

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS SPEAKING LEARNING CONSTRAINT
AT THE ELEVENTH GRADE IN SENIOR HIGH SCHOOL
KARTIKATAMA METRO**



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English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

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**AN ANALYSIS OF STUDENTS SPEAKING LEARNING CONSTRAINT
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KARTIKATAMA METRO**

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

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APPROVAL PAGE

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LEARNING DIFFICULTIES AT ELEVENTH GRADE
IN SENIOR HIGH SCHOOL KARTIKATAMA
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be munaqosyah. Thank you very much.

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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The an undergraduate thesis entitled: **AN ANALYSIS OF STUDENTS SPEAKING LEARNING CONSTRAINT AT THE ELEVENTH GRADE IN SENIOR HIGH SCHOOL KARTIKATAMA METRO**, Written by **Y. Nadia Cyndi Regina** Student Number: **13108787** English Education Department had been examined (Munaqosah) in Tarbiyah and Teacher Training Faculty on Mei 21th 2019 at 09.00 a.m – 10.30 a.m.

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**AN ANALYSIS OF STUDENTS SPEAKING LEARNING
DIFFICULTIES AT ELEVENTH GRADE IN SENIOR HIGH
SCHOOL KARTIKATAMA METRO
ABSTRACT**

BY :

Y. NADIA CYNDI REGINA

This study aims to describe the learning difficulties of students in learning speaking and to find out the learning process and student interest in learning English, especially in the field of speaking. Learning methods that can increase motivation to learn in speaking in English and to find out the results of testing the difficulties of learning English in 11th grade was high school students.

This type of research is qualitative descriptive. The research subjects were 11th grade students and teachers of Senior High School Kartikatama Metro. Data obtained using interview techniques, observation, questionnaires, and documentation. The instruments of data collection were carried out using interview guidelines, observation sheets, and teacher and student response questionnaires, learning motivation questionnaires.

The findings of this study indicate that there are still many students who have not mastered English. The students also still memorized in speaking presentations in class. Furthermore, the reason why students experience difficulties in speaking is that students lack vocabulary, difficulties in understanding grammar, pronunciation, feeling afraid to speak wrong and lacking in learning. To reduce difficulties in learning speaking, the teacher provides a game method of learning so students are able to sharpen vocabulary, pronunciation, and grammar. So, students do not feel awkward in terms of speaking English and do not feel difficult.

From the data that has been analyzed, it is concluded that eighth grade students of Senior High School Kartikatama Metro must often practice speaking, either with friends or with teachers.

**ANALISIS TERHADAP KESULITAN BELAJAR SPEAKING PADA
SISWA KELAS SEBELAS SEKOLAH MENENGAH ATAS
KARTIKATAMA METRO
ABSTRAK**

BY :

Y. NADIA CYNDI REGINA

Penelitian ini bertujuan untuk mendeskripsikan kesulitan belajar siswa dalam mempelajari speaking dan untuk mengetahui proses pembelajaran dan ketertarikan siswa dalam mempelajari bahasa Inggris terutama dalam bidang speaking. Metode pembelajaran yang dapat meningkatkan motivasi belajar dalam speaking pada bahasa Inggris dan untuk mengetahui hasil uji kesulitan belajar bahasa Inggris pada siswa kelas 11 Sekolah Menengah Atas.

Jenis penelitian ini adalah deskriptif kualitatif. Subjek penelitian adalah siswa dan guru kelas 11 SMA Kartikatama Metro. Data diperoleh dengan menggunakan teknik wawancara, observasi, angket, dan dokumentasi. Instrumen pengumpulan data dilakukan menggunakan pedoman wawancara, lembar observasi, angket respon guru dan siswa, angket motivasi belajar.

Temuan penelitian ini menunjukkan bahwa masih banyak siswa yang belum menguasai bahasa Inggris. Para siswa juga masih menghafal dalam presentasi speaking di kelas. Selanjutnya, penyebab mengapa siswa mengalami kesulitan dalam belajar speaking yakni siswa kurang kosa kata, kesulitan dalam memahami tata bahasa, pelafalan, merasa takut salah dalam berbicara dan kurang belajar. Untuk mengurangi kesulitan dalam belajar speaking, guru memberikan metode game dalam belajar supaya siswa mampu mengasah kosa kata, pelafalan, dan tata bahasa. Jadi, siswa tidak merasa canggung dalam hal berbicara bahasa Inggris dan tidak merasa sulit.

Dari data yang telah di analisis, disimpulkan bahwa siswa kelas delapan SMA Kartikatama Metro harus sering praktek speaking, baik dengan teman atau dengan guru.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, March 2019

The writer



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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, Juli 2019
Yang membuat pernyataan



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MOTTO



“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.”

(QS Al Insyirah: 5-6)

Allah will not accept trials more than we can. And every trial that

Allah gives must have a solution

DEDICATION PAGE

I highly dedicated this undergraduate thesis for:

1. My father (Alm Yusup Widodo Supriyanto) and my mother (Tatiana Widi Astuti)
2. My Grandfather (Ignatius Sukarjono), and my grandmother (Anastasya Sri Umiati),and
3. My Husband (Oxy Firdaus Al Farouq)
4. All of the lecturers of IAIN Metro

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Praise to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this research proposal. May peace be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitles “ An Analysis Of Students Speaking Learning Difficulties at Eleventh Grade Senior High School Kartikatama Metro “

Regarding the undergraduate thesis, the researcher offer big thanks to Rector of IAIN Metro, Prof. Dr. Enizar, M.Ag., Dean of Tarbiyah and Teacher Training Faculty, Ahmad SubhanRoza, M.Pd, Head of English Education Department, Ahmad SubhanRoza, M.Pd and the advisor Dr. WidhiyaNinsiana, M.Hum for guidance. May Allah SWT give them his better reward for their spending time to support and guide during the writing process. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dr. WidhiyaNinsiana, M.Hum and Ahmad SubhanRoza, M.Pd May Allah SWT gives them reward for supporting and guiding during writing process.

In line with those meaningful people, the researcher also would eagerly like to express my thanks to the honorable lecturers of English Education Department, whodevelop my knowledge, the students of English Education Department who become good partners in studying English. The researcher, in addition will not let forget to appreciate all teachers Senior High School Kartikatama Metro who always ease the education process of the research.

As human being, the researcher completely realizes that her undergraduatethesis still has weakness. The researcher does apologize for all mistakes. All comments and criticizes are really welcome to lighten up the quality of this research. Hopefully, thisundergraduate thesis can be a meaningful benefit for the researcher especially, for ourcampus and readers generally in improving language learning.

Metro, 2019
The researcher



Y. Nadia Cyndi Regina
NPM 13108787

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CHAPTER 1

INTRODUCTION

A. Background of the Research

Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it.¹As the tool of communication, language has an important role to reveal an intention to someone else. People will be able to express their thought and feeling by using language. Language, communication and life cannot be separated. Language can be applied in many aspects, such as: education, society, politics, economics, and culture. One of the ways in communication is through speaking.

In our social environments interact with always using communication tools in the form of language, both spoken language as well as body language, spoken language is the spoken language orally through sound while the body language is the language that communicate specific meaning by using the movement of the body. With regard to the use of the current language, lots of languages that developed around the world, many kinds of language models such as the local language, the

¹ Julie S Amberg and Deborah J Vause, *American English, History, Structure and Usage*. Cambridge University Press, P2

national language and an international language. There are several opinions about the definition of language according to experts.

Local language refers to the language spoken in the homes and marketplaces of a community, as distinguished from a regional, national or international language. Meanwhile, National language is used in some parts of the world to refer to languages unique to the nation as distinguished from international languages. Given the nature of language change, however, many 'indigenous' languages do not actually meet this definition.²

Meanwhile, what is the language of global or international? A language achieves a genuinely global status when it develops a special role that is recognized in every country.³ Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is often described as a 'second language', because it is seen as a complement to a person's mother tongue, or first language'. Secondly, a language can be made a priority in a country's foreign-language teaching, even though this language has no official status. It becomes the language which children are

² Barbara Trudell and Dörthe Bühmann, *Mother Tongue Matters: Mother Tongue Matters: Local Language as a Key to Effective Learning*, France, United Nations Educational Unesco, 2008, p. 6

³ David Crystal, *English As A Global Language*, New York, Cambridge University, 2003, p. 3

most likely to be taught when they arrive in school and the one most available to adults who for whatever reason never learned it, or learned it badly, in their early educational years.⁴

In Indonesia, English is a compulsory subject learned by students in junior, senior high school and university level. To learn a foreign language, students must learn language skills such as speaking, listening, reading and writing. As one of the skills in learning language, speaking enables people to send and receive information or messages to others. Speaking is a process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts according to Chaney in Kayi.⁵ Many students in other countries, Indonesian students have difficulties and constrains in learning English such as limitation of vocabularies. For instance, it is noted that listening and speaking are the most problematic in English they are studying in English speaking countries. The researcher tries to find the difficulties the students of Senior High School of Kartikatama Metro have in speaking English and also find the factors contributing to students' difficulties in speaking English.

Based on the observation and interview result with teacher and students that was conducted on 4 January there are some problems faced by students in learning speaking learning such as; First the students score are still low. Second, mostly the students difficult to speak up English. Third, the students are not good pronunciation.

⁴*Ibid*,p. 4
⁵

These cases are quite problematical one and according to the researcher, it should be solved because it can arise further difficulties to the next speaking learning if the students' low degree of speaking comprehension is not improved soon. Furthermore, they probably cannot pass the of minimum passing grade determined by the school. The researcher considers that the students need to be delivered any practices to assist the students in developing speaking ability.

In this research, the researcher tries to observe about the difficulties in learning speaking. Based on the fact of the problem faced by the students in learning speaking, the research attempts to conduct a research entitled "AN ANALYSIS OF STUDENT'S SPEAKING LEARNING DIFFICULTIES AT ELEVENTH GRADE IN KARTIKATAMA METRO SENIOR HIGH SCHOOL IN ACADEMIC YEAR 2017/2018"

B. Focus of Research

Based on the background of the research, there are some problems in learning speaking face by the students at eleventh grade of senior high school Kartikatama Metro in academic year 2017/2018. However, in this research, the researcher focuses the constraint in learning speaking at the eleventh grade of senior high school of kartikatama.

C. Problem Formulation

Based on the background of the research about the researcher formulates the problems in this research are:

1. What are the students learning constraint factors in speaking English subject at eleventh grade in senior high school of Kartikatama Metro.
2. Why do the students find the learning constraint in speaking English Subject at eleventh grade of senior high school of Kartikatama Metro.
3. How to solve the students learning constraints in speaking at senior high school of Kartikatama Metro.

D. Objective and Benefit of the Researcher

1. Objectives of Research

- a. To know the students factor speaking learning constraint of eleventh Grade of Senior High School of Kartikatama Metro.
- b. To know the the students speaking learning in English subject of the Eleventh Grade of Senior High School of Kartikatama Metro.
- c. To solve the students learning constraint in speaking at the eleventh grade of senior high school Kartikatama Metro.

2. The Benefit of the Research

a. For Students

1. As new knowledge in learning speaking.
2. As beneficial information about the importance of speaking.
3. As motivation to learn English, especially in speaking.

b. For Teacher

1. As a solution to solve the problems faced by the students and then help them in solving their problems in learning speaking.
2. To help students in learning English especially in speaking.

