informed, and skilled.

###### 2) Mision

- a) Forming muslim cadres that understand, memorize, and recite Al-Qur'an and As-Sunnah in everyday activities.

- b) Create the muslim cadres that sholeh and Sholehah, having strong faith by instilling the values of Ahlussunnah Wal Jama'ah.
  - c) Providing human resources that are studying islamic education and show off in society.
  - d) Materializing glorious, physically and spiritually healthy human beings, who can serve as examples in society and national lives.
  - e) Embody humans who are knowledgeable and well informed, obey live, develop and propagate in life.
  - f) Prepare a generation as prospective leaders who have adequate skills as science and technology progress.
- c. The Quantity Students of MA Al-Iman Labuhan Ratu Way Jepara**

The numbers of MA Al-Iman Labuhan Ratu Way Jepara students are 31 that can be identified as followed:

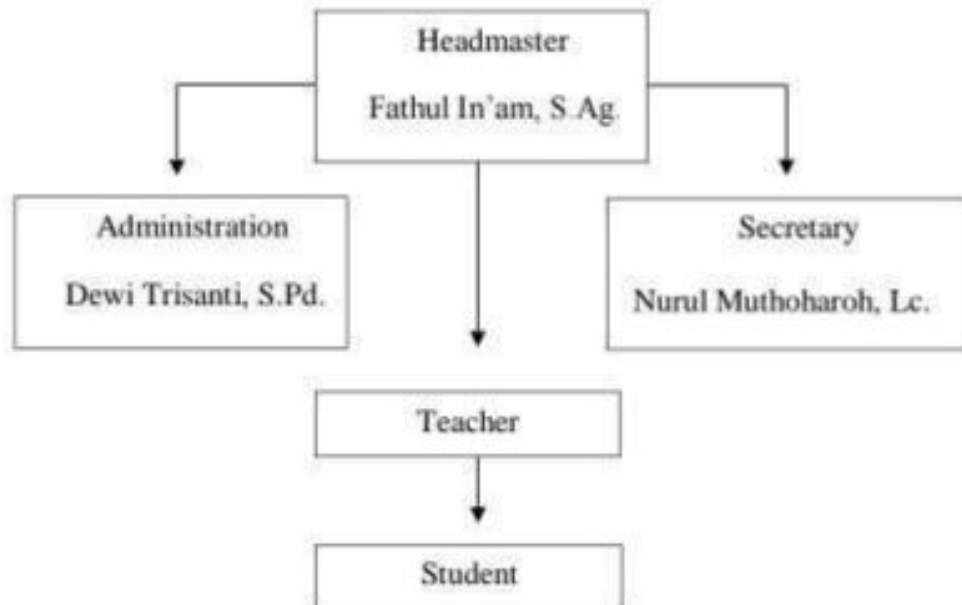
Table 4.1

The Number of Students  
MA Al-Iman Labuhan Ratu Way Jepara

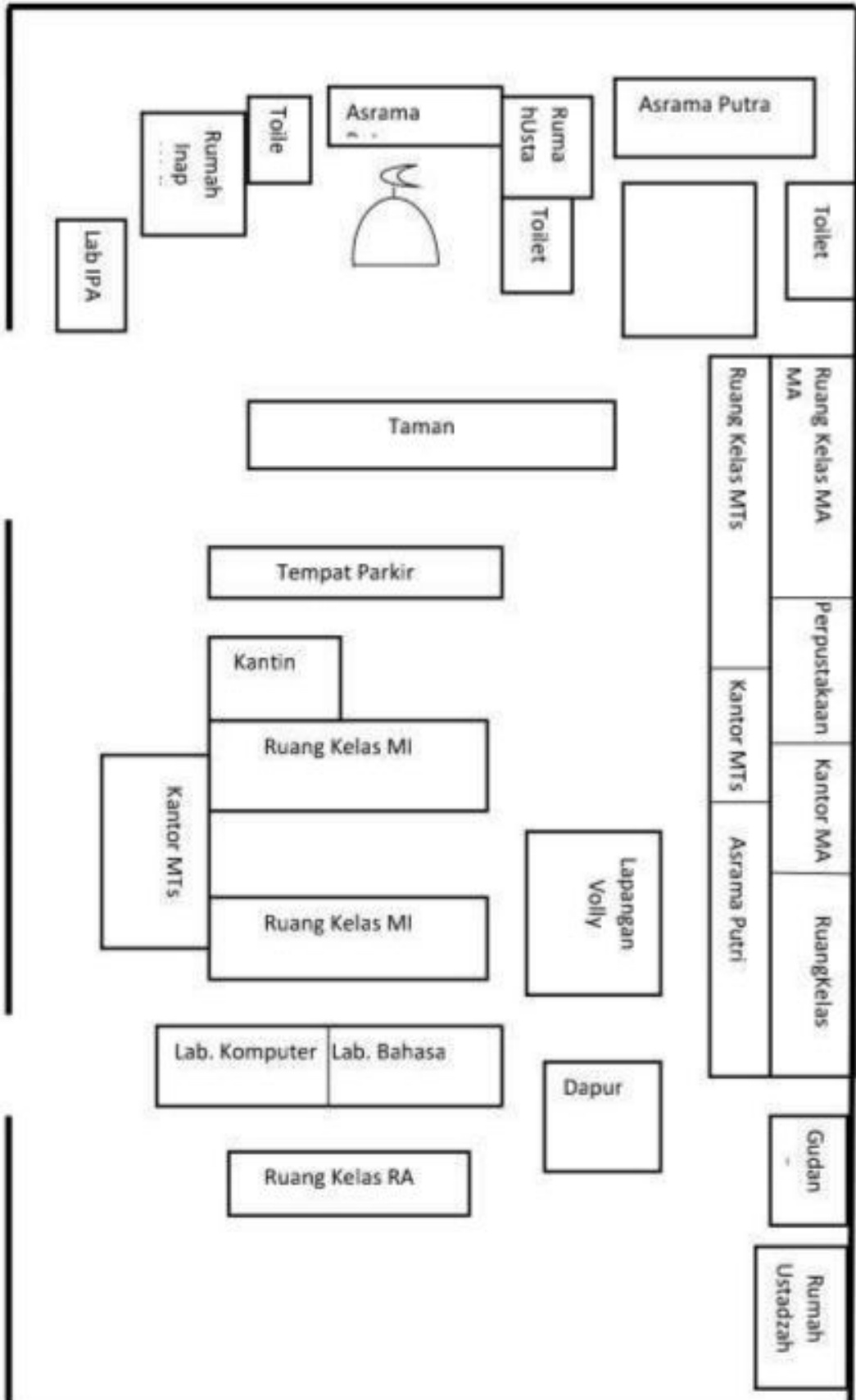
No	Class	Sex		Amount
		Male	Female	
1	X	10	15	25
2	XI	6	14	20
3	XII	9	14	23
				68

**d. Organization Structure of MA Al-Iman Labuhan Ratu Way  
Jepara**

Figure 4.1  
Structure Organization of MA Al-Iman Labuhan Ratu Way Jepara



e. The Sketch Location of MA Al-Iman Labuhan Ratu Way Jepara



## 2. Description of the Research Result

The result of this research is described based on the problem formulation: "Is there any positive and significant influence of Input Flooding Technique on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara?"

The researcher taken the data which collected from students' pre-test and post-test scores of grammar. The pre-test was given before treatment to the experimental group and the controlled group. The post-test was given after the treatment was conducted. It was given into the experimental group by giving the many example of the target form to the students while the post-test for the controlled group was by using conventional method.

Table 4.2  
The Students' Pre-Test and Post-Test Score of Grammar Mastery  
The Eleventh Grade of MA Al-Iman Labuhan Ratu Way Jepara  
(The Experimental group)

No	Name	Data	
		Pre-Test	Post-Test
1	AA	30	50
2	ANA	50	75
3	BZ	45	80
4	DS	25	70
5	DNR	60	80
6	FNF	65	75
7	FDK	25	90
8	HS	50	65
9	MNK	15	70
10	NSK	70	80
<b>Amount</b>	<b>10</b>	<b>435</b>	<b>735</b>
<b>Mean</b>		<b>43,5</b>	<b>73,5</b>



It is showed that the score of the experimental group between pre-test and post-test were different. The mean of students' score in the pre-test is 43,5 with the lowest score of pre-test is 15 and the highest score of pre-test is 70. Meanwhile, the mean of the students' score in the post-test is 73.5 with the lowest score of post-test is 50 and the highest score of post-test is 90.

Here is table of the frequency distribution of pre-test and post-test of controlled group.

Table 4.3  
The Students' Pre-test and Post-test Score of Grammar Mastery  
The Eleventh Grade of MA Al-Iman Labuhan Ratu Way Jepara  
(The Controlled Group)

No	Name	Data	
		Pre-Test	Post-Test
1	NSE	50	55
2	NDP	20	40
3	NAE	45	45
4	REW	50	55
5	RIJ	40	45
6	RAI	55	70
7	SFP	45	60
8	SHF	70	75
9	TER	30	50
10	AW	45	50
<b>Amount</b>	<b>10</b>	<b>450</b>	<b>545</b>
<b>Mean</b>		<b>45</b>	<b>54.5</b>

It is showed that the score of the control group between pre-test and post- test were different. The mean of students' score in the pre-test is 45 with the lowest score of pre-test is 20 and the highest score of pre-test is 70. the mean of the students' score in the post-

test is 54.5 with the lowest score of post-test is 40 and the highest score of post-test is 75.

#### a. Pre-test Score

The result That Calculated From pre-test in both of the two groups and the description of pre-test scores of experiment group and controlled group will be explained in table.

Table 4.4

The Students Score of Pre-test in Experiment group and Controlled group

No	Experimental Group		No	Control Group	
	Name	Score		Name	Score
1	AA	30	1	NSE	50
2	ANA	50	2	NDP	20
3	BZ	45	3	NAE	45
4	DS	25	4	REW	50
5	DNR	60	5	RIJ	40
6	FNF	65	6	RAI	55
7	FDK	25	7	SFP	45
8	HS	50	8	SHF	70
9	MNK	15	9	TER	30
10	NSK	70	10	AW	45
<b>Amount</b>	<b>10</b>	<b>435</b>	<b>Amount</b>	<b>10</b>	<b>450</b>
<b>Mean</b>		<b>43.5</b>	<b>Mean</b>		<b>45</b>

That is showed the pre-test score of experiment group and controlled group. The pre-test was given on the first meeting before giving the treatment group and based on the table, it can be seen that the average score of pre-test in experiment group was 43.5, the highest score of experiment group was 70 and the lowest score was 15.

The average score of pre-test of controlled group was 45 with the highest score 70 and the lowest score was 20. Seeing the calculation on the table above, it can be concluded that the average score of pre-test in controlled group was higher than the average score of pre-test in experiment group.

#### b. The Post-test Score

The post test was given in both of the two groups after the researcher explained the material on last meeting. The following table showed the comparison of students' post test on experiment group and controlled group.

