THE IMPLEMENTATION OF VIDEO BLOG (VLOG) TO ENHANCE EFL STUDENTS' SPEAKING ABILITY

SKRIPSI

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BOSOWA UNIVERSITY
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**THE IMPLEMENTATION OF VIDEO BLOG (VLOG)
TO ENHANCE EFL STUDENTS'
SPEAKING ABILITY**

UNGRADUATE THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of

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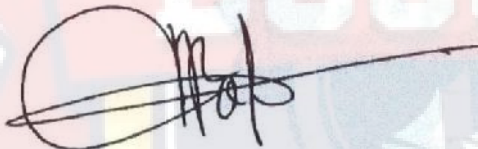
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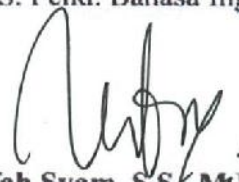The Implementation of Video Blog (Vlog) to Enhance EFL Students' Speaking Ability

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ABSTRACT

Nur Chaulani Yunus. 2020. *The Implementation of Video Blog (Vlog) to Enhance EFL Students' Speaking Ability. (Supervised by Ramli and Nurfaizah Sahib)*

This research is aimed to know the extent and students' response toward the implementation of vlog to enhance EFL students' speaking ability at the tenth grade of SMAN 5 Makassar.

This research was classified as quasi-experimental design used control and experimental class. The population of this research were the tenth grade students of SMAN 5 Makassar in academic year 2019/2020 consisting of 420 students. Cluster random sampling was used to take two classes as the sample of the research which consist of 62 students. Class X MIPA 3 as the experimental class and X MIPA 4 as the control class. The data were obtained from speaking test and questionnaire.

The writer used inferential analysis of t-test by SPSS v.16, the writer concludes that the implementation of video blog in teaching English enhance the students' speaking ability. The results of the research showed that there was a significant improvement in the students' mean score speaking ability between the students who were taught by video blog and those who were taught by using the textbook. The mean score of the students' speaking performance in experimental class increased from 64,45 in pre-test to 79,32 in post-test. While in control class, the mean score of pre-test 64,97 to 74,45 in post-test . The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study was accepted. In addition, the writer found that most of the students gave positive response toward the implementation of vlog in improving their speaking ability. It means that the video blog can enhance the students' speaking ability in the English teaching at SMAN 5 Makassar.

Key Words: Video Blog, EFL (English as Foreign Language), Speaking Ability.

ABSTRAK

Nur Chaulani Yunus. *The Implementation of Video Blog (Vlog) to Enhance EFL Students' Speaking Ability. (Dibimbing oleh Ramli and Nurfaizah Sahib)*

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dan respon siswa terhadap peneraoan Video Blog dalam meningkatkan kemampuan berbicara siswa EFL pada siswa kelas X SMAN 5 Makassar.

Penelitian ini diklasifikasikan sebagai desain Quasi-eksperimen menggunakan kelas eksperimen dan kelas control. Populasi penelitian ini adalah siswa kelas X SMAN 5 Makassar tahun akademik 2019/2020 terdiri dari 420 siswa. Cluster random sampling digunakan untuk mengambil dua kelas sebagai sampel dalam penelitian ini yang terdiri dari 62 siswa. Kelas X MIPA 3 sebagai kelas ekspermen dan kelas X MIPA 4 sebagai kelas control. Data diperoleh dari tes berbicara dan kuisioner.

Setelah melakukan penelitian, peneliti menganalisis data menggunakan analisis inferensial t-test pada spss v.16, peneliti menyimpulkan bahwa penerapan vlog dapat meningkatkan kemampuan berbicara siswa. Hasil penelitian ini menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan berbicara antara siswa yang diajar menggunakan video blog dengan siswa yang diajar menggunakan buku teks. Nilai rata-rata dari hasil berbicara siswa di kelas eksperimen meningkat dari 64,5 di pre-test menjadi 79,32 pada post-test. Sedangkan di kelas control, nilai rata-rata pada pre-test 64,97 menjadi 74,45 pada post-test. Nilai signifikan terhitung 0,000 lebih kecil dari 0,05 (nilai-p $0,000 < 0,05$). Oleh karena itu, analisis hipotesis diterima. Selain itu, peneliti juga menemukan bahwa sebagian besar siswa memberikan respon positif terhadap penerapan vlog untuk meningkatkan kemampuan berbicara mereka. Ini berarti, penerapan vlog dapat meningkatkan kemapuan berbicara siswa dalam pembelajaran Bahasa Inggris pada kelas X di SMAN 5 Makassar.