CHAPTER II

THEORITICAL REVIEW

A. Prior Research

The following researches are to know differences of this present research from the other researches about the students difficulties in learning speaking.

First the research by Al – Jamal & Al – Jamal. The title is “An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills “. ⁶The present study aimed at describing difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews were constructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure of EFL students’ speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a ‘low’ speaking proficiency level among EFL undergraduates.

The second research by Al Hosni. The title is “Speaking Difficulties Encountered by Young EFL Learners”. ⁷The result of the research was

⁶ Al- Jamal & Al – Jamal. *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*. 2014. P 19

⁷ Al Hosni , Samira . *Speaking Difficulties Encountered by Young EFL Learners* .2014 . P 28

that there are five main factors that contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations.

The third research by Nguyen Hoang Tuan and Tran Ngoc Mai. The title is "Factors affecting students' speaking performance at Le ThanhHien High School".⁸ The result of the research many language learners find it difficult to express themselves in spoken language in the target language. Each student has their own problems. The purpose of this study was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance.⁹

From the third prior researches above, it can be seen that learning difficulties in speaking at Eleventh Grade in Senior High School Kartikatama Metro need to be studied to find the solution of the problem. Then in relation with speaking, the prior research investigated in all aspect of speaking test. This research, meanwhile, attempts to focus more on the students' difficulties in learning speaking. In other words, this research can be said more specific than the prior researches.

⁸ Nguyen Hoang Tuan, Tran Ngoc Mai. *Factor Affecting Speaking Performance at Le ThanhHien High School*. 2015 . P 8

⁹ Nguyen Hoang Tuan, Tran Ngoc Mai. *Factor Affecting Speaking Performance at Le ThanhHien High School*. 2015 . P 8

B. The Concept of Speaking

1. Definition of Speaking

Speaking can be defined as transferring idea or opinion through word orally. According to John Eggleston “speaking is particularly so at the phonological level where it is essential to develop an ability to recognize a sound before success in producing it is possible.”¹⁰

According Brown, Burns & Joyce, Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Among the four language skills speaking is viewed to be at the heart of second language learning.¹¹ And the second research Al Hosni said Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner’s classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication.¹²

¹⁰ John Eggleston, *Teaching English as Foreign Language*, (University of London Institute of Education, 1978), p. 76

¹¹ Bedir, Hasan & Kosar, Gulen. *Strategies-Based Instruction : A means of Improving Adult EFL Learners’ Speaking Skills*. 2014 p. 12/26

¹² Hosni, Al. *Speaking Difficulties Encountered by Young EFL Learners*. 2014. P22

Next Large percentage of world's language learners study English in order to develop proficiency in speaking. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes.¹³

Fauziatiin Riyas and Mullik declare points out that “mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language” It has been observed that Learners do not get any chance either in the class room or outside to speak English.¹⁴

Based on the above opinion can be seen that speaking is good language skills in accordance with the pronunciation, fluency, syllables and wording. While this research is trying to explore the difficulty of talking faced by high school students. And this research, hopefully there will be valid information about what difficulty it, and what challenges for students when speaking English

2. The Description of Speaking Skill

Speaking is defined operationally in this study as the secondary stage students' ability to express them orally, coherently, fluently and appropriately in a given meaningful context to serve

¹³Riyaz&Mullick .*Problems in learning English Speaking Skill: A study of Higher Secondary* .2016 . P 59
Students

¹⁴Riyaz ,Hafza and AbanParvazMullic. *Problems in learning English Speaking Skill: A study of Higher Secondary Students*. 2016. P 59

both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub-competencies/ skills:

- **Discourse competence:** This includes the following skills:
 - Structuring discourse coherently and cohesively
 - Managing conversation and interacting effectively to keep the conversation going.
- **Linguistic competence:** This includes the following skills:
 - Using intelligible pronunciation.
 - Following grammatical rules accurately.
 - Using relevant, adequate and appropriate range of vocabulary.
- **Pragmatic competence:** This includes the following skill:
 - Expressing a range of functions effectively and appropriately according to the context and register.
- **Fluency:** This means speaking fluently demonstrating a reasonable rate of speech.¹⁵

3. Types of Speaking

According to Brown there are some types of classroom speaking performance, they are:

¹⁵ShiamaaAbd EL Fattah Torky, *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Student*, 2006,p.30-31

1. Imitative

Imitative is an activity when learners practice an intonation contour or try a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

Short replies to teacher or students initiated question or comment.

4. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

5. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

6. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.¹⁶

In this research, the researcher implemented type of speaking is extensive (monolog) which in this research, the activity was students extend monologues in form of oral retelling, exactly oral retelling their personal experience in front of the class.

4. Component of Speaking Ability

a. Pronunciation

According by Paulston & Burder Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners viewpoint.¹⁷

Pronunciation is one of the most difficult areas the English language for many students the English speech confusing. Pronunciation is basic to communicate, pronunciation are significant for the students in earning English by having pronunciation mastery, the students pronunciation mastery will be good to memorize, pronunciation mastery in special in speaking skill.

¹⁶ Brown H Douglass. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. Longman. 2001. P. 271

¹⁷ Gilakjani, Abbas Pourhosein, *English Pronunciation Instruction, A Literature Review*, Islamic Azad University. 2016. p. 2

b. Vocabulary

From these definitions, the researcher concludes that vocabulary is number of word or phrases which has meaning that are used in spoken or written language. Richard and Renandya said that vocabulary is component of language proficiency and provides much of the basis for how well students speak, listen, read and write.¹⁸

Vocabulary is one of language aspects that should be learned when we learn foreign language. Because vocabulary is impossible we can master a language. Learning vocabulary doesn't mean that we only memorize of the words but their meaning and how they are constructed and use it in daily activities. Vocabulary is a list or collection words arrange, in alphabetical order and explained a dictionary or lexicon, either of a whole language, a single word author a branch of science or the like, a word book.

Based on the statements above, the researcher assume that vocabulary is the most important thing to master a language, because with put vocabulary impossible for us to master a language especially speaking ability.

¹⁸ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002),225.

c. Grammar

Douglas Brown defines that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.¹⁹

Grammar study while comprehensive focuses on revision and application of grammatical structures within assigned composition. English grammar is traditionally described in terms of eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, proportion, conjunctions, and interjections. In speaking, grammar is one of components in English speaking, because a good speaker must mastery English structure correctly and it hoped can give understanding to the listener.

d. Fluency

The main goal of oral productive skill in teaching learning process of students Performance is fluency. Students need to speak fluency if they want to be measured as a good speaker. Students just need to speak freely without hesitation to express their feelings in speaking fluency. There is an ability that has to be noticed if students want to speak fluency in a coherent way through linking the words and phrases effectively, pronounce the sound clearly, using stress and intonation, doing all of these quickly.

¹⁹ .Douglas Brown, *Teaching by Principles*, Longman, 1970, p. 362

e. Comprehension

The last point is comprehension, comprehension in speaking ability means that how far the students understand the conversation.

5. Function of Speaking

Several language experts have attempted to categorize the functions of speaking human interaction. According to Brown and Yule in Jack C Richards, "The functions of speaking classified into there, talk as interactions and talk as performance. Each of the speech an activity is quite distancesin term of form and function and requires different teaching approach."²⁰

a. Task as Interaction

Being able to interact in a language is essential. In fact much of our daily communication remains interaction. This refers to what we normally mean by "conversation". The primary intention is to maintain social relationship.

Meanwhile talk as interaction as several main features as following:

1. Has a primary social function
2. Reflect role relationship
3. Reflect speaker's identity

²⁰ Jack C Richard. *Developing classroom speaking activites ; From Theory Practice*,
[Http://www.professorjackcrichard.com](http://www.professorjackcrichard.com)

4. May be formal and casual
5. Uses conversational convention
6. Reflect degrees of politeness
7. Employs many generic words
8. Use conversational register

Some of the skills (involved in using interaction) are :

9. Opening and closing conversation
10. Choosing topics
11. Making small-talks
12. Recounting personal incidents and experience
13. Turn-taking
14. Using adjacency pairs
15. Interrupting
16. Reacting to other²¹

b. Talk as Transaction

In this type spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Meanwhile, talk as transaction has several main features as follow:

1. It has primary information focus
2. The main focus is the message and not the participants

²¹*Ibid* p.2

3. Participant employ communication strategies to make themselves understood
 4. There may be frequent questions , repetitions , and comprehension checks
 5. There are may be negotiation and digression
 6. Linguistic accuracy is not always important
 7. Some of the skills , involved in using talk for transactions are :
 8. Explaining a need or intention
 9. Describing something
 10. Asking questioning
 11. Confirming information
 12. Justifying an opinion
 13. Making suggestions
 14. Clarifying understanding
 15. Making comparison²²
- c. Talk as Performance

The main features performance is:

1. There is a focus on both messages and audience
2. It reflect organization and sequencing
3. Form and accuracy is important
4. Language is more like written language

²²*Ibid* p.4

5. It is often monologist

Some of skills involved, in using talk as performance are:

1. Using a appropriate format
2. Presenting information in an appropriate sequence
3. Maintaining audience engagement
4. Using correct pronunciation and grammar
5. Creating an effect on the audience
6. Using appropriate vocabulary
7. Using appropriate opening and closing²³

Initially talk as performance needs to be prepared in much the same way as written text, and many techniques teaching strategy used to make understanding of written text. Therefore, this kind of talk requires a different teaching strategy.

6. Factors of Difficulty in Speaking

According to Brown these same characteristics must be taken into account in the productive generation of speech, bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult.

²³*Ibid* p.6

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced Forms

Contractions, elisions, reduced vowels all from special problems in teaching spoken English. Students who don't learn colloquial can sometimes develop a stilted.

4. Performances Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language they get practice in producing these forms.

6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attribute of fluency.

7. Stress, rhythm and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress timed rhythm of spoken English and its pronunciation patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.²⁴

Zhang argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur, there are many factors that cause difficulty in speaking, and they are follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.

²⁴*Ibid.* p 280-281

3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.²⁵
4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.
5. In addition, Rababa'h pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

C. Difficulties For Students

1. English Difficulties

a. Pronunciation

Pronunciation is difficult to teach for several reasons. Teachers are often left without clear guidelines and are confronted with contradictory purposes and practices for pronunciation instruction. Indeed, there is no well-established systematic way of deciding

²⁵. Hosni Al Samira. *Speaking Difficulties Encountered by Young Efl Learners*. 2014. P 23

what to teach, and when and how to do it (Derwing & Foote). For example, a common problem is deciding whether to focus on segmental or on suprasegmentals, and to what extent (Derwing, Munro & Wiebe, Jenner, Prator; Zielinski,). A related challenge is how to address production and perception. While there is ample evidence in the literature that both are necessary in a balanced approach to pronunciation development (e.g. Bradlow, Pisoni, Akahane-Yamada & Tohkura,), the guidelines for teacher training and classroom materials are not well-defined.