Table 4.5

The Students Score of Post-test in Experiment Group and Controlled Group

No	Experimental Group		No	Control Group	
	Name	Score		Name	Score
1	AA	50	1	NSE	55
2	ANA	75	2	NDP	40
3	BZ	80	3	NAE	45
4	DS	70	4	REW	55
5	DNR	80	5	RIJ	45
6	FNF	75	6	RAI	70
7	FDK	90	7	SFP	60
8	HS	65	8	SHF	75
9	MNK	70	9	TER	50
10	NSK	80	10	AW	50
<b>Amount</b>	<b>10</b>	<b>735</b>	<b>Amount</b>	<b>10</b>	<b>545</b>
<b>Mean</b>		<b>73,5</b>	<b>Mean</b>		<b>54.5</b>

The table showed the post-test score of experiment group and controlled group. The pre-test was given on the first meeting

before giving the treatment to the treatment group and based on the table 4.5, it can be seen that the average score of post-test in experiment group was 73.5, the highest score of experiment group was 90 and the lowest score was 60.

The average score of post-test of controlled group was 54.5 with the highest score 75 and the lowest score was 40. Seeing the calculation on the table above, it can be concluded that the average score of post-test in experiment group was higher than the average score of post-test in controlled group.

## B. Data Analysis

The researcher analyzed the test score of the experimental group and controlled group by calculating the result into the formula t-test. Before using the formula of t-test, the students' score in the experimental and control group were tabulated to calculate the gained score of each group as follows:

**Table 4.6**

The Students' Gained Score in the Elevent grade of MA Al-Iman Labuhan Ratu Way Jepara  
(The Experimental Group)

Number	Students'	Pre-test	Post-test	Gained Score	X <sup>2</sup>
		X1	X2		
1	AA	30	50	20	400
2	ANA	50	75	25	625
3	BZ	45	80	35	1225

4	DS	25	70	45	2025
5	DNR	60	80	20	400
6	FNF	65	75	10	100
7	FDK	25	90	65	4225
8	HS	50	65	15	225
9	MNK	15	70	55	3025
10	NSK	70	80	10	100
Amount	$\Sigma N_1 = 10$	$\Sigma X_1 = 435$	$\Sigma X_2 = 735$	$\Sigma X = 300$	$\Sigma X^2 = 12350$
Mean		43.5	73.5	30	1235

$\Sigma N_1$  = The total students in the experimental class

$\Sigma X_1$  = The total pre-test score of students in the experimental class

$\Sigma X_2$  = The total post-test score of students in the experimental class

$\Sigma X$  = The total gained score of students in the experimental class

$\Sigma X^2$  = The square of the total gained score of students in the

experimental class Based on the table above, the researcher got

$\Sigma X_1 = 435$ ,  $\Sigma X_2 = 735$ ,  $\Sigma X = 300$ , and  $\Sigma X^2 = 12350$ . The result

will be used to find out the t-test.

**Table 4.7**

The Students' Gained Score in the Eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara  
(The Control Group)

Number	Students'	Pre-test	Post-test	Gained Score	Y <sup>2</sup>
		Y1	Y2		
1	NSE	50	55	5	25
2	NDP	20	40	20	400
3	NAE	45	45	0	0

4	REW	50	55	5	25
5	RIJ	40	45	5	25
6	RAI	55	70	20	400
7	SFP	45	60	15	225
8	SHF	70	75	5	25
9	TER	30	50	20	400
10	AW	45	50	5	25
Amount	$\Sigma N_1 = 10$	$\Sigma Y_1 = 450$	$\Sigma Y_2 = 545$	$\Sigma Y = 100$	$\Sigma Y^2 = 1550$
Mean		45	54.5	10	155

$\Sigma N_2$  = The total students in the controlled class

$\Sigma Y_1$  = The total pre-test score of students in the controlled class

$\Sigma Y_2$  = The total post-test score of students in the controlled class

$\Sigma Y$  = The total gained score of students in the controlled class

$\Sigma Y^2$  = The square of the total gained score of students in the controlled class

Based on the table, the researcher got  $\Sigma Y_1 = 450$ ,  $\Sigma Y_2 = 545$ ,  $\Sigma Y = 100$ , and  $\Sigma Y^2 = 1550$ .

The result will be used to find out the t-test.

Before calculating the value of test to look at the difference of significant level, it is necessary to find out the value of normality and homogeneity of the data. The examination of normality is needed to know whether the data has been normally distributed. Then, after getting the normality, the next step is calculating the

homogeneity of data. It is proposed to look at whether the data is homogeneous or not.

### 1. Normality Testing

The formula used normality test requirements are chi-square test and homogeneity test using the formula Fisher test with significance level of 5%.

#### a. Data of Experimental Group

The result of normality testing for pre-test before giving treatment that  $\chi^2_o$  is 4.06 with a total sample of 10 students and the critical price table chi-square test with a significant level 5%, so it is obtained  $\chi^2_t$  is 7.81 it means the data is distributed normally. From the data above it can be concluded that the result of data from pre-test among the Eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara distributed normally. Here the table from the data above:

**Table 4.8**

The Result of Normality Test (Pre-test) in Experimental Group

$\alpha$	$\chi^2_o$	$\chi^2_t$	Conclusion
5%	4.06	7.81	$\chi^2_o \leq \chi^2_t$ (4.06 < 7.81) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

While the result of normality testing for post-test after given treatment that  $\chi^2_o$  is 2.20 with a total sample of 10

students and the critical price table chi-square test with a significant level 5%, so it is obtained  $X^2$  is 7.81 it means the data is distributed normally. From the data above it can be concluded that the result of data from post-test using input flooding technique distributed normally. Here the table from the data above :

**Table 4.9**

The Result of Normality Test (Post-Test) in Experimental Group

$\alpha$	$X^2_o$	$X^2_t$	Conclusion
5%	2.20	7.81	$X^2_o \leq X^2_t$ (2.20 < 7.81) the data is distributed normally

The result calculation of semi-manual using Microsoft office can be seen in appendix.

#### **b. Data of Controlled Group**

The result of normality testing for pre-test before giving treatment that  $X^2_o$  is 0.18 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained  $X^2$  is 7.81 it means the data is distributed normally. From the data above it can be concluded that the result of data from pre-test at the Eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara is distributed normally. Here the table from the data above:



**Table 4.10**  
The Result of Normality Test (Pre-Test) in Controlled Group

$\alpha$	$X^2_o$	$X^2_t$	Conclusion
5%	0.18	7.81	$X^2_o \leq X^2_t$ (0.18 < 7.81) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

While the result of normality testing for post-test after giving treatment that  $X^2_o$  is 0.09 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained  $X^2_t$  is 7.81 it means the data is distributed normally. From the data above it can be concluded that the result of data from post-test at Eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara is distributed normally. Here the table from the data above :

**Table 4.11**  
The Result of Normality Test (Post-Test) in Controlled Group

$\alpha$	$X^2_o$	$X^2_t$	Conclusion
5%	0.09	7.81	$X^2_o \leq X^2_t$ (0.09 < 7.81) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

## 2. Homogeneity Testing

After conducted normality testing and known the data of pre-test and post-test in experimental and control group is distributed normality. So the next it is necessary homogeneity testing. Homogeneity testing in this research is based on the equality of two variance test in both groups (experimental group and control group) by using the formula of Fisher's exact test with significance level of 0.05 (5%). The results are described as follows:

### a. Pre-Test Data

Based on the calculation of the homogeneity testing from the results of pre-test groups in grammar mastery (experimental group) and teaching with conventional method (control group), obtained the biggest variant is 355.83 and 183.33 in order to obtain the smallest variant  $F_0$  (F observe) is 1.94 and the  $F_1$  ( $F_{table}$ ) with a significance level 5% (0.05), the obtained  $F_1$  is 2.12.

Based on these data, it can be seen that  $F_0$  (1.94) <  $F_1$  (2.12), it can be concluded that the data on the pre-test is homogeneous. The conclusion of homogeneity testing can be seen in the following table:

**Table 4.12**  
The Result of Homogeneity Testing based on Pre-Test Data  
in Experimental and Controlled Group

The biggest varians	The smallest varians	Fo	Ft	Conclusion
355.83	183.33	1.94	2.12	Fo < Ft (1.94 < 2.12) Homogeneous sample data

The results calculation of semi-manual using Microsoft office can be seen in appendix.

**b. Post-Test Data**

Based on the calculation of the homogeneity testing from the result of post-test groups in learning using input flooding as technique in the experimental group and teaching with conventional method in the controlled group, obtained the biggest variant is 124.72 and 116.94 in order to obtain the smallest variant  $F_o$  (F observe) is 1.07 and the  $F_t$  (F table) with a significance level 5% (0.05), the obtained  $F_t$  is 2.12.

Based on these data, it can be seen that  $F_o$  (1.07) <  $F_t$  (2.12), it can be concluded that the data on the post-test is homogeneous. The conclusion of homogeneity testing can be seen in the following table:

**Table 4.13**  
The Result of Homogeneity Testing based on Post-Test Data  
in Experimental and Controlled Group

The biggest varians	The smallest varians	F <sub>o</sub>	F <sub>t</sub>	Conclusion
124.72	116.94	1.07	2.12	F <sub>o</sub> < F <sub>t</sub> (1.07 < 2.12) Homogeneous sample data

The results calculation of semi-manual using Microsoft office can be seen in appendix.

After analyzing the data, the next procedure of this research is analyzing the data of students' scores, from the result of pre-test and post-test of both experimental and controlled group. The researcher calculated the data by using t-test formula with significance level 5% in some steps as follow:

- 1) Determine mean of variable X with formula:

$$M_x = \frac{\sum x}{N_1} = \frac{300}{10} = 30$$

- 2) Determine mean of variable Y with formula:

$$M_y = \frac{\sum y}{N_2} = \frac{95}{10} = 9.5$$

- 3) Determine Standard deviation variable X with formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{12350}{10}} = \sqrt{1235} = 35.14$$

- 4) Determine Standard deviation variable Y with formula:

$$SD_y = \sqrt{\frac{\sum y^2}{N_2}} = \sqrt{\frac{1550}{10}} = \sqrt{155} = 12.44$$

- 5) Determine standard error of variable X with formula:

$$SEM_x = \frac{SDx}{\sqrt{N1-1}} = \frac{35.14}{\sqrt{10-1}} = \frac{35.14}{\sqrt{9}} = \frac{35.14}{3} = 11.71$$

- 6) Determine standard error of variable Y with formula:

$$SEM_y = \frac{SDy}{\sqrt{N2-1}} = \frac{12.44}{\sqrt{10-1}} = \frac{12.44}{\sqrt{9}} = \frac{12.44}{3} = 4.14$$

- 7) Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$\begin{aligned} SEM_{x-y} &= \sqrt{SEM_x^2 + SEM_y^2} \\ &= \sqrt{(11.71)^2 + (4.14)^2} \\ &= \sqrt{137.12 + 17.13} \\ &= \sqrt{154.25} \\ &= 12.41 \end{aligned}$$

- 8) Determining  $T_o$  (T observation) with formula :

$$t_o = \frac{M_x - M_y}{SEM_{x-y}} = \frac{30 - 9.5}{12.41} = \frac{20.5}{12.41} = 1.851$$

- 9) Determining t-table ( $t_i$ ) in significant level 5% and 1% with degree of freedom (df), with formula :

$$\begin{aligned} df &= (N_x + N_y) - 2 \\ &= (10 + 10) - 2 \\ &= 20 - 2 \\ &= 18 \end{aligned}$$

The value of df is 18 at degrees of significance 5% or t-table is 1.734

The researcher tested the hypothesis based on the statistical hypothesis as follows:

- a) If  $t_o > t_t$  : The null hypothesis ( $H_o$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So, there is influence of using input flooding technique on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara.
- b) If  $t_o < t_t$  : The null hypothesis ( $H_o$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. So, there is no influence of using input flooding technique on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara.