Kata Kunci: Video Blog, EFL (Bahasa Inggris sebagai Bahasa Asing), Kemampuan Berbicara.

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At last, the writer realizes that this skripsi is far from being perfect, but it is expected that this research will be useful. Therefore, the constructive criticism and suggestion are highly appreciated.

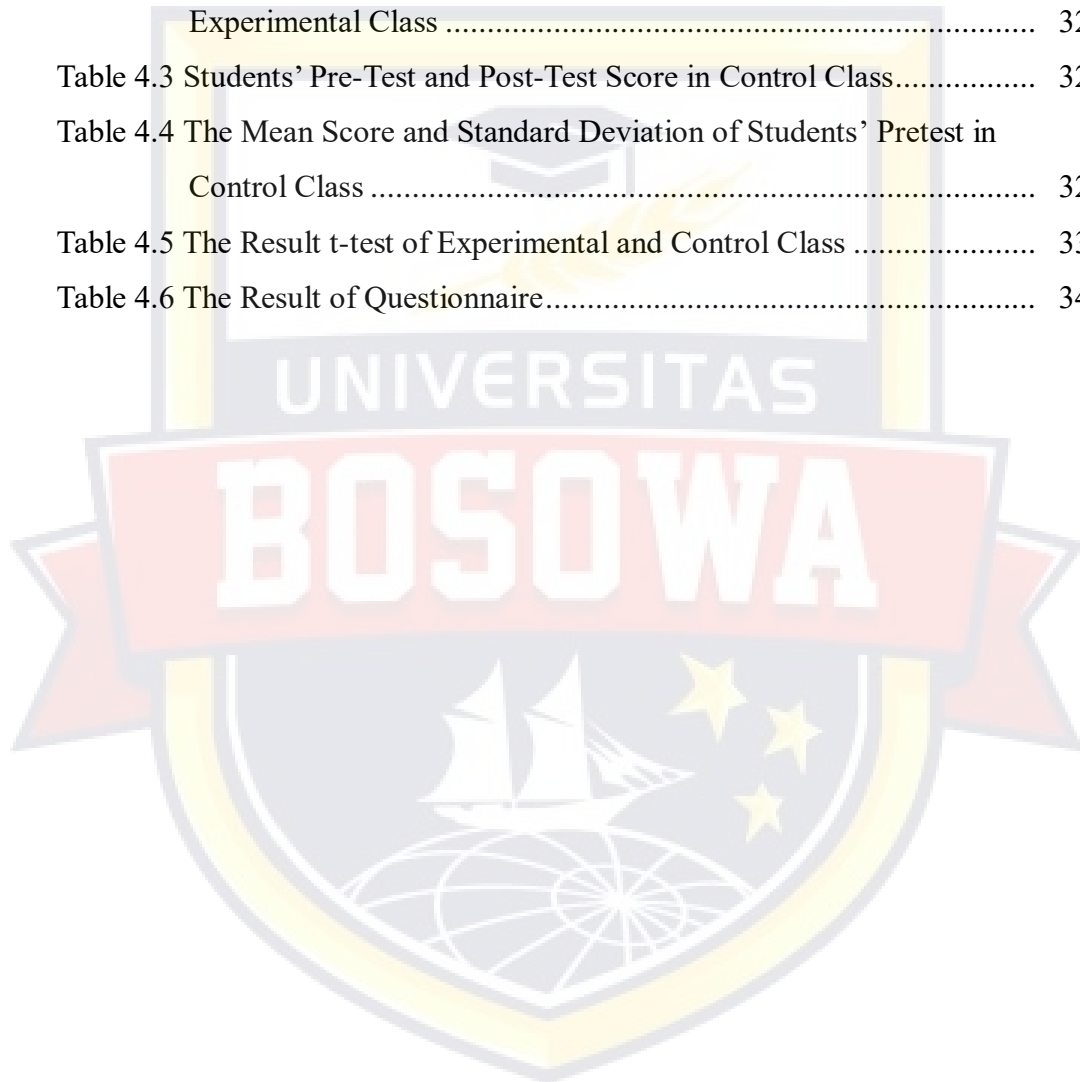Makassar, 14 March 2020

(Nur Chaulani Yunus)