Another obstacle for teachers is the lack of carry-over of apparent improvement: very often, students who succeed with a given pronunciation feature practiced in controlled contexts lose it when they attend to meaning (Bowen). A further problem is the general lack of guidance from research in determining level-appropriate pronunciation activity. Only a few researchers, such as Gilbert (a; b), Jenner and Murphy, theorize instructional differences based on proficiency level. In fact, most materials are written for high-level learners. To date, these complexities are part of the lack of adequate language teacher training in pronunciation, with the result that teachers may lack knowledge and confidence. In turn,

pronunciation instruction is relegated to the sidelines of the curriculum if attended to at all (Derwing).²⁶

For Ur, there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

b. Inhibition

The other problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood asserts that a foreign language classroom can create inhibitions and anxiety easily.

c. Lack of Vocabulary

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign

²⁶Darcy, I.; Ewert, D; & Lidster, *Bringing pronunciation instruction back into the classroom: An ESL teachers' pronunciation "toolbox". In. J. Levis & K. LeVelle (Eds.). Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference, Sept. 2011. P 95*

language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer suggests some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.²⁷

²⁷Tuan ,Nguyen Hoang&Ngoc Mai ,Tran . *Factors Affecting Students' Speaking Performance* .2015. P 10

D. Psychological Factors That Hinder Students from Speaking

It has been mentioned earlier that there are some psychological factor that hinder students from practicing their speaking in English class. Each of them is explained below.²⁸

a. Fear of Mistake

According to the journal that I have read, here in the opinions of previous researchers argue that there are problems that arise at the speaking in terms of learning. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, Yi Htwe, Robby). With respect to the fear of making mistake issue, (Aftat), adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

b. Causes of Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about

²⁸ Dr. Ahmed Maher Mahmoud Al Nakhalah, *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*, international Journal of Humanities and Social Science Invention ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org, Volume 5 Issue 12, December. 2016 ,P.100

how other will see them (Kurtus) In addition, (Hieu and Zang) cited in (He and Chen) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English.²⁹ Students' fear of making mistakes in speaking English has been a common issue especially inan EFL context like in Indonesia. As argued by Middleton, most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

E. How to Solve Difficulty Students' Speaking

In order for the curriculum to provide students with frequent opportunities of speaking, communicative tasks should be included. Those tasks should focus on getting students to convey the meaning rather than the form. This can help students acquire the language better as many researchers declared Involving students in extracurricular activities can provide them with more chances to use the language, and the classroom will not be the only place where they are exposed to the English language. To achieve this, all English teachers, English supervisors, school administrators, and staff of the Ministry of Education should work together

²⁹*Ibid*,p.101

Assessment tool designers and curriculum designers should work cooperatively in order to reach an alignment between what is introduced in the textbooks and how it should be assessed.³⁰

According to Reflections obtained by this study are similar to those stated by Al-Sobh Al-Abed Al-Haq, Jafar English speaking skill instruction should be mostly driven by the advancement in considering psychological factors AL-Wreikat& Bin Abdullah, Stern, Sunnarborg , especially in ‘affective factor’ Brown, Freeman, Littlejohn, Content Based Instruction by Stoller and Nunan, sociolinguistic competence by Hymes. The globalization of English as an international language has dramatically changed the course of teaching it as a tool for communication that would be a valuable asset to create and sustain thriving relationships which may lead to higher levels of self-efficacy in their oral communication ability in English. If learners would like to be a part of globalization, they must be able to communicate well in English, since it can often aid as the worldwide language between two people from two different cultures, neither of whom speak English as their native tongue. It is consequently very imperative for university students to acquire English and be able to speak the language.³¹

³⁰ Al Hosni , Samira . *Speaking Difficulties Encountered by Young EFL Learners* .2014 . P 28

³¹ Al Jamal & Al Jamal .*An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*.2014. P 25

F. Solutions of Difficulty Students Speaking

In terms of possible solution to overcome students' fear of mistakes, gives several suggestions. First, she suggests that emotional bonds between students and teachers should be build. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake.

Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this, context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

The following are several factor of fear of mistake:

a) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. In line with this, (Baldwin)further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will

forget what to say.³² This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

- Causes of Shyness

In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, (Saurik) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this

³² Dr. Ahmed Maher Mahmoud Al Nakhalah, *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*, international Journal of Humanities and Social Science Invention ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org, Volume 5 Issue 12, December. 2016 ,PP.102

sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

- Possible Solutions to Overcome Shyness

Solving the shyness problem, (Chinmoy) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from teacher.

b) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a for English language.

The fact that anxiety plays an important role in students' learning is also shared by other researchers like (Horwitz). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

- **Causes of Anxiety**

Regarding the causes of anxiety, Horwitz and Cope (in Zhao Na) based on the findings of their study, found out three main causes of students' anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause, which is test anxiety, deals with students' fear of being tested. The last cause has to do with other students' evaluation.

- **Possible Solutions to Overcome Anxiety**

In order to overcome anxiety, Koichi Sato on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities.

In addition, providing students with positive reinforcement, motivating students and creating an easy environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate. Dealing with anxiety in students' learning, Tsui (in Nunan) explains that to deal with the reluctant students, teachers should accept a variety of answers. This way,

the students can feel more confident in answering the teacher questions and participating in every activities of the class.

c) **Lack of Confidence**

Tsui cited Nunan says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

- **Causes of Lack of Confidence**

In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning motivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

- **Possible Solutions to Overcome Lack of Confidence**

With regard to possible solution to overcome the students' lack of confidence, (Ye Htwe)hares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence

d) Lack of Motivation

With regard to the issue of motivation in learning, (Nunan) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate.

- **Causes of Lack of Motivation**

With respect to the causes of lack of motivation, Gardner in (Nunan) elaborates the causes of the students 'lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom.

- **Possible Solutions to Overcome Lack of Motivation**

(Aftat) suggest that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by

(Liu and Huang). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

G. A Method For Interactive Learning

Learning methods play an important role and receive special attentions in our life. We live in digital era, where everyone wants something efficient, effective, dynamic, fast and interactive. The term interactive appears in two distinct strands of education research discourse: one concerning pedagogy and the other concerning new technologies in education. Teaching students with traditional methods where there is only one way of communication is no longer effective. The word interactive is the key to have an effective and efficient teaching and learning process where teacher can grab students' attention and attention students can learn more in comparison to that of the traditional method.

According to benter research Oseno Gudu in his journals said that Observations conducted by Alharbi (2015) in Saudi Arabia where students have low oral skills due to the absence of authentic language learning situations outside and inside the classroom. According to the author, there are several factors that influence the learning of speaking skills such as the use of mother

tongue outside and in the classroom environment, low English status in a country, negative attitudes of students to English.³³

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here are some activities that can be done in the speaking class to promote speaking according to Kayi:

1. Discussions

For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they

³³ Benter Oseno Gudu, *Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya*. Journal of Education and Practice, 2015,p.55

think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer).

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as (Harmer) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

5. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

6. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

7. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

8. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

9. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

10. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

11. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each

group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

12. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.³⁴

³⁴ Hayriye Kayi. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada, USA. <http://unr.edu/homepage/hayriyek>

CHAPTER III

RESEARCH METHODOLOGY

A. The Type and Characteristic of Research

The researcher analyzed the difficulties in mastering speaking at the Eleventh grade. In this case, the researcher considered the difficulties commonly made by students in speaking. It was conducted in senior high school of Kartikatama Metro. Going from this statement, the researcher decided to apply qualitative method as a type of this research to analyze the difficulties in mastering speaking at the eleventh grade.

There are many method that can be applied in researching into difficulties speaking , considered as a dichotomy with reference to qualitative research methods , qualitative research emphasize the value of prose data, rather than Categories and codes exclusively for quantitative analysis.³⁵Actually, all of the variety of methods is descriptive, either quantitative or qualitative. It depends on the purpose of the research. Qualitative research is a loosely defined category of research designs or models (Goetz &LeCompte), all of which elicit verbal, visual, tactile, olfactory, and gustatory data. These data take the form of descriptive narratives like field notes, recordings or other transcriptions from audio and videotapes, and other written records, as well as pictures or films. Qualitative researchers

³⁵Kikwawila Study Group, *Qualitative Research Methods*, p 8

also may collect artifacts products or things people use such as objects people make and records of what they do, say, produce, or write.³⁶

Qualitative is so naturally setting. To create the qualitative research can every where place. In this case the writer assumes that case study is a research methodology not to generalize the result of the research. In either word, the term of case study refers to the method of the research to determine the subject of the research. The subject of the research is people or case which chosen in certain reason without using term of sample. Shortly, case study approach in a research is frequently used in qualitative research. Basically, qualitative research is one of research types that can be use in education scope beside quantitative and classroom action research. To address a research problem, qualitative research is a method that is best suited in which we do not know the variable and need to explore.³⁷ By using this method the researcher analyzed the learning difficulties in speaking at eleventh grade senior high school Kartikatama Metro.

Based on the above statement, the research focused on speaking difficulties i of eleventh grade in senior high school of Kartikatama Metro. Through the methods that have been explained above, the delineation of these phenomena will be presented in detail and informative description in form of a

³⁶Judith Preissle-Goetz, Margaret Diane LeCompte, *QUALITATIVE RESEARCH IN SOCIAL STUDIES EDUCATION*. 2007

³⁷Creswell, John W., *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (USA: Person, 2012), Fourth Edition, p. 16.

list of speaking performance. This is dedicated to persuade the students' comprehension in speaking difficulties.

B. Data Resources

The primary data of this research was the student documents of the eleventh grade senior high school Kartikatama Metro academic year 2017/2018 and interview to the teacher. In the student documents, the researcher found the difficulties in learning speaking English. After it, the researcher selected the students' documents and the teacher to do interview and the researcher analyzed the students difficulties in learning speaking English. The secondary data of this research were collected from the teacher and other documents that were related to the focus of this research.

C. Data Collecting Technique

In qualitative study, the researcher collected multiple forms of data and spent a considerable time in the natural setting gathering the information. The steps of data collection included setting the limitation for study, collecting information through unstructured (or semi-unstructured) observation, interview, and documents. To collect the data, the researcher established some steps which were implemented in research instruments.

For gathering the data the researcher uses some instruments. The instruments that were used in conducting research as follow:

a. Documentation

Documentation was used as written evidence in the research. It could be shown that the researcher chose the students formal document those were the students' speaking learning difficulties from the teacher. As research information, it would help the research to proof the data. Based on the above statement, the research collect the data from the speaking learning difficulties of Senior high school Kartikatama Metro.

b. Observation

The researcher will take field notes on the behavior and activities of individuals at the research site. In this case, the writer directly organized observation by Speaking learning Difficulties in Senior High School Kartikatama Metro.

c. Interview

Interviewing requires that researchers establish access to, and make contact with, potential participants whom they have never met. If they are unduly shy about themselves or hate to make phone calls, the process of getting started can be daunting. On the other hand, overcoming shyness, taking the initiative, establishing contact, and

scheduling and completing the first set of interviews can be a very satisfying accomplishment.³⁸

In this research, the researcher use interview to get the deeper understanding about the participants through the questions and answers that are structured. By using it, the writer also can know more about the participant in interpreting the situation and phenomena in the place.