### 3. The testing of hypothesis :

$$\begin{aligned}
 H_a &= t_o > t_t \\
 &= 1.851 > 1.734
 \end{aligned}$$

From the calculated above, the researcher assumed a hypothesis of the research that "Input Flooding Technique is Influence the Students' Grammar Mastery among the Eleventh Grade of MA Al-Iman Labuhan Ratu Way Jepara."

The result from calculating the data is  $t_o = 1.851$  and  $t_t = 1.734$ . It means,  $t_o$  is higher than  $t_t$  in significant 5%. So, the null hypothesis is rejected and the alternative hypothesis is accepted.

### C. Discussion

This reseach observes students among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara. The researcher uses this class because

see the students difficult in understanding the formula in grammar and lack of practice to make sentences in English. So, based on the problem the researcher apply Input Flooding technique to help the students in learning English especially to make the students understand the formulas in grammar and can make sentences correctly. The researcher says that, Input Flooding Technique have a lot of advantage.

The advantage of this technique is the students easier to learn grammar through many example that teacher gives to the students. The researcher assumes that the students get difficulty in understanding the formula in grammar. Most students must understand the formula in grammar, because without having English grammar competence they will not be able to write a good sentences and and how to communicate in a good way. Furthermore, besides knowing formula in grammar in application input flooding technique the students is given as many axamples by the teacher to make the students remember the formula and easy to practice it in English sentences. The resercher recommend this technique for the teacher in order input flooding technique can be use as an alternative technique in process teaching learning. Because by using input flooding technique, the students are given some of the same target forms, make the materials in the teaching more visible and draw learnears' attention to the intended form. This can make it easier for students to learn and understand the new lesson. Students are also more interested if the

learning techniques are easier than understanding the examples of the lessons learned.

Before conducting the research, the data taken that was collected from 10 students in experimental group it could be explained that the mean of pre-test before using using input flooding technique in students' grammar mastery is 43.5 with the lowest score of pre-test is 15 and the highest score of pre-test is 70. Meanwhile the mean of post-test after giving treatments using input flooding on students' grammar mastery is 73.5 with the lowest score of post-test is 50 and the highest score of post-test is 90. So the researcher got the mean of gained score is 30.

Meanwhile, the Value of students' score in control group that was taken from 10 students, it could be explained that the mean of pre-test is 45 with the lowest score of pre-test is 20 and the highest score of pre-test is 70. Meanwhile the mean of post-test after teaching text with conventional method is 54.5 with the lowest score of post-test is 40 and the highest score of post-test is 75. So the researcher got the mean of gained score is 9.5.

The result of the mean score in each group (the experimental and the controlled group), it is obtained the t-observation ( $t_o$ ) is 1.851, meanwhile the t- table( $t_t$ ) of df is 18 in significance 5% is 1.734 It means t-observation ( $t_o$ ) is higher than t-table ( $t_t$ ). So, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected because  $t_o > t_t$  ( $1.851 > 1.734$ ). So, there is significant difference



between the students' score in learning by using input flooding technique and the students' score in learning without using input flooding technique on students' grammar mastery among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara. It means that the using input flooding technique on the students' grammar master among the eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara are effective.

From the data, it can be observed that the scores of students who have been taught by using input flooding on grammar mastery is higher than the score of students who have been taught without using input flooding on grammar mastery. It proves that input flooding technique is effective to increase students' grammar mastery at the eleveth grade of MA Al-Iman Labuhan Ratu Way Jepara.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter, the researcher would like to give some conclusions and offer some suggestions for the readers, the teachers and the further researchers who may relate to the subject.

#### A. Conclusion

Learning grammar mastery using input flooding technique is one of the alternative solutions that the teacher can use to teach grammar to their students. It makes students more relax in learning, thus they can learn and understand them easily.

After conducting the research, it is concluded that  $t_o$  is 1.851 table of degree of significance 5% is 1.734. it means that alternative hypothesis is accepted and the null hypothesis is rejected because that  $t_o$  is higher than  $t_t$  ( $t_o > t_t$ ) or  $1.851 > 1.734$ .

Therefore, it can be concluded that learning grammar mastery using input flooding technique influence the students' grammar mastery.

## **B. Suggestion**

From the conclusion above, the researcher would like to give some suggestion as follows:

### **1. For English Teachers**

Input flooding technique can be a new way for teachers in teaching English grammar. So that, the teachers should consider to implements such strategy which will improve the students' grammar mastery. As in this study, the researcher gave a view how to implement it in the right way

### **2. For Further Researcher**

This research needs to be completed by the further researcher due to gain the more positive result or to ensure that learning grammar using input flooding technique hasreally giving the effect on students. They can combine input flooding technique with other skills or sub-skills as research variables.

### **3. For Students**

The students should have high motivation to practice their grammar mastery whether in the class or at their home. The students should form a habit of practice the formula in English grammar frequently.

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# **APPENDICES**

## 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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>• Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> <li>• Terbiasa</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak/ mendengarkan ungkapan memberi saran dan lawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li> <li>• Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>• Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p><b>Mempertanyakan (questioning)</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial memberi saran dan lawaran dan responnya</li> <li>• Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan lawaran dan responnya</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan</li> </ul>	<p>2 x 2jp</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet</li> <li>• <a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/ae/resource_file">http://americanenglish.state.gov/files/ae/resource_file</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>menggunakan ungkapan memberi saran dan tawaran dan meresponnya</p> <p><i>Ungkapan</i></p> <p>Saran dan tawaran:  <i>Why don't you...?</i>  <i>What about ...?</i>  <i>You should ...</i>  <i>You can ...</i>  <i>Do you need ...?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,  (2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> </li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya</li> <li>Siswa berlatih menggunakan ungkapan tersebut</li> <li>Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengompokkannya berdasarkan penggunaan.</li> <li>Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang</li> </ul>	<p>kata, intonasi</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pernyataan tentang memberi saran dan tawaran dan responnya .</li> <li>Kelepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di</li> </ul>		<p>5</p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>mungkin digunakan, sesuai konteks penggunaannya</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (feedback) dan guru dan teman tentang setiap yang dia sampaikan dalam kerja keompok.</li> <li>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</li> <li>Siswa membuat "learning journal"</li> </ul>	<p>setiap tahapan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p> <p>2.2. Mengembangkan</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> <li>Siswa mengikuti interaksi menyatakan pendapat dan pikiran</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>interpersonal dengan guru, teman, dan orang lain</p> <p><b>Ungkapan</b> menyatakan pendapat/pikiran <i>I think ...</i> <i>I suppose...</i> <i>In my opinion ...</i></p> <p><b>Unsur Kebahasaan</b> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> <li>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan pikiran dan pendapat dengan</li> </ul>	<p>ungkapan menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menyatakan pendapat atau</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files/1">http://americanenglish.state.gov/files/ae/resource_files/1</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal (<i>learning journal</i>).</li> </ul>	<p>pikiran ketika muncul kesempatan.</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p> <p>2.1.Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa</li> <li>Siswa mengikuti interaksi harapan dan doa</li> <li>Siswa menirukan model interaksi harapan dan doa</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial ungkapan menyatakan harapan dan doa</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap</li> <li>Tingkat ketepatan unsur kebahasaan: lata bahasa, kosa kata, ucapan, tekanan</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_file">http://americanenglish.state.gov/files/ae/resource_file</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>lain</p> <p>Ungkapan: harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i></p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p><b>Mempertanyakan (questioning)</b> 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.</p> <p><b>Mengeksplorasi</b> Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play, dan</i> kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b>  <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> </p> <p><b>Mengkomunikasikan</b>  <ul style="list-style-type: none"> <li>Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).</li> </ul> </p>	<p>kata, intonasi</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya.</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		<p>5</p> <ul style="list-style-type: none"> <li><a href="http://learneng.ish.britishcouncil.org/en/">http://learneng.ish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Mengana isis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <ul style="list-style-type: none"> <li>- <i>Will Could you come with me to the exhibition?</i></li> <li>- <i>Is it possible for you to attend my birthday party?</i></li> </ul> <p><i>Closing</i></p> <p><b>Unsur kebahasaan:</b></p> <p>(1) Kata dan tata bahasa baku</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet).</li> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci</li> <li>Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan, struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</li> <li>Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur</li> </ul>	<ul style="list-style-type: none"> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul> <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>Berbagai undangan dalam bahasa Inggris</li> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://earmenglish.britishcouncil.org/en/">http://earmenglish.britishcouncil.org/en/</a></li> </ul>

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<p>resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>kebahasaan dalam mengundang secara resmi.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber</li> <li>Siswa</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain.</li> <li>Siswa menyunting undangan yang diambil dari berbagai sumber</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman</li> </ul>	<p><b>Pengamatan (observations)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian ada ah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menuis teks berisi undangan resmi</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemandirian belajar berupa catatan atau rekaman monolog</li> <li>Kumpulan karya siswa yang</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Mengana isis fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p><b>Surat pribadi sederhana</b></p> <p>Fungsi Sosial</p> <p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p>Salutation: Dear ....</p>	<p>untuk mendapat feedback.</p> <ul style="list-style-type: none"> <li>Siswa berkreasi dalam membuat kliping undangan resmi</li> <li>Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>Dengan menggunakan multimedia, siswa membuat kartu undangan</li> <li>Siswa memperoleh penguatan dari guru dan teman sejawat</li> </ul>	<p>mendukung proses penulisan teks undangan resmi berupa: draft, rev s., editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurna, format khusus, komentar, atau bentuk penilaian lain</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files/5">http://americanenglish.state.gov/files/ae/resource_files/5</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Mengana isis fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet).</li> <li>Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan</li> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarahan dari guru</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi</li> <li>Tingkat kelengkapan dan keruntutan struktur teks surat</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tu isan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files/5">http://americanenglish.state.gov/files/ae/resource_files/5</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>	

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<p>teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Opening paragraph:</i> Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</p> <p><i>Content:</i> Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> <li>• Kata dan tata bahasa baku</li> <li>• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>• Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> <li>• Rujukan kata</li> <li>• simple present, simple</li> </ul>	<p>siswa terpancing untuk mempertanyakan</p> <ul style="list-style-type: none"> <li>- Fungsi Sosial;</li> <li>- Struktur</li> <li>- Unsur kebahasaan yang digunakan dalam surat pribadi.</li> </ul> <ul style="list-style-type: none"> <li>• Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber</li> <li>• Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> <li>• Siswa menyusun paragraph-paragraph pendek menjadi surat pribadi.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur</li> </ul>	<p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observasi)</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemandirian belajar</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan</li> </ul>		