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CHAPTER I

INTRODUCTION

This chapter contains about background, identification of problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Research

In the era of globalization which is full of challenges and very fierce competition, everyone is required not only to have a high level of education, but also required to have an English skill. According to Fitriati and Jannah (2016: 3), English as an International language is the most widely used around the world. Due to the notion that English is a global language and as the most spoken one by global citizen for various purposes, the government later oblige people to learn it on all secondary level schools have actually taught English from elementary to tertiary level education or higher degree (Gunantar, 2016:10).

Even though English has been taught for more than 6 years, Indonesian students' proficiency in English remains very low. The English Proficiency Index (EPI) (2018) shows that the Ranks for Indonesia English Proficiency Index is ranked 51st out of 88 countries in the world, which places Indonesia 13th out of 21 countries in Asia and is below the average value of English proficiency in the Asian region. The data shows that the English skill in Indonesia is occupied as the lowest rank. According to Nurcahyo et al. (2015:2), Indonesia should consider this data of EPI as a feedback for the English teaching since it is now we are moving to the integration of ASEAN Economic Competition (AEC), the

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emergence of English as a global language has made English a socially desirable language in Indonesia and elsewhere in the world.

English as one of the subject matters in school covers the four basic language skills: listening, reading, speaking and writing. Speaking is considered as the difficult skill than other skills to be covered by the students (Noor, 2017:19). According to Hadijah (2014:245), students faced the problem on speaking skills in terms of pronunciation, grammar, vocabulary, fluency and comprehension. Furthermore, Fitriani et al (2015:7) found that the students are facing the problems in speaking English. The reasons were not only having limited knowledge on the components of speaking skills but they have own personal reasons, such as unconfident to perform.

To overcome this condition, speaking activity in the classroom should be meaningful for the students. It means that the speaking activities should not merely read the texts, but there should be a variation of learning activities to influence the students' motivation to speak (Butar 2019:1). In improving the students' activeness in speaking class, technology can be used as media to promote speaking skills in English for Foreign Language (EFL) classroom (Anggareni & Wulanjani, 2017:47). By using technology, students may obtain knowledge from anywhere and everywhere. Learners may be more active in their learning that has potential to change from passive students to active (Kuning, 2019:10).

One of interesting media to enhance the students' participation in speaking class is Video Blog (Vlog). With vlog, students can upload or view online

material to be delivered. Therefore, students can actively seek out and practice the material provided, other than that it aims to guide students by following the flow of the times in which the level of technological developments increasingly growing (Reka, 2016:4).

In addition, the use of video blog to support English learning and teaching has also been investigated. An experimental research by Rakhmanina and Kusumaningrum (2017:29) states that video blogging is recommended in speaking class, because it helps the students improve their communication skill, disciplinary, social interaction, learning awareness and motivation. In parallel to these findings, Butar et al. (2019:6) in their Classroom Action Research (CAR) carried out with student in class XI SMAK Immanuel Pontianak. It is concluded that students could speak more fluently and accurately by gathering and listening the information using vlog. The students also get motivation and confidence to speak English because they were given enough time to think what they wanted to talk about and it was done in the place they found familiar. Similarly, this is in consistency with the positive opinions resulted in the study of Hermayawati (2019:13) that analysis on the advanced learners' English for specific purposes learning using video blog, and findings indicated the vlog is ideal alternative media to teach and enhance learners' language competence in higher levels.

Based on the explanation above, the writer feels necessary to utilize the implementation of vlog as a learning media to support the EFL students' speaking skill for their learning needs. The novelty of this research compared to the previous studies is the students describe their feeling, though and experience by

monologue test on vlog without excessive anxiety because they would have enough rehearsal and doing it outside they class. In addition, recording vlog through phone is an integral part in students' lives today.

Eventually, the writer expects that the implementation of video blog in the EFL students' speaking class would give a positive contribution to students' speaking skill. Vlog as a media is expected to be able to make an interesting and communicative classroom situation that would motivate the students to be more active in the English language teaching and learning process especially in acquiring speaking skill.