D. Data Analysis Technique

This research will apply the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure

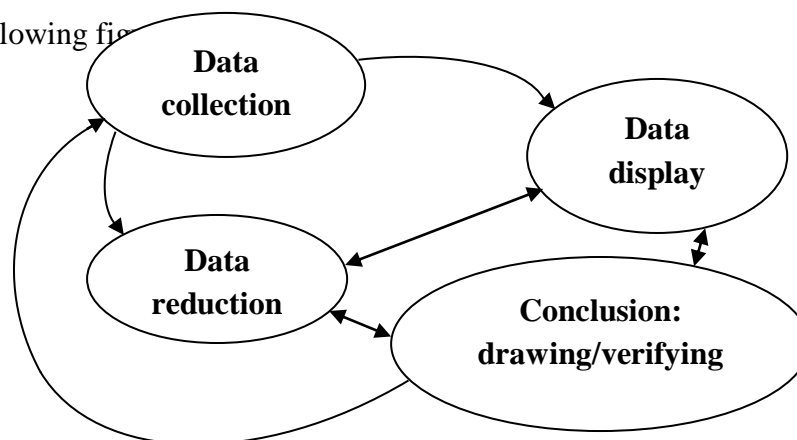


Figure I.4. *Component of Data Analysis: Interactive Model*³⁹

³⁸ Irving Seidman. *Interviewing as Qualitative Research*, New York, 2006, P 12

³⁹Miles, Matthew B., & Huberman A. Michael., *Qualitative Data Analysis*, (United States: SAGE Publications, 1994), Second Edition, p. 12.

Data analysis by Miles and Huberman model conducts the following steps:

1. Data collection is the first step in which the writer collected all data which were used to complete the research.
2. The writer reduced the data by summarizing and choosing specific things.
3. To display the data, the writer used graphics, figures, or charts. The display was to describe the content entire the data.
4. Lastly, the writer verifies the research by making conclusion of data findings.

E. Research Approach

A Case Study is the approach that the researcher applies in this research. The researcher chooses this approach because the researcher wants to analyze the difficulties in learning speaking at the eleventh grade of senior high school. Several procedures are available for conducting a case study. The researcher adopted the procedures generally as follows:

1. Identifying the primary subject of the research and formulating research question. The researcher concentrates to collect the primary data taken from the research instruments: Observation, and Documentation.
2. Classifying, and collecting the data.

The data which are collected will be reduced and classified comply with the research questions and focus.

3. Describing the data.

The researcher will describe the data which already collected and classified.

4. Analyzing the data.

The described data will be analyzed by the researcher using the data analysis technique.

5. Reporting the result of the research.

The researcher will make some report to simplify the data in the form of formal summary.

CHAPTER IV

RESULT OF THE RESEACRH

A. Background of the Research

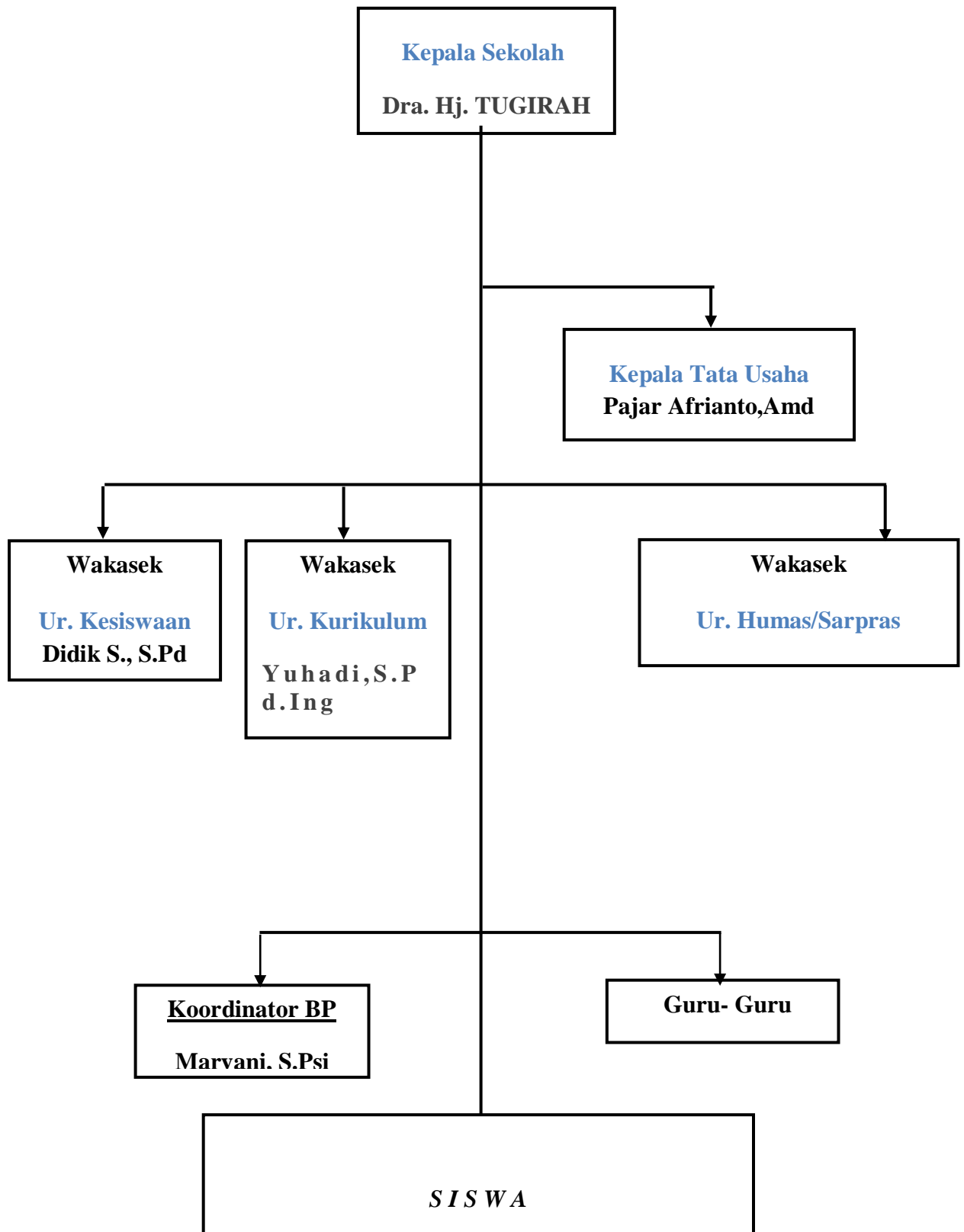
1. The Historical Background of Senior High School Kartikatama

a. The Brief History of Senior High School Kartikatama Metro

Senior high school Kartikatama Metro is one of the private secondary schools in Metro City, Lampung province, Indonesia, located on Kapten P. Tendean street Margorejo south Metro. This school has a tradition of attending English language learning in Pare, Kediri, and East Java.

Senior High School Kartikatama Metro was founded by the owner of the foundation namely alm. Mr Mardi. From the Basic Data of Primary and Secondary Education (Kemendikbud) stated that "Senior High School Kartikatama metro has a land area of 10560 square meters" and not his area of 100 square meters.

b. Organization Structure of Senior High School Kartikatama Metro

STRUKTUR ORGANISASI SEKOLAH**SMA KARTIKATAMA METRO****TAHUN 2018/2019**

c. The Facilities of Senior High School Kartikatama Metro

In order to support teacher and students, there are some facilities in senior high school Kartikatma Metro, namely :

- a. Mosque Al Ikhlas
- b. Classrooms
- c. Laboratories
- d. Library
- e. Teacher Rooms
- f. Administration rooms
- g. Sports Fields
- h. Ceremonial Courts
- i. Osis Rooms
- j. Toilets

d. The condition of Teacher and Official Employs

The whole staff of Senior High School Kartikatama Metro in academic year 2017/2018 is 35. Consists of 30 teachers and 4 school staff

e. Students of Senior High School Kartikatama Metro

SISWA SMAS KARTIKATAMA METRO TP. 2018/2019

KELAS	L	P	JUMLAH	TOTAL	ALL
X IPA-1	3	10	13	33	69
X IPA-2	5	15	20		
X IPS-1	11	8	19	36	
X IPS-2	6	11	17		
XI IPA-1	13	14	27	51	

XI IPA-2	7	17	24		
XI IPS-1	17	6	23	46	
XI IPS-2	15	8	23		
XII IPA-1	6	14	20	37	
XII IPA-2	5	12	17		
XII IPS-1	12	10	22	66	103
XII IPS-2	14	9	23		
XII IPS-3	11	10	21		
JUMLAH	269				

B. General Description of Research Data

Speaking is very important for English learners. This is the most important thing in communicating. Speaking has become a necessity in an English lesson. This speaking assessment consists of 4 points; which consists of vocabulary, pronunciation, grammar, and fluency of speech.

Vocabulary is the first important for learning to speak, and grammar is an important aspect of speaking learning. By knowing the right speaking, students can write English correctly. Grammar is very important for people who want to be able to master English because grammar will lead them to make understandable parts. So, the structure needed in writing words and sentences.

Researchers specifically analyze difficulties in speaking learning. As the primary data, the data was taken through student observation data at Kartikatama Metro High School.

Data is taken from one class consisting of 24 students a eleventh grade Senior High School Kartikatama Metro.

1. Students Difficulties Factors in Speaking Subject

After collecting data from classroom observations, the researchers concluded that there were students who dared to speak even though the grammar and pronunciation were still good. In this observation opportunity, researchers observed the learning method and learning model applied by the teacher. There are some students who find it difficult and there are also students who do not feel difficult, the difficulty factor they speak is lack of vocabulary and fear of wrong in grammar and pronunciation. It can be seen that students face several difficulties in doing speaking learning.

a. Vocabulary

Students learn some vocabulary and then drilled to say the words correctly. Next, the teacher explains the generic structure and language. Recount text features such as the use of simple past forms, connectors, and action verbs. In this way, some distinctive characteristics between oral and written text is also explained. In this observation the teacher divided into 2 groups, the teacher gave the topic and the students started to talk from groups A and group B. In this game students are not allowed to repeat words more than 5 times, this is intended to train students' vocabulary.

b. Pronunciation

The next activity is deconstructing the text. Guided by researchers, students find action verbs, connectors that connect one

event to another, and parts that start from orientation to reorientation.

He noticed that some students still had difficulties in saying a few words such as holidays, bicycles, experiences, riding, and so on. Therefore, they provide feedback for their pronunciation. They are very happy when they can say words perfectly. In addition, he also repeated how written and written texts differed. To make learning fun, the teacher uses the game as the correct pronunciation tool. They look happy even though the words spoken often slip or are not right.

c. Grammar

In this observation researchers found students' difficulties in grammar. Students in conveying a sentence. Students are bricked in saying a sentence. This is because students are lazy in learning grammar formulas that have been given by teachers such as past tenses, past participle, simple present tense and others. This is a factor that makes students feel embarrassed or afraid to speak English, which is fear of being laughed at while talking.

From the data above, based on student interviews this shows that students experience difficulties. Most students find it difficult learn grammar. The lowest difficulty is in vocabulary.

2. The Causes of the Speaking Learning Difficulties Faced by The Students

This chapter was to answer the second question of problem formulation about the causes of the difficulties faced by the students in learning speaking. Based on the interview with ten students, most of them told that the causes of the difficulties are less of studying and less of trying to do the exercise to speaking.

3. The Way to Decrease Students' Speaking Learning Difficulties

All students actually considered that speaking learning it is a very important lesson for them because it is one of the main factors in learning English. These students' perspectives should have influenced the students' willingness to join the class well.