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	<p>past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi.</p>	<p>kebahasaan yang disampaikan dalam surat pribadi</p> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru</li> <li>Siswa memperoleh penguatan dari guru</li> </ul>	<p>latihan.</p> <ul style="list-style-type: none"> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips), sesuai dengan</p>	<p><b>teks prosedur berbentuk manual dan kiat-kiat (tips)</b></p> <p>Tujuan komunikasi:</p> <p>menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p>Struktur</p> <p>menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p>Unsur Kebahasaan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip.</li> <li>Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis</li> <li>Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks prosedur</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations)</b></p> <p>Tujuan untuk memberi bimbingan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta</li> </ul>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>Manual dan berbagai produk</li> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.daiyenglish.com">www.daiyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files/151">http://americanenglish.state.gov/files/ae/resource_files/151</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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<p>konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, isian dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> <li>• simple present tense</li> <li>• imperative,</li> <li>• Nomor yang menyatakan urutan</li> <li>• kata keterangan</li> <li>• ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.</li> </ul>	<ul style="list-style-type: none"> <li>• Secara individu siswa menyalin beberapa tips</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan beberapa manual dan tips.</li> <li>• Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuiskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber</li> <li>• Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemandirian belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</li> <li>• Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur.</li> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	3 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> </ul>
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks.</li> <li>• Siswa mengikuti interaksi tentang</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelepatan unsur kebahasaan: tata bahasa, kosa kata,</li> </ul>	3 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> </ul>

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<p>yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks lisan, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks lisan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p><i>Fungsi Sosial</i></p> <p>menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i></p> <p>Insects are considered dangerous animals.</p> <p>Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>• Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form.</li> <li>• tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p>Topik</p> <p>Berbagai hal terkait dengan kejadian/</p>	<p>tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <ol style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</li> </ol> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan kalimat passive yang</li> </ul>	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menuis teks dalam bentuk passive</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul>		<ul style="list-style-type: none"> <li>• Sumber dari internet</li> <li>- <a href="http://www.daiyenglish.com">www.daiyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/aefresourcefile">http://americanenglish.state.gov/files/aefresourcefile</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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<p>kebahasaan yang benar dan sesuai konteks</p>	<p>kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>telah dipelajari dengan kalimat aktif.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara kalimat pasif dan bahasa Inggris dengan bahasa ibu atau bahasa Indonesia</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat pasif dan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat pasif</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat pasif dalam jurnal belajarnya.</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan diri: jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang</p> <p><b>Conditional Sentence Fungsi Sosial</b></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Keengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.dailylenging.com">www.dailylenging.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_file">http://americanenglish.state.gov/files/ae/resource_file</a></li> </ul>

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<p>dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menyampaikan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menyampaikan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>wa di waktu yang akan datang</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> <li>- <i>If teenagers eat too much fast food, they can easily become overweight.</i></li> <li>- <i>If you exercise regularly, you will get the benefit physically and mentally.</i></li> </ul> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> <li>- If Clauses dalam simple present</li> <li>- Main Clause dengan modals can/ will</li> </ul> <p>Topik</p> <p>Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang akan datang</p>	<p>dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</li> <li>• Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>• Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau</li> </ul>	<p>Cara Penilaian:</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan umpan balik.</p> <p>Sasaran penilaian ada ah:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk pengandaian/ <i>If clause</i></li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan penilaian diri dan penilaian sejawat, berupa</li> </ul>		<p>3</p> <ul style="list-style-type: none"> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk</p>	<p>bahasa Indonesia.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa berkreas dengan majinasi mereka dalam teks pengandaian</li> <li>Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.</li> </ul>	<p>komenter atau cara penilaian lainnya.</p>	<p>4 x 2 JP</p>	<p>CD/ Audio/ VCD</p> <ul style="list-style-type: none"> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.daiyanglish.com">www.daiyanglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/aeresource/files">http://americanenglish.state.gov/files/ae/aeresource/files</a></li> <li><a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Keengkapan dan keruntutan struktur teks ilmiah faktual</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk</p>	<p><b>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, Fungsi sosial</b></p> <ul style="list-style-type: none"> <li>Mengamati alam</li> <li>Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam</li> </ul> <p><b>Struktur</b></p> <ul style="list-style-type: none"> <li>Klasifikasi Umum</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual</li> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</li> <li>Siswa mempertanyakan cara menemukan gagasan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Keengkapan dan keruntutan struktur teks ilmiah faktual</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>	<p>4 x 2 JP</p>	<p>CD/ Audio/ VCD</p> <ul style="list-style-type: none"> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.daiyanglish.com">www.daiyanglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/aeresource/files">http://americanenglish.state.gov/files/ae/aeresource/files</a></li> <li><a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul>

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<p>melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di peajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>tentang binatang/ benda yang ditulis, e.g.</p> <p>Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with ....</p> <p>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>- Simple Present</li> <li>- Kata kerja yang menggambarkan binatang/ benda/ gejala alam</li> <li>- Kata sifat</li> <li>- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati</li> <li>- ejaan, tanda baca, dan tulisan tangan</li> </ul>	<p>pokok, informasi rinci dari teks faktual report.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.</li> <li>• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok</li> </ul> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyalin teks report yang didatakannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas</li> </ul>	<p>baik.</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p>		/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang</p>	<p>dan cetak yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>- Rujukan kata</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual.</li> <li>• Membuat learning journal dalam pembelajaran ini.</li> <li>• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan</li> </ul>	<p>Bentuk: diary, jurna, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang</p>	<p><b>Teks eksposisi analitis</b></p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks eksposisi analitis yang diberikan/ diperdengarkan guru</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mencari beberapa text eksposisi analitis</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks eksposisi analitis</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet</li> <li>- <a href="http://www.dai.yenglish.com">www.dai.yenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/15262/resourcelist.asp">http://americanenglish.state.gov/file/15262/resourcelist.asp</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>



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<p>hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p>	<p>ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> <li>- Kalimat Simple Present</li> <li>- Conditional Clauses</li> <li>- Modals</li> </ul>	<p>dan berbagai sumber.</p> <ul style="list-style-type: none"> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>• Siswa secara berkeompok menuliskan/menya in teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan</li> <li>• Berkeompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	<ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilain diri dan penilain sejawat, berupa komentar atau cara penilain lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian</b></p>		

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		<ul style="list-style-type: none"> <li>• Siswa mempresentasikannya di kelas</li> <li>• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</li> <li>• Siswa membuat "learning journal"</li> </ul>	<p><b>Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan</p>	<p><b>Teks biografi pendek dan sederhana tentang tokoh terkenal</b></p> <p><i>Fungsi Sosial</i></p> <p>Meneiadani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><b>Struktur</b></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/peristiwa secara kronologis,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab.</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>• Siswa mengamati kete adanan dari teks biografi yang dipe ajari.</li> <li>• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Berpenaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet</li> <li>- <a href="http://www.dai.yenglish.com">www.dai.yenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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<p>konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> <li>- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</li> <li>- Simple, Continuous, Perfect tense</li> <li>- Penyebutan kata benda</li> <li>- Modal auxiliary verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mencari beberapa text biografi dari berbagai sumber.</li> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>• Siswa melengkapi numpang dari beberapa teks biografi sederhana</li> <li>• Siswa secara berkelompok menuliskan/menya in teks biograf dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menceritakan kembali teks biografi</li> </ul>	<ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

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<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan</p>	<p><b>Lagu</b> <i>Fungsi sosial</i></p> <ul style="list-style-type: none"> <li>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</li> </ul> <p><b>Unsur kebahasaan</b></p> <ul style="list-style-type: none"> <li>Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</li> <li>Ejaan dan tulisan tangan dan cetak yang</li> </ul>	<p>secerhana tentang keteladanan dan tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> <li>Siswa membuat klip-ting teks biografi dengan menyalin dan beberapa sumber.</li> <li>Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kondisi yang dialami.</li> <li>Siswa membuat 'learning journal'</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/Majalah berbahasa Inggris</li> <li>Buku lagu bahasa Inggris</li> <li>Sumber dari internet</li> <li><a href="http://www.dailycall.com">www.dailycall.com</a></li> <li><a href="http://americangovernment.state.gov/files/ae/resource">http://americangovernment.state.gov/files/ae/resource</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>jelas dan rapi.</p> <ul style="list-style-type: none"> <li>• Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> </ul> <p><b>Topik</b></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> <li>• Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari</li> <li>• Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat</li> <li>• Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>• Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyain</li> <li>• Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipejari</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.</li> <li>• Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut</li> <li>• Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<ul style="list-style-type: none"> <li>• Ketepatan dan kesesuaian dalam pengucapan dan penyain lirik lagu</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan kemajuan siswa berupa kumpulan lagu yang disain dengan tulisan tangan beserta kesan terhadap lagu</li> <li>• kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan</li> <li>• penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		<p>files</p> <ul style="list-style-type: none"> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**SATUAN PENDIDIKAN** : MA AL-IMAN LABUHAN RATU  
**MATA PELAJARAN** : BAHASA INGGRIS  
**KELAS/SEMESTER** : XI/2  
**MATERI** : PASSIVE VOICE

### **A. 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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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, dan mampu menggunakan metoda sesuai kaidah keilmuan

### **B. KOMPETENSI DASAR**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.
- 4.12 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

### C. INDIKATOR PENCAPAIAN KOMPETENSI

#### a. Indikator KD pada KI-1

- a. Mengucapkan salam
- b. Berdoa sebelum mulai pelajaran
- c. Menunjukkan sikap semangat dalam belajar bahasa Inggris

#### b. Indikator KD pada KI-2

- a. Berperilaku santun
- b. Menunjukkan sikap bertanggung jawab
- c. Mengerjakan soal tepat waktu

#### c. Indikator KD pada KI-3

- a. Menggunakan kata yang tepat pada kalimat passive voice
- b. Melengkapi kalimat passive voice yang tersedia.
- c. Memilih kalimat yang benar sesuai dengan type passive voice

#### d. Indikator KD pada KI-4

- a. Membuat kalimat passive voice
- b. Mengubah kalimat aktif menjadi kalimat passive voice

### D. MATERI PEMBELAJARAN

#### 1. Materi Pokok

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (passive voice)

#### 2. Fungsi sosial

Menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah

#### 3. Struktur teks

Passive Voice dalam bahasa Indonesia dikenal dengan istilah kalimat pasif (kebalikan dari kalimat aktif). Dalam hal ini subjek dalam kalimat passive voice dikenai atau menderita atas sebuah pekerjaan. Dalam bahasa Indonesia kalimat pasif biasanya diikuti prefix berupa di- atau ter- Contohnya kalau kalimat aktifnya menginjak maka kalimat pasifnya menjadi diinjak atau terinjak.