In this section was to answer the third question of problem formulation about how to decrease the students' difficulties in learning speaking. Most of the students said that the way to decrease them difficulties are they have more and try to do the exercise about speak English that is accompanied by the teacher or friend who is able Structure. Two students said that to decrease their difficulties, the students have to memorize many of vocabularies and one of students said that to decrease her difficulties, the student has to bring a book and take a note the material that she does not know.

Meanwhile, according to the teacher in senior high school Kartikatama at eleventh grade high school to decrease the students'

difficulties was by directly giving the students a chance to speaking in every meeting.

C. Discussion

This research was conducted in eleventh grade of Senior High School Kartikatama in academic year 2017/2018, that means that the results of this study are definite and limited to these participants in that regard place and time. In other words, the results may be different at that time done in different places, times and participants even though they have the same problem.

Based on interview data with eleventh grade in senior high school Kartikatama Metro, the difficulties faced by the eleventh grade in Senior High School Kartikatama Metro are the students do not understand what the English study especially in speaking learning, the students less understand about the materials such as grammar, pronunciation, and lack of vocabulary in speaking so that students feel fear and shame in learning speaking.

1. Lack of vocabulary

“The problem was that the students do not have an adequate supply of vocabulary (Appendix 5. Interview TM).”

Lack of vocabulary should be paid big attention because it is very important in mastering foreign or second language. Consequently, they got difficulty in understanding, analyzing and discussing the material.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. This was faced by many students not only when they were doing speaking learning but also when they were English study in university. To enrich the vocabulary, the students must spare much time to read many books.

Reading can stimulate the students to keep their supply of words and it is also beneficial to gain a new word. When reading a text, the learners could find a new word. In addition, due to the big number of sentences composing the text, the students will easily get used to the pattern of the sentences. Meanwhile, memorizing word per word without knowing its usage in a sentence is not effective since the words are naturally easy to lose from the learners' mind if they are not practically used.

2. Less Try to Do the Practices

Basically, speaking learning is a subject that has to do many practices. Because with practice you can hone the ability to multiply vocabularies, and practice pronunciation and grammar.

3. Less Study

Many students, although not all, were actually serious in learning English especially speaking. However, when they did not understand about a material related to the subject, they got difficult to find someone to ask.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, researchers are excited will conclude this study that many types of difficulties are still found in doing speaking learning at eleventh grade Senior High School Kartikatama Metro as follows:

1. The eleventh grade of Senior High School Kartikatama Metro still has the difficulties of speaking learning. The difficulties students in speaking learning is they not understand English well. Especially in vocabulary and grammar, it causes students to fear being wrong in speaking well. This also affects students to feel lazy in having conversations in English or doing short speeches in class before the lesson starts.
2. The students have difficulties in learning speaking because they lack vocabulary, understand to pronunciation, fluency, and feeling afraid of speaking and learning less.
3. To solve the students difficulties in speaking learning is they study more and try to do, and practice to try speaking with friends or teacher.

That was accompanied by the teacher or friend who was able in speaking learning, and the students have to memorize many of vocabularies.

B. Suggestion

After conducting and gaining the result of this research, the researcher was going to constructively give suggestions as follows:

1. For the Students

The students who have lack of understanding material and still forgot the material supposed to study more not only on the material that was being difficult but also all of materials in speaking learning and avoided their dependence on a person because it was negatively affect their competences. The students who have less of try to do the exercises supposed to do many exercise to make them familiar with the speak English.

2. For the Teacher

The teacher should give more questions that the students were still confused and the teacher should give more tricks to do studying process in speaking learning.

3. For the Head Master of Senior High School Kartikatama Metro

There should been policy that support the enhancement of teaching and learning process so that problems encountered by the teacher and the students could be minimized.

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APPENDIXES

Appendix 1

The Questioner of Speaking Learning

1. Do you like learning English?
 - Yes
 - NoExplain your reasons

2. Do you think it is important that we learn English, especially speaking?
 - Yes
 - NoExplain your opinion

3. Do you have difficulty learning to speak?
 - Yes
 - NoExplain what your difficulties are

4. What do you know about the most important factor factors in speaking? Explain

5. What are the causes of your difficulties in learning to speak?
 - Vocabulary
 - Grammar
 - Pronunciation
 - Fluency
 - And othersExplain the cause

6. Do you often memorize vocabulary in English?
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always

7. Do you often find it difficult to recite vocabulary (pronunciation)?
- Yes
 - No

Explain the reason

8. How many times a day do you have conversations in English?
9. How do you reduce difficulties in learning speaking?

Appendix 2

Interview o the Teacher of Speaking Learning

INTERVIEW A (for the Teacher)

Place : SMA Kartikatama

Date : Monday , 24 September 2018

Time : 09.15 am

Interviewee : AM, the teacher of Senior high school Kartikatama

Interviewer : YNCR, the researcher

Questions:

1. What is the method that you use in teaching speaking?

Your Opinion:

Games

2. Why is you use this method?

Your Opinion:

All students will be actively involved in learning activity is my priority. The students hopefully enjoy their learning and use English instead of thinking over their mistake. Felling comfortable will make them eager to communicate each other.

3. Did you sure that the method will be effective?

Your Opinion:

Yes, I am

4. Do you find some difficulties on your students in teaching speaking?

Your Opinion:

Yes, I do

5. What are the difficulties usually made by the students?

Your Opinion:

Seeing their activity, it seems that they are lack of vocabulary

6. Why the students are still do not know what speaking is?

Your Opinion:

They may not be the true definition, but they have already practiced it their learning language.

7. How to decrease your students' difficulties in teaching speaking?

Your Opinion:

Use a good teaching method and give students chance to speak English as much as possible.

8. Based on interview, the students can to answer the question but the students cannot to explain it. What are the causes of it?

Your Opinion:

I think it is primarily because of their vocabulary mastery.

Appendix 3
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 07:00 am
 Interviewee : RK
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Penting, karena bahasa Inggris itu bahasa internasional yang di gunakan di semua negara

2. Why should you study the English language?

Your Opinion:

Karena bahasa Inggris itu di pakai hampi semua negara

3. How long have you studies the English language?

Your Opinion:

Sekitar 6 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Tenses, karena harus menghapal rumus

5. How do you feel when learning English?

Your Opinion:

Senang dan seru

6. What are you doing to develop English especially in speaking?

Your Opinion:

Banyak menghafal Vocabullary

7. Do you often find it difficult when speak English with others?

Your Opinion:

Ya, belum paham tentang beberapa vocabullary

8. What are you doing to multiply vocabulary?

Your Opinion:

Menghapal vocabullary

9. What are you doing to remember vocabulary?

Your Opinion:

Mengulang dalam menghapal

10. How do you studies grammar?

Your Opinion:

Di catat dan di hapal rumusnya

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Jadi begini di kamus kan ada tanda baca yang benar dan di baca berulang ulang

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Menghapal vocabulary dan diucapkan berulang ulang

Appendix 4
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 07:15 am
 Interviewee : NDH
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Penting, karena bahasa yang digunakan di seluruh dunia adalah bahasa Inggris

2. Why should you study the English language?

Your Opinion:

Karena untuk mengikuti perkembangan zaman

3. How long have you studies the English language?

Your Opinion:

9 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Grammar, Karena grammar rumus tensisnya sulit di hapal

5. How do you feel when learning English?

Your Opinion:

Biasa saja

6. What are you doing to develop English especially in speaking?

Your Opinion:

Mendengarkan lagu bahasa Inggris

7. Do you often find it difficult when speak English with others?

Your Opinion:

Susah dalam berbicara bahasa Inggris dan bingung dalam penyampaiannya

8. What are you doing to multiply vocabulary?

Your Opinion:

Menghapal

9. What are you doing to remember vocabulary?

Your Opinion:

Mengulanginya berkali kali

10. How do you studies grammar?

Your Opinion:

Menghafal rumusnya

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Mendengarkan video bahasa Inggris berulang ulang

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Paham arti dari sebuah kalimat, maka kita akan lancar dalam berbicara

Appendix 5

Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 07:30 am
 Interviewee : DWN
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Penting, karena bahasa Inggris adalah bahasa Internasional

2. Why should you study the English language?

Your Opinion:

Karean untuk memudahkan berkomunikasi

3. How long have you studies the English language?

Your Opinion:

11 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Vocabulary dan pronunciation, karena tidak terbiasa

5. How do you feel when learning English?

Your Opinion:

Ingin terus mempelajari walaupun itu sulit

6. What are you doing to develop English especially in speaking?

Your Opinion:

Mencoba berbicara dalam bahasa Inggris

7. Do you often find it difficult when speak English with others?

Your Opinion:

Iya, contohnya karena saya kurang bisa berbahasa Inggris

8. What are you doing to multiply vocabulary?

Your Opinion:

Menghafal kosa kata

9. What are you doing to remember vocabulary?

Your Opinion:

Dibaca berulang ulang

10. How do you studies grammar?

Your Opinion:

Berbicara dengan teman, contohnya bercakap dengan teman

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Memperhatikan, mendengarkan, dan mempraktekkan

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Mencoba berbicara dengan teman

Appendix 6
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 07:45 am
 Interviewee : RW
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Penting karena kan zaman sekarang sudah maju, dan juga bahasa Inggris sudah menjadi bahasa Internasional jadi kalau mau pergi kemana pun tidak perlu pakai bahasa negara tersebut cukup dengan bahasa Inggris.

2. Why should you study the English language?

Your Opinion:

Bagi saya sendiri, itu untuk kebutuhan karena untuk masa depan

3. How long have you studies the English language?

Your Opinion:

Kurang lebih 5 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Cara mengungkap dan grammarnya

5. How do you feel when learning English?

Your Opinion:

Senang karena aku suka

6. What are you doing to develop English especially in speaking?

Your Opinion:

Lihat video melalui youtube dan speaking everyday

7. Do you often find it difficult when speak English with others?

Your Opinion:

Grammarnya susah

8. What are you doing to multiply vocabulary?

Your Opinion:

Melihat video yang berbahasa Inggris dengan subtitle bahasa Indonesia

9. What are you doing to remember vocabulary?

Your Opinion:

Tidak pernah di ingat, karena langsung mengerti contohnya main scrabele

10. How do you studies grammar?

Your Opinion:

Melalui guru dan melalui aplikasi di paly store

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Sama saja, melihat video bahasa Inggris

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Menghafal, daya ingat dan percaya diri

Appendix 7
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 08:00 am
 Interviewee : MRS
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Menurut saya penting karena di era sekarang bahasa yang sering di gunakan itu bahasa Inggris

2. Why should you study the English language?

Your Opinion:

Supaya kita tidak ketinggalan dari zaman sekarang

3. How long have you studies the English language?

Your Opinion:

6 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Menurut saya ga ada yang sulit jika kita benar benar ingin belajar

5. How do you feel when learning English?

Your Opinion:

Seperti belajar lain lain, di jalani

6. What are you doing to develop English especially in speaking?

Your Opinion:

Banyak belajar dari penyampaianatau seperti nonton film

7. Do you often find it difficult when speak English with others?

Your Opinion:

Sering, terutama dalam pengucapannya

8. What are you doing to multiply vocabulary?

Your Opinion:

Dengan cara menonton film atau membaca novel bahasa Inggris

9. What are you doing to remember vocabulary?

Your Opinion:

Hafalan setiap hari

10. How do you studies grammar?

Your Opinion:

Dengan cara menghafal rumus tenses

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Yang saya lakukan adalah berbicara dengan orang yang berbicara bahasa Inggris
nya sudah baik

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Banyak banyak membaca dan mengingat

Appendix 8
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 08:15 am
 Interviewee : AE
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Penting karena bahasa inggris adalah bahasa internasional. dan di zaman sekarang, banyak pekerjaan yang juga membutuhkan bahasa inggris.