Rumus Dasar Dari Passive Voice adalah: TO BE + V3. Pada dasarnya pola kalimat passive ada 16 sesuai jumlah tenses dalam bahasa Inggris. Namun kali ini kita akan membahas 5 tenses terlebih dahulu yaitu:

No	Tenses	Active Voice	Passive Voice
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1	<b>Simple Present Tense</b>	S + V1 + O	S + to be (am, are, is) + V3 + by + O
		Many people speak English	English is spoken by many people
2	<b>Present Continuous Tense</b>	S + to be (am, are, is) + V1-ing + O	S + to be (am, are, is) + being + V3 + by + O
		Many people are speaking English	English is being spoken by many people
3	<b>Present Perfect Tense</b>	S + have/ has + V3 + by + O	S + have/has + been + V3 + by + O
		Many people have spoken English	English has been spoken by many people
4	<b>Simple Past Tense</b>	S + V2 + O	S + to be (was, were) + V3 + by + O
		Many people spoke English	English was spoken by many people
5	<b>Simple Future Tense</b>	S + will + V1 + O	S + will be + V3 + by + O
		Many people will speak English	English will be spoken by many people

Bentuk "Passive" biasanya digunakan untuk:

- a. Menekankan hal yang dilakukan pelaku, atau apabila pelakunya dianggap tidak penting, misalnya :
  - 1) I am paid in rupiahs  
(Saya dibayar dalam rupiah.)
  - 2) The Hero Monument was built many years ago.  
(Monumen Pahlawan dibangun beberapa tahun yang lalu.)
  - 3) He was put into prison.  
(Dia ditempatkan di penjara)
- b. Bila ingin menemukan penderita perlakuan yang dinyatakan oleh kata kerja, misalnya:
  - 1) The book will be edited by Beatrice Sparks.  
(Buku tersebut akan disunting oleh Beatrice Sparks.)
  - 2) The man was hit by a car  
(Pria tersebut ditabrak mobil.)



- 3) The book was given to me by the teacher  
(Buku tersebut diberikan kepada saya oleh guru.)

#### 4. Unsur kebahasaan

- a. Kata kerja be (am/are/is/was/were) dan verb 3<sup>rd</sup> form.
- b. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

#### 5. Topik

Berbagai hal terkait dengan kejadian/kegiatan/tindakan ilmiah yang tanpa perlu melibatkan pelakunya.

### E. KEGIATAN PEMBELAJARAN

#### 1. Kegiatan Pendahuluan (10 Menit)

- a. Menyiapkan peserta didik untuk mengikuti proses pembelajaran, berdoa dan memotivasi peserta didik secara kontekstual.
- b. Memberikan warmer untuk membimbing peserta didik ke materi yang akan dipelajari.
- c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- d. Mencontohkan kata kerja infinitif.

#### 2. Kegiatan Inti (70)

##### a. Mengamati

- 1) Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks.
- 2) Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.
- 3) Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive
- 4) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).

##### b. Menanya

Dengan bimbingan dan arahan guru, siswa 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.

**c. Mengumpulkan Informasi**

- (1) Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks *simulasi* dan kegiatan lain yang terstruktur.
- (2) Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.

**d. Mengasosiasi**

- (1) Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive.
- (2) Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.

**e. Mengkomunikasikan**

- (1) Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas.
- (2) Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive
- (3) Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.

**3. Kegiatan Penutup (10)**

- a. Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- b. Thank you very much for your participation. I feel so glad seeing you are so active, You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?, Have you got something interesting today.
- c. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- d. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

**F. Penilaian**

1. Tehnik Penilaian

Tes tertulis

2. Instrument Penilaian

**Change these active sentences into their passive forms!**

1. Rosalina loves her brother very much.
2. Mrs. Anggoro has won the novel writing competition.

3. Jono is catching the mouse now.
4. Linda will invite you to the party.
5. I was still preparing the report when Ani came.
6. The father had sacrificed his life for his only son.
7. Yesterday I drank two glasses of milk.
8. My uncle had made some tables.
9. Before class, one student always cleans the blackboard.
10. When the phone rang, Dina was reading a magazine.

**Key answer:**

1. Her brother is loved by Rosalina very much.
2. The novel writing competition has been won by Mrs. Anggoro.
3. The mouse is being caught by Jono now.
4. You will be invited by Linda to the party.
5. The report was being still prepared by me when Ani came.
6. His life had been sacrificed by the father for his only son.
7. Two glasses of milk was drunk by me yesterday.
8. Some tables had been made by my uncle.
9. The blackboard is always cleaned by one student, before class.
10. A magazine was being read by Dina when the phone rang.

**Contoh soal dan Pembahasan**

1. At the moment the old building \_\_\_\_ to make space for a parking lot.
  - a. demolishing
  - b. be demolished
  - c. being demolished
  - d. is being demolished
  - e. to demolish

Jawab : D

Pembahasan : Soal menghendaki jawaban bentuk pasif „dihancurkan“, at the moment = saat ini (continuous), berarti kalimat pasif bentuk continuous (is/am/are +being + V-3)

2. "How old is the mosque?"  
 "Well, it \_\_\_ in 1870."  
 a. Built  
 b. to be built  
 c. was built  
 d. Had built  
 e. had been building

Jawab : C

Pembahasan : soal menghendaki bentuk pasif „dibangun” dan tahun 1870 = masa lalu, berarti kalimat pasif bentuk lampau (was/were + V-3)

### 3. Rubrik Penilaian

#### LEMBAR PENILAIAN

No	Nama Siswa	Hari/tgl	Tugas KD	Nilai	Deskripsi Kemajuan siswa	Tanda Tangan	
						Siswa	Guru
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							

15							
16							
17							
18							
19							
20							

**Penilaian pembelajaran, Pengajaran remedial dan pengayaan**

Bila lebih dari 50 % siswa tidak mendapat ketuntasan maka diadakan pembelajarann ulang. Bila hanya beberapa siswa tidak mendapatkan ketuntasan maka diberikan bimbingan secara berkelompok

**G. MEDIA/ALAT/SUMBER BELAJAR**

1. Media papan tulis
2. Alat/ Bahan
  - Text tertulis
3. Sumber belajar :
  - Buku guru
  - Buku siswa
  - Internet

Mengetahui,  
Guru Bahasa Inggris

Way Jepara,  
Guru Peneliti

Ihwan Nuridwan, Lc  
NIP.

IIndri Fatmasari  
NPM. 1601070152

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN** : MA AL-IMAN LABUHAN RATU  
**MATA PELAJARAN** : BAHASA INGGRIS  
**KELAS/SEMESTER** : XI/2  
**MATERI** : CONDITIONAL SENTENCE

### A. 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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. KOMPETENSI DASAR

- 1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.9 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 keadaan/kejadian/peristiwa di

waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. INDIKATOR PENCAPAIAN KOMPETENSI

#### b. Indikator KD pada KI-1

- d. Mengucapkan salam
- e. Berdoa sebelum mulai pelajaran
- f. Menunjukkan sikap semangat dalam belajar bahasa Inggris

#### d. Indikator KD pada KI-2

- d. Berperilaku santun
- e. Menunjukkan sikap bertanggung jawab
- f. Mengerjakan soal tepat waktu

#### e. Indikator KD pada KI-3

- d. Menggunakan kata yang tepat pada kalimat conditional
- e. Melengkapi kalimat conditional yang tersedia.
- f. Menjodohkan klausa yang benar pada conditional sentence
- g. Memilih klausa yang benar sesuai dengan type conditional sentences

#### e. Indikator KD pada KI-4

- c. Membuat kalimat conditional
- d. Menyatakan real activity
- e. Menemukan fakta dari setiap kalimat conditional sentences
- f. Mengubah fakta menjadi kalimat pengandaian

### D. MATERI PEMBELAJARAN

#### 6. Materi Pokok

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang

#### 7. Fungsi sosial

Mengingatkan, menasehati, berita-cita, menyatakan kebenaran umum, dsb.

#### 8. Struktur teks

We can make a zero conditional sentence with two simple present (one for "if clause" and another one is "main clause"). This conditional is used when the result will always happen. The result of the 'if clause' is always the main clause.

The 'if' in this conditional can usually be replaced by 'when' without changing the meaning.

The Formula:

**If + Simple Present + Simple Present**

The Example:

- a. If water reaches 100 degrees, it always boils.
- b. I'm talking in general, not about one particular situation.

There are three kinds of conditional sentences. As Follows:

**a. Conditional Sentence Type 1**

The verb in the if-clause is in the present tense; the verb in the main clause is in the future simple. It doesn't matter which comes first.

The Formula:

**If + Simple Present + Future  
Future + if + Simple Present**

The Example:

- c) If he runs he'll get there in time.
- d) The cat will scratch you if you pull her fail.

**b. Conditional Sentence Type 2**

The verb in the if-clause is in the past tense; the verb in the main clause is in the conditional tense:

The Formula:

**If + Simple Past + Past Future**

The Example:

- 1) If I had a map I would lend it to you. (But I haven't a map. The meaning here is present.)
- 2) If someone tried to blackmail me I would tell the police. (But I don't expect that anyone will try to blackmail me. The meaning here is future.)

**c. Conditional Sentence Type 3**

The verb in the if-clause is in the past perfect tense; the verb in the main clause is in the perfect conditional. The time is past and the condition cannot be fulfilled because the action in the if-clause didn't happen.

The Formula:

**If + Past Perfect + Past Future Perfect Tense**

The Example:

- 1) If I had known that you were coming I would have met you at the airport. (But I didn't know, so I didn't come.)



- 2) If he had tried to leave the country he would have been stopped at the frontier. (But he didn't try.)

### 9. Unsur kebahasaan

- a. If clauses dalam simple present tense
- b. Main clause dengan modal can/will

### 10. Topik

Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa diwaktu yang akan datang.

## G.KEGIATAN PEMBELAJARAN

### Kegiatan Pendahuluan (10 Menit)

- e. Menyiapkan peserta didik untuk mengikuti proses pembelajaran, berdoa dan memotivasi peserta didik secara kontekstual,
- f. Memberikan warmer untuk membimbing peserta didik ke materi yang akan dipelajari.
- g. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- h. Mencontohkan kata kerja infinitif.

### 1. Kegiatan Inti (70)

#### f. Mengamati

- 1) Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks.
- 2) Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.
- 3) Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian.
- 4) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).

#### g. Menanya

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.

### **h. Mengumpulkan Informasi**

- (1) Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur.
- (2) Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.

### **i. Mengasosiasi**

- (1) Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.
- (2) Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.

### **j. Mengkomunikasikan**

- 1) Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.
- 2) Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian
- 3) Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.

## **2. Kegiatan Penutup (10)**

- e. Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- f. Thank you very much for your participation. I feel so glad seeing you are so active, You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?, Have you got something interesting today.
- g. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- h. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## **H. Penilaian**

3. Tehnik Penilaian  
Tes tertulis

## 4. Instrument Penilaian

**TASK 1**

Using the correct words in the sentence

1. If people **eat** too much, they (**get**) fat.
2. If you **touch** a fire, you (**get**)..... burned.
3. People **die** if they (**don't eat**)..... .
4. You **get** water if you (**mix**)..... hydrogen and oxygen.
5. Snakes **bite** if they (**are**) scared
6. If babies **are** hungry, they (**cry**).....

Match the 'if' clause with the correct second clause

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. If I knew her address,<br>money | a. We would need more             |
| 2. If I won the lottery<br>card    | b. I would send her an invitation |
| 3. If we lived in New York         | c. I would go on holiday          |

Choose the correct second clause for the the following conditional sentences:

1. If I had enough money,....
  - a. I will go on safari to Kenya
  - b. I would go on safari to Kenya
  - c. I can go on safari to Kenya
2. What would you do,....
  - a. If you could lose your job?
  - b. If you will lose your job?
  - c. If you lost your job?

**TASK 2**

- Make the Fact sentences
- 1. If I eat peanuts, .....
- 2. If I don't sleep, .....
- 3. If I am lazy to study,.....
- 4. If I don't eat, .....
- 5. If I eat much,.....

## 3. Rubrik Penilaian

**LEMBAR PENILAIAN**

No	Nama Siswa	Hari/tgl	Tugas KD	Nilai	Deskripsi Kemajuan siswa	Tanda Tangan	
						Siswa	Guru
1							
2							
3							
4							
5							
6							
7							
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19							

20							
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**Penilaian pembelajaran, Pengajaran remedial dan pengayaan**

Bila lebih dari 50 % siswa tidak mendapat ketuntasan maka diadakan pembelajarann ulang. Bila hanya beberapa siswa tidak mendapatkan ketuntasan maka diberikan bimbingan secara berkelompok

**G. MEDIA/ALAT/SUMBER BELAJAR**

4. Media Papan tulis
5. Alat/ Bahan
  - Gambar
  - Text tertulis
6. Sumber belajar :
  - Buku guru
  - Buku siswa
  - Internet

Mengetahui,  
Guru Bahasa Inggris

Way Jepara,  
Guru Peneliti

Ihwan Nuridwan, Lc  
NIP.

IIndri Fatmasari  
NPM. 1601070152

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**SATUAN PENDIDIKAN** : MA AL-IMAN LABUHAN RATU  
**MATA PELAJARAN** : BAHASA INGGRIS  
**KELAS/SEMESTER** : XI/2  
**MATERI** : FACTUAL REPORT

### A. 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 menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia  
 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. KOMPETENSI DASAR

- 1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta 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. (MB LINA DAN MB VELA)

### C. INDIKATOR PENCAPAIAN KOMPETENSI

#### c. Indikator KD pada KI-1

- g. Mengucapkan salam
- h. Berdoa sebelum mulai pelajaran
- i. Menunjukkan sikap semangat dalam belajar bahasa Inggris

#### f. Indikator KD pada KI-2

- g. Berperilaku santun
- h. Menunjukkan sikap bertanggung jawab
- i. Mengerjakan soal tepat waktu

#### g. Indikator KD pada KI-3

- h. Menggunakan kata yang tepat pada teks faktual report
- i. Melengkapi teks yang tersedia.
- j. Memilih klausa yang benar sesuai dengan simple present tense

#### f. Indikator KD pada KI-4

- g. Membuat teks faktual report
- h. Menyatakan real activity
- i. Menemukan fakta dari setiap teks faktual report

### D. MATERI PEMBELAJARAN

#### 11. Materi Pokok

Teks ilmiah faktual (*factual report*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam.

#### 12. Fungsi sosial

- a. Mengamati alam
- b. Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

#### 13. Struktur teks

- a. 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 ....
  - b. Penggambaran mengenai bagian, sifat dan tingkah lakunya
- Text

Strawberry is very popular in the world. It is appreciated for its characteristic aroma, bright red color, juicy texture and sweetness. This red colored fruits is also has many benefit for our body. In one cup (144gr) of strawberry contains 45 calories and it is an excellent source of vitamin C and flavonoid. Strawberry can make our hair be smooth,

whiten our teeth, nourishes our skin, and etc. Its vitamin C can clean and clear our skin. To get its usefulness, we need to consume strawberry regularly. Not only consume it, to get white teeth we need to brush teeth by strawberry routine. Strawberry are a popular addition to dairy product as in strawberry flavored ice cream, milkshakes, and yogurts.

#### 14. Unsur kebahasaan

##### a. Simple Present

Simple present tense adalah kalimat yang digunakan untuk mendeskripsikan kebiasaan, situasi yang tidak berubah, kebenaran umum, dan jadwal tetap. Simple present tense sangat mudah dibentuk, dengan menggunakan kata dasar dari kata kerja (I take, you take), bentuk orang ketiga tunggal menggunakan -s di akhir kata dasar (she takes, he takes).

Rumus:

No	Positive	Negative	Introgative
	S + V1 + O	S + do/does + V1 + O	Do/Does + S + V1 + O?
1	I drink a cup of tea	I do not drink a cup of tea	Do I drink a cup of tea?
2	She eats fish	She does not eat fish	Does she eat fish?
3	They watch TV	They do not watch TV	Do they watch TV?

Catatan mengenai simple present, orang ketiga tunggal

- (1) Untuk orang ketiga tunggal, kata kerja selalu diakhiri dengan -s:  
he wants, she needs, he gives, she thinks.
- (2) Bentuk negatif dan pertanyaan menggunakan DOES (= bentuk auxiliary 'DO' untuk orang ketiga) + infinitive dari kata kerja.



He wants ice cream. Does he want strawberry? He does not want vanilla.

- (3) Kata kerja yang berakhir dengan -y: Bentuk orang ketiga mengubah -y menjadi -ies:

fly --> flies, cry --> cries

- (4) Pengecualian: Jika terdapat huruf vokal sebelum -y:

play --> plays, pray --> prays

- (5) Tambahkan -es ke kata kerja yang berakhir dengan: -ss, -x, -sh, -ch:

he passes, she catches, he fixes, it pushes

- b. Kata kerja yang menggambarkan binatang/ benda/ gejala alam
  - c. Kata sifat
  - d. Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati
  - e. ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

## 15. Topik

Berbagai hal terkait dengan factual report.

## I. KEGIATAN PEMBELAJARAN

### Kegiatan Pendahuluan (10 Menit)

- i. Menyiapkan peserta didik untuk mengikuti proses pembelajaran, berdoa dan memotivasi peserta didik secara kontekstual,
- j. Memberikan warmer untuk membimbing peserta didik ke materi yang akan dipelajari.
- k. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- l. Mencontohkan kata kerja infinitif.

### 3. Kegiatan Inti (70)

#### k. Mengamati

- 1) Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan

- 2) Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual
- 3) Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu

#### **L. Menanya**

- 1) Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.
- 2) Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.

#### **m. Mengumpulkan Informasi**

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.

#### **n. Mengasosiasi**

- 1) Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.
- 2) Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.
- 3) Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok

#### **o. Mengkomunikasikan**

- 1) Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan 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

#### **4. Kegiatan Penutup (10)**

- i. Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- j. Thank you very much for your participation. I feel so glad seeing you are so active, You did a good job today, I'm very happy with

your activity in the class. How about you, did you enjoy my class?, Have you got something interesting today.

- k. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- l. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## J. Penilaian

### 5. Tehnik Penilaian

Tes tertulis

### 6. Instrument Penilaian

**Complete the paragraph with the correct form of the verbs!**

#### Mangoes

Mangoes are one of the most popular tropical fruits in the world. They (1) .... (to be) in the tropical regions of the world. Mango tree (2) .... (grow) more than 5 meters. It has many branch and the leaves are long and slender. The taste of mango are sweet and sometimes it is little sour. Mangoes (3) .... (to be) delicious food which is rich of vitamin A and C. Mangoes have many shapes sometime it is oval, round or like kidney. It colors are green or yellow. Mangoes pulps are juicy and have yellow color. Mangoes are eaten fresh or we can make it as many variety of food such as preserve, juice and etc. Mangoes are cultivates about 4000 years ago in the Indonesian archipelago.

4. ....

- a. Am
- b. Is
- c. Are
- d. Was
- e. Were

5. ....

- a. Growing
- b. Grows
- c. grow
- d. grown
- e. grew

6. ....

- a. Are
- b. Am

- c. Were
- d. Was
- e. Is

## 7. Rubrik Penilaian

**LEMBAR PENILAIAN**

No	Nama Siswa	Hari/tgl	Tugas KD	Nilai	Deskripsi Kemajuan siswa	Tanda Tangan	
						Siswa	Guru
1							
2							
3							
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19							

20							
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**Penilaian pembelajaran, Pengajaran remedial dan pengayaan**

Bila lebih dari 50 % siswa tidak mendapat ketuntasan maka diadakan pembelajarann ulang. Bila hanya beberapa siswa tidak mendapatkan ketuntasan maka diberikan bimbingan secara berkelompok

**G. MEDIA/ALAT/SUMBER BELAJAR**

7. Media Papan tulis
8. Alat/ Bahan
  - Gambar
  - Text tertulis
9. Sumber belajar :
  - Buku guru
  - Buku siswa
  - Internet

Mengetahui,  
Guru Bahasa Inggris

Way Jepara,  
Guru Peneliti

Ihwan Nuridwan, Lc  
NIP.

IIndri Fatmasari  
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## ALAT PENGUMPUL DATA (APD)

### THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA

#### A. Test

Pre-test are given to the pre-experimental class before giving a treatment to measure students' grammar mastery. There are 20 questions have been given. Those questions are 20 multiple choice items.

#### B. Subject

The subject is 20 students at eleventh grade of MA Al-Iman Labuhan Ratu Way Jepara. The students are divided into two groups, those are experimental group and control group.

#### C. Indikator

1. Students understand the meaning and the structure of conditional sentence
2. Students can use the right word in conditional sentence
3. Students can complete blank words with available options especially in conditional sentences

#### D. Guideline Test

1. Write your name and class on your answer sheet!
2. Answer the question by crossing a, b, c, d or e!
3. You may not cheat with your friends!
4. Check your answer before submitting!

**Pre-Test****Direction:**

5. Write your name and class on your answer sheet!
  6. Read the text then answer the question by crossing a, b, c, d or e!
  7. You may not cheat with your friends!
  8. Check your answer before submitting!
- 

1. I will visit your hometown, ...
  - a. If I come to Indonesia
  - b. If I came to Indonesia
  - c. If I coming to Indonesia
  - d. If I will come to Indonesia
  - e. If I would come to Indonesia
  
2. If Risa ... on time, I will be happy.
  - a. Come
  - b. Comes
  - c. Came
  - d. Coming
  - e. Is
  
3. If Andi has much time, he will ... you.
  - a. Help
  - b. Helping
  - c. Helps
  - d. Helped
  - e. Are
  
4. If you ... study hard, you will not pass the test.
  - a. Didn't
  - b. Doesn't
  - c. Don'n
  - d. Am not
  - e. Isn't
  
5. If the game ... good, I will ... it.
  - a. Are – playing

- b. Is – playing
  - c. Are – play
  - d. Is – plays
  - e. Is – play
6. If I ... much money, I will ... a new smartphone.
- a. Have – buys
  - b. Has – buys
  - c. Has – buy
  - d. Have – buy
  - e. Having – buying
7. If I ... my assignment tonight, I will go to mall with my friends.
- a. Finishing
  - b. Finish
  - c. Finished
  - d. Will finish
  - e. Would finish

Change the sentence into passive voice for number 8-15!