2. Why should you study the English language?

Your Opinion:

Karena supaya kita mudah menguasai percakapan bahasa inggris untuk bekerja di luar negeri

3. How long have you studies the English language?

Your Opinion:

13 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Grammar

5. How do you feel when learning English?

Your Opinion:

Menyenangkan kecuali grammar karena agak membingungkan

6. What are you doing to develop English especially in speaking?

Your Opinion:

Perbanyak hapalan kosakata dan latihan speaking sendirian

7. Do you often find it difficult when speak English with others?

Your Opinion:

Iya, kadang-kadang

8. What are you doing to multiply vocabulary?

Your Opinion:

Hapalan, dengerin lagu, nonton film, main game, dengar cerita bahasa inggris

9. What are you doing to remember vocabulary?

Your Opinion:

Hapalan

10. How do you studies grammar?

Your Opinion:

Belajar dari guru

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Banyak-banyak speaking, hapalan kosakata, ajak teman berbicara bhs. inggris

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Ngobrol dengan teman dengan bahasa inggris, buat kalimat dan speaking sendiri di depan kaca.

Appendix 9
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 08:30 am
 Interviewee : GD
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Iya menurut saya itu sangat penting karena sekarang kita memasuki era globalisasi. Jadi, sangat memungkinkan pihak kita bertemu dengan pihak asing sehingga kita menggunakan bahasa Internasional, bahasa Inggris.

2. Why should you study the English language?

Your Opinion:

Karena dapat dijadikan modal kita untuk berkomunikasi dengan orang luar negeri

3. How long have you studied the English language?

Your Opinion:

12 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Pengucapan (Pronunciation)

5. How do you feel when learning English?

Your Opinion:

Menyenangkan tapi juga menyebalkan ketika susah melafalkan

6. What are you doing to develop English especially in speaking?

Your Opinion:

Speaking tiap pagi, les tambahan, mendengarkan lagu dan nonton film bahasa inggris

7. Do you often find it difficult when speak English with others?

Your Opinion:

Kesulitannya terkadang pelafalannya pas dan terkadang tidak.

8. What are you doing to multiply vocabulary?

Your Opinion:

Nonton film, denger lagu, bercakap-cakap dengan teman dgn bahasa inggris

9. What are you doing to remember vocabulary?

Your Opinion:

Membuat catatan kecil atau menghapalkan di buku yang ada kosakata vocabnya

10. How do you studies grammar?

Your Opinion:

Belajar dengan guru, latihan dan mengerjakan soal.

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Memperbanyak mengajak orang berbicara bahasa inggris.

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Latihan speaking sendiri di depan kaca.

Appendix 10
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 08:45 am
 Interviewee : AM
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Di era globalisasi ini bahasa inggris itu penting apalagi dengan semakin menglobalnya pengetahuan yang ada di dunia ini maka mempelajari bahasa inggris itu sudah merupakan kewajiban. karena kita tidak tahu suatu saat nanti di pekerjaan kita nanti menggunakan bahasa inggris atau tidak.

2. Why should you study the English language?

Your Opinion:

Saya ingin mengikuti perkembangan zaman, selain itu saya ingin beradaptasi dengan lingkungan luar negeri sehingga saya mengetahui perbedaan berbahasa

3. How long have you studies the English language?

Your Opinion:

10 tahun lebih

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Menurut saya mudah, hanya saja mungkin setelah kita belajar, kita lupa dalam penerapannya. Dan kurangnya vocabulary membuat kita susah berbicara bahasa inggris

5. How do you feel when learning English?

Your Opinion:

Kadang senang kadang tidak, dan semua itu tergantung pengajar. Saya lebih senang ketika guru merangkul kami, mengetahui kemampuan bahasa muridnya.

6. What are you doing to develop English especially in speaking?

Your Opinion:

Mengikuti English club, cabang debate. Dan juga saya banyak diajarkan kakak kelas dan pelatih saya untuk speaking. Untuk peningkatan speaking, saya sering searching artikel bahasa inggris, saya print, saya terjemahkan dan sering saya baca bhs inggrisnya kemudian kata yang sulit saya hapalkan dan dicari maknanya.

7. Do you often find it difficult when speak English with others?

Your Opinion:

Iya sering, karena jujur saya kurang suka dengan bhs inggris. Hanya asyik dan tertarik hanya jika guru enak mengajarkannya. Menyesal karena dulu SMP saya sering bolos waktu pelajaran bhs inggris, padahal jika serius belajar, kemampuan saya bisa jauh diatas sekarang ini.

8. What are you doing to multiply vocabulary?

Your Opinion:

Alhamdulillah untuk memperbanyak kosakata, di English club diwajibkan stor hapalan minimal 20 vocab, dan sekolah ini sendiri ada study wisata kampung inggris di pare, disitu kita diajarkan untuk memahami bhs inggris, dan saya sering membaca artikel bhs inggris, jika ada kosakata yang sulit, saya hapalkan dan saya setorkan ke guru.

9. What are you doing to remember vocabulary?

Your Opinion:

Untuk bisa menghafal, harus sering membacanya

10. How do you studies grammar?

Your Opinion:

Guru bhs inggris, dan di eskul juga diajarkan, atau cari sendiri di sosmed.

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Membuka youtube skinnyfabs, mengikuti pronounciationnya. Dan guru juga ikut membantu.

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Menghapal text speaking dan dipahami maknanya dan jadinya, dan meminta bimbingan dari guru untuk memperbaiki pelafalan kata tersebut.

Appendix 11
Interview to the Students of Speaking learning

INTERVIEW B (FOR THE STUDENTS)

Place : SMA Kartikatama
 Date : Monday , 24 September 2018
 Time : 09:00 am
 Interviewee : LR
 Interviewer : YNCR, the researcher

Questions:

1. According to you are to learn English is important?

Your Opinion:

Penting agar kita bisa menyampaikan dengan bahasa inggris

2. Why should you study the English language?

Your Opinion:

Karena biar kita tidak bisa dibohongi pihak luar negeri

3. How long have you studies the English language?

Your Opinion:

9 tahun

4. Some people think that English is difficult; do you think what aspect were the most difficult in learning English?

Your Opinion:

Speaking

5. How do you feel when learning English?

Your Opinion:

Biasa aja

6. What are you doing to develop English especially in speaking?

Your Opinion:

Menghapal vocabulary

7. Do you often find it difficult when speak English with others?

Your Opinion:

Sering, di bagian pengucapan kata

8. What are you doing to multiply vocabulary?

Your Opinion:

Menghapal vocabulary

9. What are you doing to remember vocabulary?

Your Opinion:

Menghapal dan mempraktekkan

10. How do you studies grammar?

Your Opinion:

Meminta guru untuk mengajarkan grammar, sesekali nonton video di youtube

11. What do you do to facilitate pronunciation in English?

Your Opinion:

Mengucapkan kata-kata yang sulit lalu mempelajari lagi

12. What are you doing to increase the fluency in learning speaking?

Your Opinion:

Meningkatkan hapalan kosakata

SILABUS SMA - WAJIB

Mata Pelajaran : BAHASA INGGRIS

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
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
semangat belajar					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
komunikasi fungsional.					
<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 merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial,</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya.</p> <p>Fungsi Sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</p> <p>Struktur text</p> <p><u>Gamal</u>: <i>Why don't you talk to your parents. You should let them know. I think they will understand.</i></p> <p><u>Siti</u>: <i>I don't know. But I'm afraid they</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara memberi saran dan tawaran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran, serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan untuk memberi saran dan tawaran, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan memberi saran dan tawaran, serta responnya. 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>will be angry with me.</i></p> <p><u>Gamal</u>: <i>I don't think so. Just go.</i></p> <p><u>Evi</u>: <i>He will go out from the class at 10. You can wait for him in my room.</i></p> <p><u>Johan</u>: <i>Thanks a lot. But I'd better go to bank first, and then I'll go back</i></p> <p><u>Evi</u>: <i>Okay. I'll tell him that you came.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kesehatan, tugas sekolah, kebersihan lingkungan, dsb.</p> <p>(2) Tata bahasa: simple past tense, simple present tense</p>	<p>kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memberi saran dan tawaran serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memberi saran dan tawaran serta 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk memberi saran dan tawaran, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memberi saran dan tawaran ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri:</p>		<ul style="list-style-type: none"> Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>present perfect tense.</p> <p>(3) Kata kerja bantu modal <i>should, have to, can, will, dsb.</i></p> <p>(4) Ungkapan <i>I think, I know.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb</i> secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.</p>	<p>responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi saran dan tawaran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dan menuliskannya dalam jurnal 	<p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		belajar sederhana dalam bahasa Indonesia.			
<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 merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p>Fungsi sosial</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Struktur teks</p> <p><u>Yuli</u>: <i>I think Rina's answer to the question is not right. It should be 'vinegar'.</i></p> <p><u>Vivi</u>: <i>I think it is 'vinegar' too, not 'wine'.</i></p> <p><u>Yani</u>: <i>In my opinion, our volley ball team</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan pendapat dan pikiran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyatakan pendapat dan pikiran, serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan pendapat dan pikiran, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan pendapat dan pikiran, serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk</p>	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://amer