8. He tells the lie stories.
- a. The lie stories is being told by him
  - b. The lie stories has been told by him
  - c. The lie stories was told by him
  - d. The lie stories is told by him
  - e. The lie story is telling
9. My mother drove the car in the morning
- a. The car was droven by my mother in the morning
  - b. The car was being droven by my mother in the morning
  - c. The car has been droven by my mother in the morning
  - d. The car is droven by my mother in the morning
  - e. The car is driving by mother in the morning
10. Amman is teaching mathematics in front of students
- a. Mathematics is being taught by Amman in front of students
  - b. Mathematics is taught by Amman in front of students
  - c. Mathematics has been taught by Amman in front of students
  - d. Mathematics was taught by Amman in front of students
  - e. Mathematics is teached by amman in front of the students



11. Do they kick your legs?
- Are your legs kicked by them?
  - Were your legs kicked by them?
  - Has your legs been kicked by them?
  - Is your legs have been kicked by them?
  - Will your legs have been kicked by them?
12. We ate something in front of your child.
- Something was eaten by us in front of your child
  - Something is eat ny us in front of your child
  - Something was being eaten by us in front of your child
  - Something is being eaten by us in front of your child
  - Something should be eaten by us in front of your child
13. I have written questions in my laptop
- Questions have been written by me in my laptop
  - Questions are being written by me in my laptop
  - Questions were written by me in my laptop
  - Questions were being written by me in my laptop
  - Questions are writing by me in my laptop
14. Suti haliyana visited trade office yesterday
- Trade office will visit by suti haliyana yesterday
  - Trade office was visited by Suti Haliyana yesterday
  - Trade office was being visited by Suti Haliyana yesterday
  - Trade office had been visited by Suti Haliyana yesterday
  - Trade office will be visited by Suti Haliyana yesterday
15. I will visit Surabaya next month.
- Surabaya will be visited by me next month
  - Surabaya was visited by me next month
  - Surabaya is being visited by me next month
  - Surabaya would be visited by me next month
  - Surabaya were be visited by me next month

Fill in the blanks with the correct word for number 16-20!

Tsunami

Tsunami (16) ... when major fault under the ocean floor suddenly slips. The displaced rock (17) ... water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves (18) ... out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land. A tsunami washes ashore with often-disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property. A tsunami is-a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami (19) ... undetectable far out in the ocean, but once it (20) ... shallow water, this fast traveling wave grows very large.

16. ...

- a. Occur
- b. Occurs
- c. Occuring
- d. Occurred
- e. Was occur

17. ...

- a. Pushed
- b. Push
- c. Pushing
- d. Pushes
- e. Pushs

18. ...

- a. Spread
- b. Spreading
- c. Spreaded
- d. Spreads
- e. Will spread

19. ...

- a. Am
- b. Are
- c. Is
- d. Were

e. Was

20. ...

- a. Reached
- b. Reaching
- c. Was reaching
- d. Reach
- e. Reaches

**The Answer**

1. a
2. b
3. a
4. c
5. e
6. d
7. b
8. d
9. a
10. a
11. a
12. a
13. a
14. b
15. a
16. b
17. d
18. a
19. c
20. e

**Post-Test****Direction:**

- 9. Write your name and class on your answer sheet!**
  - 10. Read the text then answer the question by crossing a, b, c, d or e!**
  - 11. You may not cheat with your friends!**
  - 12. Check your answer before submitting!**
- 

1. If Rafly gets score more than 90, his mom ... PS 4 for him.
  - a. Buy
  - b. Buys
  - c. Will buy
  - d. Would buy
  - e. Buying
  
2. If my bother and I finished the homework this evening, we ... TV tonight.
  - a. Can watch
  - b. Could watch
  - c. Can be watch
  - d. Could be watch
  - e. Have watch
  
3. You will never earn money, if you just ... at home doing nothing.
  - a. Stays
  - b. Stayed
  - c. Staying
  - d. Can stay
  - e. Stay
  
4. If today is your birthday, I ... you present.
  - a. Give
  - b. Gives
  - c. Will give
  - d. Would give
  - e. Has give
  
5. If the students ... late to submit the scholarship application to the board, they will not be listed as candidates.

- a. Be
  - b. Are
  - c. Is
  - d. Were
  - e. Am
6. If we don't hurry, the meeting ... by the time we get there.
- a. Start
  - b. Started
  - c. Will be started
  - d. Will start
  - e. Would started
7. Ramadhan will be so silent, if Corona ... soon
- a. Not leave
  - b. Don't leave
  - c. Doesn't leave
  - d. Had leave
  - e. Will leave

Change the sentence into passive voice for number 8-14!

8. Somebody cleans the room every day.
- a. The room was clean by somebody every day.
  - b. The room is cleaned by somebody every day.
  - c. The room is clean by somebody every day.
  - d. Somebody has cleaned the room every day.
  - e. Somebody is cleaning the room every day.
9. Sam has taken an English course
- a. Sam has been taken an English course.
  - b. An English course taken by Sam.
  - c. An English course has been taken by Sam.
  - d. English courses have taken by Sam.
  - e. Sam will take English course.
10. The students are using the computers now.
- a. The computers is being used by the students now.
  - b. The computers are being used by the students now.
  - c. The computers are used by them now.
  - d. The computers were used by them now.

- e. The computers is being used by them now.
11. My father fixed the car yesterday.
- My father was fixed the car yesterday.
  - My father was being fixed the car yesterday.
  - The car is washing yesterday.
  - The car was fix by my father yesterday.
  - The car was fixed by my father yesterday.
12. A well known architect is designing our new office.  
The passive form of the above sentence is, Our new office ..... by a well known architect.
- Designed
  - Be designing
  - Is designed
  - Is being designed
  - Is designing
13. They canceled all the flights because of the fog.  
The passive form of the sentence is, "Because of the fog ..."
- All flights were cancelled
  - All flights have been cancelled
  - They be cancelled
  - They can cancel
  - All flights had cancelled
14. Some workers were loading the containers into the van.  
The passive form of the above sentence is: "The containers ..... into the van"
- Were loaded
  - Are loading
  - Be loaded
  - Were being loaded
  - Can load

Fill in the blanks with the correct word for number 15-20!

Birds

Birds are interesting flying animals. They (15) ... vertebrates and warm blooded animals. They belong to aves class and they can be found all over the world.

Birds (16) ... with their air pocket. Beside as respiration organ, air pocket also can enlarge or reduce their weight when flying or swimming.

They (17) ... many kinds of birds. Earth bird (18) ... special characteristics. They have different morphology according to their food and their habitat. Some of them (19) ... seeds, pollen, fish or meat. There are some species that live in land and the others live in water. Land birds live on their nest.

Female birds have specific tasks, they (20) ... eggs and feed their baby, beside that they look for foods for the baby.

15. ...

- a. Is
- b. Am
- c. Are
- d. Were
- e. Was

16. ...

- a. Breathe
- b. Breathes
- c. Breathing
- d. Will breathe
- e. Was breathing

17. ...

- a. Was
- b. Were
- c. Am
- d. Are
- e. Is

18. ...

- a. Will
- b. Have
- c. Has
- d. Had
- e. Would



19. ...

- a. Eat
- b. Eated
- c. Eats
- d. Ate
- e. Eaten

20. ...

- a. Laying
- b. Lays
- c. Will lay
- d. Was laying
- e. Lay

**The Answer**

1. c
2. a
3. e
4. c
5. b
6. d
7. c
8. b
9. c
10. b
11. e
12. d
13. a
14. d
15. e
16. a
17. d
18. c
19. a
20. e

## FREQUENCY DISTRIBUTION OF PRE-TEST NORMALITY TESTING

A. The calculation of frequency distribution, mean, variance and standard deviation of the pre-test of the experimental class.

1. The total of sample = 10
2. Score distribution

30	50	45	25	60
65	25	50	15	70

3. Class range (R)  
 $R = X_{\max} - X_{\min}$   
 $= 70 - 15 = 55$
4. The number of class (K) using sturgess rule  
 $K = 1 + 3.3 * \log (n)$   
 $= 1 + 3.3 * \log (10)$   
 $= 1 + 3.3 * (1)$   
 $= 4.3 \rightarrow 4$  (lower integration)
5. The length of interval  
 $P = \frac{R}{K}$   
 $= \frac{55}{4}$   
 $= 13.75 \rightarrow 14$  (higher integration)

TABLE OF NORMALITY DATA

Nilai Observasi			Batas Kelas		Z		Z Tabel		P <sub>i</sub>	E <sub>i</sub>	(O <sub>i</sub> - E <sub>i</sub> ) <sup>2</sup> /E <sub>i</sub>
no	interval class	f <sub>i</sub> /O <sub>i</sub>	Bawah	Atas	Bawah	Atas	Bawah	Atas	(proport)	(Nilai Harapan)	
1	15 - 29	3	14.5	29.5	-1.750	0.917	0.040	0.180	0.140	1.396	1.843
2	30 - 44	1	29.5	44.5	-0.917	0.083	0.180	0.467	0.287	2.871	1.220
3	45 - 59	3	44.5	59.5	-0.083	0.750	0.467	0.773	0.307	3.066	0.001
4	60 - 74	3	59.5	74.5	0.750	1.583	0.773	0.943	0.170	1.700	0.995
Jumlah		10									4.059
Chi Square (X <sup>2</sup> )		4.059									
Derajat Kebebasan (DF)		3									
A		0.05									
Nilai Tabel Chi Square		7.815									
Keputusan		NORMAL									

B. The calculation of frequency distribution, mean, variance and standard deviation of the pre-test of the controlled class

1. The total of sample = 10
2. Score distribution

50	20	45	50	40
55	45	70	30	45

3. Class range (R)

$$R = X_{\max} - X_{\min} \\ = 70 - 20 = 50$$

4. The number of class (K) using sturgess rule

$$K = 1 + 3.3 * \log (n) \\ = 1 + 3.3 * \log (10) \\ = 1 + 3.3 * (1) \\ = 4.3 \quad \rightarrow \text{(lower integration)}$$

5. The length of interval

$$P = \frac{R}{K} \\ = \frac{50}{4} \\ = 12.5 \quad \rightarrow 13 \text{ (higher integration)}$$

TABLE OF NORMALITY DATA

Nilai Observasi			Batas Kelas		Z		Z Tabel		Pi	Ei	(O <sub>i</sub> - E <sub>i</sub> ) <sup>2</sup> /E <sub>i</sub>
no	interval class	f(O <sub>i</sub> )	Bawah	Atas	Bawah	Atas	Bawah	Atas	(proporsi)	(Nilai Harapan)	
1	20 - 33	2	19.5	33.5	-2.000	0.889	0.023	0.187	0.164	1.643	0.078
2	34 - 47	4	33.5	47.5	-0.889	0.222	0.187	0.588	0.401	4.009	0.000
3	48 - 61	3	47.5	61.5	0.222	1.333	0.588	0.909	0.321	3.209	0.014
4	62 - 75	1	61.5	75.5	1.333	2.444	0.909	0.993	0.084	0.840	0.031
Jumlah		10									0.122
Chi Square (X <sup>2</sup> )		0.122									
Derajat Kebebasan (DF)		3									
α		0.05									
Nilai Tabel Chi Square		7.815									
Keputusan		NORMAL									