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>needs a new coach. Mr. Zulfan cannot handle too many teams himself.</i></p> <p><i>Firda: I agree with you.</i></p> <p><i>Rahmat: Our English should be more active, I suppose. Why don't we meet three times a week?</i></p> <p><i>Rully: I agree, but after the final exam. Now we are very busy preparing for it.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kegiatan ekstrakurikuler, tugas sekolah, kebersihan lingkungan, dsb.</p> <p>(2) Tata bahasa: simple past tense, simple present tense, present perfect tense.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyatakan pendapat dan pikiran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan pendapat dan pikiran serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<p>menyatakan pendapat dan pikiran, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan menyatakan pendapat dan pikiran, termasuk kemudahan</p>		<p>icanenglish.state.gov/files/ae/resource_files</p> <p>- http://learn.english.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Ungkapan: <i>I think... I suppose... In my opinion..., agree, diasagree</i>, dsb.</p> <p>(4) Kata kerja bantu modal: <i>need, should, will</i>, dsb.</p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan pendapat dan pikiran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa 	dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Indonesia.			
<p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya</p> <p>Fungsi sosial:</p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Struktur teks</p> <p><u>Fitri:</u> <i>I hope the principal understands the situation. He knows you did not do it purposefully.</i></p> <p><u>Amat:</u> <i>Yes, I hope so, too.</i></p> <p><u>Yudi:</u> <i>As always, your volley ball team will win again this year. I wish you all</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain (keteladanan), dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. Siswa dituntut untuk mencontoh keteladanan tersebut dengan menyatakan harapan dan doa bersayap (<i>extended</i>) serta meresponnya, dalam bahasa Inggris dan bahasa lainnya, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. Tingkat kelengkapan dan keruntutan struktur ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, percaya diri dan cinta damai yang menyertai ungkapan menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p>	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>the best!</i></p> <p><u>Freddy</u>: <i>I hope so.</i> <i>Cross your fingers for us.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan kualitas pekerjaan, keberhasilan, prestasi.</p> <p>(2) Tata bahasa: simple past tense, present perfect tense, present perfect continuous tense,</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p>	<p>melakukan, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>) serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p>	<p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>) ketika muncul kesempatan di dalam dan di luar kelas. Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia</p>		<p>state.gov/files/ae/resource_files</p> <p>- http://learn.english.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat menjaga hubungan interpersonal. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>tentang pengalaman belajar berinteraksi dengan menyatakan harapan dan doa bersayap (<i>extended</i>), termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan harapan dan doa bersayap (<i>extended</i>), serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.4 Menganalisis 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 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</p>	<p>Teks tulis berbentuk undangan resmi</p> <p>Fungsi sosial</p> <p>Menjalin hubungan interpersonal dalam konteks formal</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan tujuan undangan.</p> <p>b. Menyebutkan informasi rinci undangan</p> <p>Unsur kebahasaan</p> <p>(1) Ungkapan dan kosa kata yang lazim digunakan dalam undangan resmi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari undangan resmi, termasuk yang menggunakan bahasa Indonesia. Siswa mengumpulkan gambar dan foto undangan resmi dari berbagai sumber termasuk internet, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi undangan resmi, ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara undangan resmi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial undangan resmi. Tingkat kelengkapan dan keruntutan undangan resmi. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat undangan resmi. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis,</p>	6 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resou

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Kegiatan dan acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat</p>	<p>ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari undangan resmi. Siswa membaca secara lebih cermat semua undangan resmi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat undangan resmi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai undangan resmi yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai 	<p>menyunting, dan membuat undangan resmi untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami, menyunting, dan menghasilkan undangan resmi sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		<p>rce_files</p> <ul style="list-style-type: none"> http://learn.english.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tampilan teks lebih menarik.	<p>undangan resmi yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak undangan resmi dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat undangan resmi dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>pengalaman belajar memahami, menyunting, dan membuat undangan resmi, termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai undangan resmi yang telah dibuat. a. Kumpulan hasil suntingan beberapa undangan resmi yang dibuat sendiri atau temannya. Kumpulan hasil analisis tentang beberapa berbagai undangan resmi. 		
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat	<p>Teks tulis berbentuk surat pribadi</p> <p>Fungsi sosial</p> <p>Menjalin kedekatan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari surat pribadi, termasuk yang menggunakan bahasa Indonesia. Siswa mengumpulkan gambar dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial surat pribadi. Tingkat kelengkapan dan 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>hubungan antar pribadi</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan tujuan surat.</p> <p>b. Menyebutkan informasi rinci surat.</p> <p>Unsur kebahasaan</p> <p>(1) Ungkapan dan kosa kata yang lazim digunakan dalam surat pribadi sederhana</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p>	<p>foto surat pribadi dari berbagai sumber termasuk internet, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa memberikan komentar dan pandangannya tentang fungsi surat pribadi, ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara surat pribadi dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari surat pribadi. Siswa membaca secara lebih cermat semua surat pribadi yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi 	<p>keruntutan surat pribadi.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat surat pribadi. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat surat pribadi untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan surat pribadi sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap 		<p>menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Topik</p> <p>Pengalaman, informasi, masalah yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab</p> <p>Multimedia:</p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>sosial, struktur teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat surat pribadi untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat pribadi yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai surat pribadi yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak surat pribadi dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Siswa berupaya berbicara secara 	<p>kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat surat pribadi, termasuk kemudahan dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai surat pribadi yang telah dibuat. Kumpulan hasil analisis tentang beberapa berbagai surat pribadi. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat surat pribadi dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan</p>	<p>Teks lisan dan tulis teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>)</p> <p>Fungsi sosial</p> <p>Mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, pemborosan, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan tujuan manual dan tip</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mencari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), termasuk yang menggunakan bahasa Indonesia. Siswa mengumpulkan gambar dan foto teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dari berbagai sumber termasuk internet, buku teks, dsb. Siswa memberikan komentar dan pandangannya tentang fungsi teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). Tingkat kelengkapan dan keruntutan teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat teks prosedur berbentuk manual dan 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://amer

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>b. Menyebutkan bahan dan/atau peralatan yang diperlukan</p> <p>c. Menyebutkan serangkaian langkah kerja</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: kalimat imperatif, negatif dan positif</p> <p>(2) Ungkapan dan kosa kata yang lazim digunakan dalam manual dan tip</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p>	<p>perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). Siswa membaca secara lebih cermat semua teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) untuk fungsi nyata di lingkungan kelas, 	<p>kiat-kiat (<i>tips</i>).</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) untuk fungsi nyata.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa memahami dan menghasilkan teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, 		<p>icanenglish.state.gov/files/ae/resource_files</p> <p>- http://learn.english.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>Topik</p> <p>Tindakan dan kegiatan yang lazim atau terkait dengan hidup siswa di sekolah, rumah, dan masyarakat, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.</p>	<p>sekolah, rumah, dan sekitarnya.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat lebih banyak teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang 	<p>di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), termasuk kemudahannya dan kesulitannya.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) yang telah dibuat. Kumpulan hasil analisis tentang beberapa berbagai teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>). 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam membuat teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<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 ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa selalu perlu menyebutkan pelakunya</p> <p>Fungsi sosial</p> <p>Menyatakan secara obyektif, terfokus pada hasilnya atau bendanya, bukan pelakunya.</p> <p>Struktur teks</p> <p><i>Insects are considered dangerous animals. A tsunami is caused by an earthquake affecting the seabed.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tindakan/ 	6 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>The harbour was built by the Dutch in 1887. A windmill is so called because it is generated by the wind.</i>, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>(1) Tata bahasa: passive voice, simple present tense, simple past tense</p> <p>(2) Kata <i>by</i></p> <p>(3) Kosakata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan</p>	<p>mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan pelakunya, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan 	<p>kegiatan/kejadian tanpa perlu menyebutkan pelakunya.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap 		<p>internet, seperti:</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

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	<p>kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan.</p> <p>Topik</p> <p>Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan siswa SMA yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam konteks yang benar.</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa membandingkan ungkapan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa 	<p>kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tindakan/ kegiatan/kejadian tanpa perlu menyebutkan pelakunya, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tindakan/ kegiatan/kejadian</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	tanpa perlu menyebutkan pelakunya.		
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian	Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang	Mengamati <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang. Tingkat kelengkapan dan keruntutan dalam 	4 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika keadaan/kejadian /peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Fungsi sosial</p> <p>Mengingatnkan, menasehati, beritacita, menyatakan kebenaran umum, dsb.</p> <p>Struktur teks</p> <p><i>If you eat too much fast food, you will get overweight. We will only get the benefit of exercise, physically and mentally, if we do it regularly. Unless you tell the teacher the truth, she will forever think that you are a liar. The plant will die if you do not water it properly., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata untuk menyatakan pengandaian: <i>if ... , unless ...</i></p> <p>(2) Adverbial dengan <i>-ly</i>, adverbila</p>	<p>fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam bahasa Inggris, dalam konteks yang benar, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika menyebutkan pelakunya, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan 	<p>menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan</p>		<p>dan akurat</p> <ul style="list-style-type: none"> Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>untuk menyatakan waktu, tempat, dsb.</p> <p>(3) Kosakata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p>Topik</p> <p>Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan</p>	<p>datang, dalam konteks yang benar, dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam konteks yang benar dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam konteks yang benar. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan dan menanyakan 	<p>datang.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, ketika muncul kesempatan, di dalam dan di luar kelas. Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa</p>		

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	<p>siswa SMA yang memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang 	<p>Indonesia tentang pengalaman belajar menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>jelas dan rapi.</p> <ul style="list-style-type: none"> Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 			
<p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk 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 pelajaran lain di</p>	<p>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial</p> <p>Fungsi sosial</p> <p>Memperoleh gambaran umum tentang tentang benda, binatang dan gejala/peristiwa alam, secara objektif dan ilmiah.</p> <p>Struktur text (gagasan utama dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks ilmiah faktual (<i>factual report</i>) tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks ilmiah faktual 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://amer

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>informasi rinci)</p> <p>a. Menyebutkan jenis atau golongan dari obyek yang dipaparkan.</p> <p>b. Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat.</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata tentang benda/binatang/gejala alam yang diamati: banyak peristilahan ilmiah</p> <p>(2) Kata kerja keadaan be, have, look, need, breed, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi</p> <p>(3) Penggunaan nominal singular</p>	<p>(<i>factual report</i>) tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ilmiah faktual (<i>factual report</i>). Siswa membaca semua teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, 	<p>tangan.</p> <ul style="list-style-type: none"> Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks ilmiah faktual (<i>factual</i> 		<p>icanenglish.state.gov/files/ae/resource_files</p> <p>- http://learn.english.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