## FREQUENCY DISTRIBUTION OF POST-TEST NORMALITY TESTING

A. The calculation of frequency distribution, mean, variance and standard deviation of the post-test of the experimental class

1. The total of sample = 10
2. Score distribution

50	75	80	70	80
75	90	65	70	80

3. Class range (R)  
 $R = X_{\max} - X_{\min}$   
 $= 90 - 50 = 40$
4. The number of class (K) using sturges rule  
 $K = 1 + 3.3 \cdot \log(n)$   
 $= 1 + 3.3 \cdot \log(10)$   
 $= 1 + 3.3 \cdot (1)$   
 $= 4.3 \rightarrow 4$  (lower integration)
5. The length of interval

$$P = \frac{R}{K}$$

$$= \frac{40}{4}$$

$$= 10$$

TABLE OF NORMALITY DATA

Nilai Observasi			Batas Kelas		Z		Z Tabel		P	E <sub>i</sub>	(O <sub>i</sub> - E <sub>i</sub> ) <sup>2</sup> /E <sub>i</sub>
no	interval class	f(O <sub>i</sub> )	Bawah	Atas	Bawah	Atas	Bawah	Atas	(proporsi)	(Nilai Harapan)	
1	50 - 60	2	49.5	60.5	-2.625	-1.375	0.004	0.085	0.080	0.802	1.788
2	61 - 71	4	60.5	71.5	-1.375	-0.125	0.085	0.450	0.366	3.657	0.032
3	72 - 82	3	71.5	82.5	-0.125	1.125	0.450	0.870	0.419	4.194	0.340
4	83 - 93	1	82.5	93.5	1.125	2.375	0.870	0.991	0.122	1.215	0.038
Jumlah		10									2.198
Chi Square (X <sup>2</sup> )		2.198									
Derajat Kebebasan (DF)		3									
α		0.05									
Nilai Tabel Chi Square		7.815									
Keputusan		NORMAL									

B. The calculation of frequency distribution, mean, variance and standard deviation of the post-test of the controlled class

1. The total of sample = 10

2. Score distribution

55	40	45	55	45
70	60	75	50	50

3. Class range (R)

$$R = X_{\max} - X_{\min} \\ = 75 - 40 = 35$$

4. The number of class (K) using sturgess rule

$$K = 1 + 3.3 * \log (n) \\ = 1 + 3.3 * \log (10) \\ = 1 + 3.3 * (1) \\ = 4.3 \longrightarrow 4 \text{ (lower integration)}$$

5. The length of interval

$$P = \frac{R}{K} \\ = \frac{35}{4} \\ = 8.75 \longrightarrow 9 \text{ (higher integration)}$$

TABLE OF NORMALITY DATA

Nilai Observasi			Batas Kelas		Z		Z Tabel		Pi	Ei	(O <sub>i</sub> - E <sub>i</sub> ) <sup>2</sup> /E <sub>i</sub>
no	interval class	f(O <sub>i</sub> )	Bawah	Atas	Bawah	Atas	Bawah	Atas	(proporsi)	(Nilai Harapan)	
1	40 - 49	2	39.5	49.5	-1.578	-0.650	0.057	0.258	0.201	2.006	0.000
2	50 - 59	4	49.5	59.5	-0.650	0.279	0.258	0.610	0.352	3.518	0.066
3	60 - 69	3	59.5	69.5	0.279	1.207	0.610	0.886	0.277	2.766	0.020
4	70 - 79	1	69.5	79.5	1.207	2.135	0.886	0.984	0.097	0.974	0.001
Jumlah		10									0.086
Chi Square (X <sup>2</sup> )			0.086								
Derajat Kebebasan (DF)			3								
α			0.05								
Nilai Tabel Chi Square			7.815								
Keputusan			NORMAL								



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

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

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

Nomor : B-1535/In.28.1/J/TL.00/06/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
**KEPALA MA AL-IMAN LABUHAN RATU WAY JEPARA**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **INDRI FATMASARI**  
NPM : 1601070152  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE INFLUENCE OF INPUT FLOODING ON STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA**

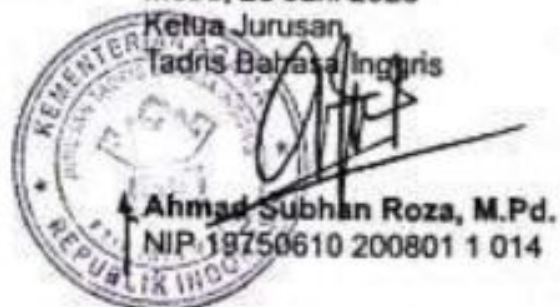
untuk melakukan *pra-survey* di MA AL-IMAN LABUHAN RATU WAY JEPARA.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 25 Juni 2020

Ketua Jurusan  
Tadris Bahasa Inggris

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



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR  
YAYASAN PENDIDIKAN AL-IMAN ISLAM  
MADRASAH ALIYAH AL-IMAN WAY JEPARA

Alamat: Jln. Pramuka Labuhan Ratu Satu, Kecamatan Way Jepara-Lampung Timur 34396

Nomor : 011/164/YAI-MA/08/2020  
Lampiran : 1 (Satu)  
Perihal : Izin Pra Penelitian

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris IAIN Metro  
di-  
Tempat

*Assalamu 'alaikum Wr. Wb.*

Menanggapi surat Saudara Nomor: B-1535/In.28.1/J/TL.00/06/2020 tentang Izin Pra-Survey Penelitian. Kepala Madrasah Aliyah Al-Iman Way Jepara Kabupaten Lampung Timur Propinsi Lampung, memberikan izin kepada:

Nama : INDRI FATMASARI  
NPM : 1601070152  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di MA Al-Iman Way Jepara guna penyusunan Skripsi dengan judul: "THE INFLUENCE OF INPUT FLOODING ON STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA."

Demikian kami sampaikan, untuk dipergunakan seperlunya, dan kepada yang bersangkutan agar melaksanakan sesuai dengan ketentuan.

*Wassalamu 'alaikum Wr. Wb.*

Way Jepara, 11 Agustus 2020

Kepala MA Al-Iman Way Jepara







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Nomor : B-5855/In.28.1/J/TL.00/12/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **INDRI FATMASARI**  
NPM : **1601070152**  
Semester : **13 (Tiga Belas)**  
Fakultas : **Tarbiyah dan Ilmu Keguruan**  
Jurusan : **Tadris Bahasa Inggris**  
Judul : **THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON  
STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH  
GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 22 Desember  
2022Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



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Nomor : B-5993/In.28/D.1/TL.00/12/2022  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
**KEPALA MA AL-IMAN LABUHAN  
RATU**  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-5992/In.28/D.1/TL.01/12/2022, tanggal 27 Desember 2022 atas nama saudara:

Nama : **INDRI FATMASARI**  
NPM : 1601070152  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL-IMAN LABUHAN RATU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 27 Desember 2022  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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

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## SURAT TUGAS

Nomor: B-5992/In.28/D.1/TL.01/12/2022

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

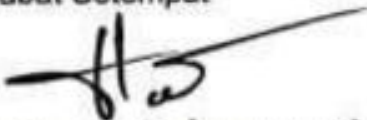
Nama : **INDRI FATMASARI**  
NPM : 1601070152  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AL-IMAN LABUHAN RATU, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF INPUT FLOODING TECHNIQUE ON STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA".
  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 : 27 Desember 2022

Mengetahui,  
Pejabat Setempat

  
M. Khairudin, M.Pd.

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**YAYASAN PENDIDIKAN AL IMAN ISLAM  
MA AL IMAN LABUHAN RATU  
NSM/NPSN: 131218070008/10816325**

Alamat: Jl. Pramuka, Sidorejo, Labuhan Ratu I, Kec. Way Jepara, Kab. Lampung Timur. 34396

Nomor : 018.164/YALMA/I/2023  
Lampiran : -  
Perihal : **BALASAN IZIN RESEARCH**

Way Jepara, 05 Januari 2023

Kepada Yth  
Wakil Dekan Akademik dan Kelembagaan IAIN Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Berdasarkan surat Saudara Nomor: B-5993/In.28/D.1/TL.00/12/2022 tertanggal 27 Desember 2023 perihal Izin Research, maka kami berkenan memberikan izin untuk melaksanakan research kepada :

Nama : **INDRI FATMASARI**  
NPM : 1601070152  
Semester : 13 (Tiga Belas)  
Jurusan : Tadris Bahasa Inggris  
Judul Penelitian : ***THE INFLUENCE OF INPUT FLOODING ON STUDENTS' GRAMMAR MASTERY AMONG THE ELEVENTH GRADE OF MA AL-IMAN LABUHAN RATU WAY JEPARA.***

Kami mengharapkan mahasiswa/i yang bersangkutan dapat menggunakan dan memanfaatkan fasilitas serta waktu yang telah disediakan. Demikian surat ini kami sampaikan.

*Wassalamu'alaikum Wr. Wb.*

Kepala Madrasah,  
  
**FATHUL IN'AM, S.Ag.**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jl. Ki Hajar Dewantara 15A Ingmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iain@metrouniv.ac.id

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**SURAT KETERANGAN BEBAS PUSTAKA**

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

Nama : Indri Fatmasari  
NPM : 1601070152  
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 11 Juni 2023  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 1987 1102 201503 1 004

**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-1724/In.28/S/U.1/OT.01/12/2022**

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

Nama : INDRI FATMASARI  
NPM : 1601070152  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070152

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 21 Desember 2022  
Kepala Perpustakaan

Or. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002

# The Influence of Input Flooding Technique on Students` Grammar Mastery among the Eleventh Grade of MA Al-Iman Labuhan Ratu Way Jepara

*by Indri Fatmasari*

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1	Rabu, 24 Okt 2022	Dr. Widhiya Ninsiana, M. Hum	1. Background of study 2. Problem limitation 3. Paradigma 4. Advantages of Input flooding 5. References	
2	Jum'at 04 Nov 2022	Dr. Widhiya Ninsiana, M. Hum	1. Struktur Kalimat 2. Paradigma 3. Sampling Technique	
3	Rabu, 16 Nov 2022	Dr. Widhiya Ninsiana, M. Hum	1. Prior research 2. Population	

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02.	Jum'at 09 Juni 2023	Dr. Widhiya Ningsiana M.Hum	- Penulisan Abstrak - Spasi bab V	
03	Senin 12 Juni 2023	Dr. Widhiya Ningsiana M.Hum	Acc to munganda	

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## CURRICULUM VITAE



The name of the researcher is Indri Fatmasari. She was born in Margasari on September 20<sup>th</sup> 1998. She is the third child from happy couple namely Mr. Jupri and Mrs. Wanti. She has graduated from elementary School (SDN 03 Margasari) on 2010. She continued her study in Junior High School (Mts Al-Iman Way Jepara and graduated on 2013. After graduated from Junior High School, she continued to Senior High School (MA Al-Iman Labuhan ratu Way Jepara) and graduate on 2016. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute For Islamic Studies of Metro (IAIN Metro).