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	<p>dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI</p>	<p>binatang dan gejala dan peristiwa alam dan sosial yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks ilmiah faktual (<i>factual report</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks ilmiah faktual (<i>factual report</i>) yang mereka baca. 	<p><i>report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa teks ilmiah faktual (<i>factual report</i>) sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks ilmiah factual, dsb. Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam memahami teks ilmiah faktual (<i>factual report</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa teks ilmiah faktual (<i>factual report</i>) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang telah dibuat. Lembar soal dan hasil tes 		
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan	<p>Teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p> <p>Fungsi sosial</p> <p>Menyatakan pendapat tentang</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks eksposisi analitis tentang topik yang hangat dibicarakan umum dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum. Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks eksposisi 	8 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>berbagai topik secara analitis dan bertanggung jawab</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Menyebutkan topik serta pandangan atau posisi penulis tentang topik tsb secara umum Menyebutkan serangkaian argumentasi, secara analitis, yang masing-masing diawali dengan pernyataan pendukung dan penjelasannya. Menyimpulkan dengan menyebutkan kembali pandangan dan posisinya. <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan topik</p>	<ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks eksposisi analitis tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks eksposisi analitis tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks eksposisi analitis tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks eksposisi analitis dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis. Siswa membaca semua teks 	<p>analitis tentang topik yang hangat dibicarakan umum.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha 		<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>yang dibahas</p> <p>(2) Tata bahasa terkait dengan penyusunan argumentasi, a.l. Simple Present Tense, kata kerja <i>be, have</i>, dan kata sambung seperti <i>first, similarly, finally</i>, dsb.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Institusi, benda, binatang dan gejala/peristiwa alam dan sosial terkait dengan mata</p>	<p>eksposisi analitis yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks eksposisi analitis yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks eksposisi analitis yang mereka baca. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan beberapa 	<p>memahami dan menganalisis isi pesan teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks eksposisi analitis tentang topik yang hangat dibicarakan umum, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang teks eksposisi analitis tentang topik yang hangat dibicarakan umum.</p> <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>pelajaran lain di Kelas XI, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.</p>	<p>teks eksposisi analitis sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks eksposisi analitis, dsb.</p> <ul style="list-style-type: none"> • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami teks eksposisi analitis dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa teks eksposisi analitis tentang topik yang hangat dibicarakan umum yang telah dibuat. • Lembar soal dan hasil tes 		
<p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p>Fungsi sosial</p> <p>Meneladani, membanggakan, mengagumi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan yang rapi beberapa teks biografi pendek dan sederhana tentang tokoh terkenal dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Siswa membaca dan mendengarkan teks biografi pendek dan sederhana tentang 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat pemahaman fungsi sosial teks biografi pendek dan sederhana tentang tokoh terkenal. • Tingkat kelengkapan dan keruntutan pemahaman isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. 	<p>8 JP</p>	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal	<p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Mengenalkan tokohnya dan uraian umum tentang ketokohnya</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa yang dilakukan atau dialami tokoh secara kronologis, dan runtut yang mencerminkan ketokohnya</p> <p>Unsur kebahasaan</p> <p>(1) Kosakata terkait dengan topik yang dibahas</p> <p>(2) Tata bahasa: semua Past Tense, dan kata-kata penghubung yang menunjukkan urutan secara</p>	<p>tokoh terkenal tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks biografi pendek dan sederhana tentang tokoh terkenal tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks biografi pendek dan sederhana tentang tokoh terkenal tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks biografi pendek dan sederhana tentang tokoh terkenal dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang 	<ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan teks biografi pendek dan sederhana tentang tokoh terkenal.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks 		<p>dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ https://www.google.com/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kronologis</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Tokoh yang memberi inspirasi dan pengalaman hidupnya yang relevan dengan hidup siswa sebagai remaja dan pelajar SMA, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab.</p>	<p>tokoh terkenal.</p> <ul style="list-style-type: none"> Siswa membaca semua teks biografi pendek dan sederhana tentang tokoh terkenal yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial setiap teks jenis atau golongan dari obyek yang dipaparkan nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks biografi pendek dan sederhana tentang tokoh terkenal yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks biografi pendek dan sederhana tentang 	<p>biografi pendek dan sederhana tentang tokoh terkenal.</p> <ul style="list-style-type: none"> Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis teks biografi pendek dan sederhana tentang tokoh terkenal, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca teks yang menuntut pemahaman tentang teks biografi pendek dan sederhana tentang tokoh terkenal.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa teks 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tokoh terkenal yang mereka baca.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan beberapa teks biografi pendek dan sederhana tentang tokoh terkenal sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks biografi pendek dan sederhana tentang tokoh terkenal, dsb. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami teks biografi pendek dan sederhana tentang tokoh terkenal dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>biografi pendek dan sederhana tentang tokoh terkenal yang telah dibuat.</p> <ul style="list-style-type: none"> • Lembar soal dan hasil tes 		
3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu	<p>Lagu pendek dan sederhana</p> <p>Fungsi sosial</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial lagu. 	4 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Contoh lagu dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.16 Menangkap pesan dalam lagu	<p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca.</p> <p>(5) Tulisan tangan</p> <p>Topik</p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<p>memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</p> <ul style="list-style-type: none"> Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p>	<ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> Observasi terhadap interaksi siswa berusaha memahami fungsi sosial 		<p>CD/VCD/ DVD/kaset</p> <ul style="list-style-type: none"> Kumpulan lirik lagu Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>dan unsur kebahasaan dalam lagu.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan lagu yang ditulis 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>tangan</p> <ul style="list-style-type: none">• Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.• Lembar soal dan hasil tes		

SURAT KETERANGAN

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Nama : Y. Nadra Cyndi Regma

NPM : 13108187

Fakultas : TBI

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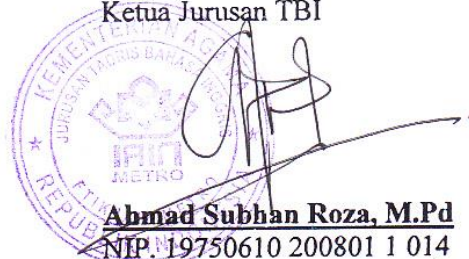
Fakultas : TBI

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0200/In.28/S/OT.01/01/2018**

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

Nama : Y.NADIA CYNDI REGINA
NPM : 13108787
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

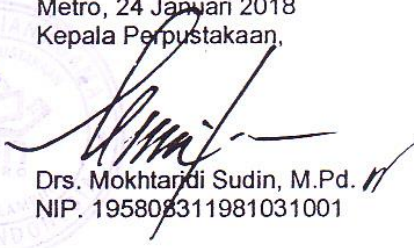
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13108787.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Januari 2018
Kepala Perpustakaan,




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



KEMENTERIAN AGAMA
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13 Juli 2018

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Y. Nadia Cyndi Regina
NPM : 13108787
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Students Speaking Learning Difficulties At Eleventh Grade In Senior High School

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



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

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

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

Nomor : B-2544/In.28/D.1/TL.00/08/2018
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA KARTIKATAMA
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2543/In.28/D.1/TL.01/08/2018,
tanggal 03 Agustus 2018 atas nama saudara:

Nama : **Y. NADIA CYNDI REGINA**
NPM : 13108787
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA KARTIKATAMA METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS SPEAKING LEARNING DIFFICULTIES AT ELEVENTH GRADE IN SENIOR HIGH SCHOOL KARTIKATAMA METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Agustus 2018
Wakil Dekan I,

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

SURAT TUGAS

Nomor: B-2543/In.28/D.1/TL.01/08/2018

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

Nama : **Y. NADIA CYNDI REGINA**
NPM : 13108787
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA KARTIKATAMA METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS SPEAKING LEARNING DIFFICULTIES AT ELEVENTH GRADE IN SENIOR HIGH SCHOOL KARTIKATAMA METRO".
 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 : 03 Agustus 2018

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**PERGURUAN KRIDA KARTIKATAMA
SEKOLAH MENENGAH ATAS
SMAS KARTIKATAMA METRO**

Jln. Kapt.Tendean Margorejo Kec.Metro Selatan Kota Metro, Telp. (0725) 45311

Nomor : 114 /SMA/KT/IX/2018
Lampiran : -
Perihal : Izin Research

Yth. : Wakil Dekan I
Institut Agama Islam Negeri (IAIN)
Metro
di
Tempat

Yang bertanda tangan dibawah ini Kepala SMAS Kartikatama Metro menerangkan dengan sebenarnya bahwa:

Nama : Y. NADIA CYNDI REGINA
NPM : 13108787
Semester : 11 (Sebelas)
Jurusan : Tarbiyah

Berdasarkan surat research nomor: B-2544/In.28/D.1/TL.00/08/2018. Nama tersebut adalah benar telah melaksanakan Research di SMAS Kartikatama Metro pada bulan September dengan judul: ***"AN ANALYSIS OF STUDENTS SPEAKING LEARNING DIFFICULTIES AT ELEVENTH GRADE IN SENIOR HIGH SCHOOL KARTIKATAMA METRO"***.

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

Metro, 18 September 2018
Kepala Sekolah

Dra. Hj. TUGIRAH
NIP. 196110241984032003



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBİYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0²⁵) 4150⁷

Nomor : Sti.06/JST/PP.00.9/3504/2016
Lamp :
Hal : **IZIN PRA SURVEY**

Metro, 08 November 2016

Kepada Yth.,
Kepala Sekolah SMA Kartikatama Metro
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Y. Nadia Cyndi Regina
NPM : 13108787
Jurusan : Tarbiyah
Prodi : PBI
Judul : An Analysis of Speaking Difficulties in SMA Kartikatama Metro

Untuk melakukan *PRA SURVEY* di SMA Kartikatama Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan

Dr. Afla, M.Pd
NIP. 19691008 200003 2005



**PERGURUAN KRIDA KARTIKATAMA
SEKOLAH MENENGAH ATAS
SMA KARTIKATAMA METRO**

Jln. Kapt.Tendean Margorejo Kec.Metro Selatan Kota Metro, Telp. (0725) 45311

Nomor : 050a/SMA/KT/I/2017
Lampiran : -
Perihal : Izin Pra Survey

Yth. : Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri STAIN Jurai Siwo Metro
di
Tempat

Berdasarkan surat izin pra survey nomor: Sti.06/JST/PP.00.9/3504/2016 Sekolah Tinggi Agama Islam Negeri STAIN Jurai Siwo Metro tentang izin pra survey di sekolah kami, maka dengan ini kami mengizinkan:

Nama : Y.NADIA CYNDI REGINA
NPM : 13108787
Jurusan : Tarbiyah
Prodi : PBI
Judul : An Analysis Of Speaking Difficulties In SMA Kartikatama Metro

Untuk melaksanakan kegiatan tersebut.

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






KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Y. Nadia Cyndi Regina
NPM : 13108787

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	1. Januari '17		✓	-Revisi Bab I, II, III, Penambahan Referensi, Adding Paraphrase	
2.	4 September '17		✓	Revisi of Tittle, Table of Content, Chapter I, Chapter II, Chapter III Foot Note	
3.	22 November '17		✓	Revisi Bab I, II, III, Word Connector & Pengetikan dan Penulisan)	
					

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014



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

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

Nama : Y. Nadia Cyndi Regina
NPM : 13108787

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	31 Maret '17	✓		Minim teori, Banyak kalimat Ambigu, Grammar	
2.	16 Oktober '17	✓		Revisi Bab. I, Bab II, Minim Teori	
3.	25 November '17	✓		-Revisi Bab. I, Grammar.	
4.	13 Desember '17	✓		Revisi chapter I, Grammar	
5.	7 Januari '18	✓		Revisi Bab I, Add Teori	
6.	30 Januari '18	✓		Revisi Bab I	
7.	28 Januari '18			Acc to seminar ✓	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



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

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

Nama : Y. Nadia Cyndi Regina
NPM : 13108787

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	25 Juli, Rabu			1-3 	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Y. Nadia Cyndi Regina
NPM : 13108787

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Pabu/8 Agustus 2018	✓		Revisi APD	
2.	Pabu 12/8/18	✓		Acc APD	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



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

Nama : Y. Nadia Cyndi Regina
NPM : 13108787

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1				✓ Revisi Abstract 1 space per	
2				✓ the conclusion it should answer the objective	
3	Senin, 5 November 2018			- see 1st advice	

Mengetahui

Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Y. Nadia Cyndi Regina
NPM : 13108787

Jurusan : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin, 5 November '18			- Revisi Chapter 2 - Revisi chapter 4	
	Kamis 12 Desember '18			- Chapter Abstrak - Grammar - Pengetikan - Acknowledgement - Bibliography	
	20 Des' 18			- Abstract B, Indo - Chapter IV - Chapter X - Chapter I - Grammar	
	10 Jan 19			Acc to munaqamah	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

CURICULUM VITAE



Y. Nadia Cyndi Regina was born in Kotabumi on Mei 17, 1996. She was raised by a lovely married couple, Yusup Widodo Supriyanto and Tatiana Widi Astuti. She is the first child of 2 children.

She was enrolled pre elementary school at Pertiwi in 2000 and graduated in 2001. She took her elementary school at SDN Gunung Sadar from 2001-2007. Then, she took her junior high school at SMP Xaverius Kotabumi for three years. Having graduated from junior high school, she continued her study at SMA Kartikatama Metro and finished in 2013. After that, she took her undergraduate program at IAIN Metro, majoring English Education.