B. Identification of Problem

Students in EFL (English as a Foreign Language) countries such as Indonesia need an extra effort to learn English because it is a foreign language. This is evidence by the low ranks for Indonesia English proficiency in English Proficiency Index (EPI) (2018). Speaking English is challenging because the student should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Sayuri, 2016:3). Speaking is conveying message through the words of mouth, but some English teachers ignored this skill. The students do not have enough opportunity either in their classes or outside to speak English (Leong & Ahmadi, 2017:34). Other problems that appear in students' speaking are lack of self-confidence and anxiety. They may confront with certain feelings that affect their English speaking such as unconfidence, shyness, anxiety, nervousness and worry. If the students themselves

are not believing that they are able to speak, it has become a big problem for them (Fitriani et al., 2015).

C. Scope of the Research

This research focused on the tenth grade students of SMAN 5 Makassar and the use of media to improve the students' speaking, especially on their vocabulary, grammar, and fluency. Media were chosen because they have important roles in supporting and stimulating the students' motivation to speak English. Therefore, the writer used video blog (vlog) as the media in teaching speaking.

D. Formulation of the Problem

Based on the explanation above, the writer formulated the following research questions:

1. To what extent does vlog enhance EFL students' speaking ability at the tenth grade of SMAN 5 Makassar?

2. How is the EFL students' response toward the implementation of vlog in teaching speaking at the tenth grade of SMAN 5 Makassar?

E. Objective of the Research

In connection with the problem formulation above, the objectives of this research were:

1. To find out the extent of vlog enhance EFL students' speaking ability at the tenth grade of SMAN 5 Makassar.

2. To find out the EFL students' response toward the implementation of vlog in teaching speaking at the tenth grade of SMAN 5 Makassar.

F. Significance of the Research

The findings of this research were expected to contribute to the English teachers, the students, and other writers. Practically, the teachers were able to know the kinds of students' problems on speaking skill. Besides that, the teachers are able to know the strategies to solve the students' problem on speaking and can be the reference to implement the media in their classroom. Finally, teaching and learning speaking skill can be enhanced.

The result of this research also could give many advantages for the EFL students. The students are able to know the kind of their difficulties on speaking. They could be motivated to learn English, especially in speaking. The implementation of Vlog can be used to learn by themselves in their home without assisted by the teacher.

At the end, this research result hopefully could be the references for further research. The future writers would get a lot of knowledge about English teacher strategy in teaching speaking. Besides that, it could be comparison in conducting another research. Thus, the study is helpful and useful for the next study.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns with related literature, speaking in language teaching and learning, the current issues of teaching speaking in English as a foreign language, video blog (vlog), previous related findings, conceptual framework and hypothesis.

A. Theoritical Review

1. Speaking in English Language Teaching and Learning

In English language teaching and learning, speaking is considered as a skill to practice and master. Thornbury (2015:1) states that speaking is very important in learning a language, if someone wants to master a language, she or he must learn how to say something in English. This is hardly surprising when one considers everything that we involved when speaking, ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating (Susanty et al., 2017:179)

Teachers do many efforts to help the students develop their speaking ability (Koran, 2015:407). According to Meriem (2015:10), teaching speaking is very important part in English language teaching and learning because of three main reasons. First, all language learners should be able to communicate well with the foreign language speaking. Second, many students are good in reading and writing, but they have poor speaking and listening abilities. Finally, many students memorize words from dictionaries, but they could not use them to speak in English or to communicate in formal situation. In addition, Fitriani, et al. (2015:

4) indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills. Students can express their ideas, say stories, request, talk, discuss and show the various function of language (Dalem, 2017:20). Leong and Ahmadi (2017:35) states that when students learn English, speaking is significant to support their ability to apply the language. Speaking is observed in the daily activities of person use words and phrases fluently without very much conscious thinking.

In speaking process, there are many elements that need to be understood for students such as vocabulary, grammar, pronunciation and intonation (Khoiriyah & Safitri, 2017:241). Vocabulary is the basic elements in speaking because the total number of words is used to express their idea and information without any problem (Rahmawati & Ertin, 2014:202). Grammar concerns with how sentences and utterances are put together to form sentences (Hossain, 2015:26). Another element is pronunciation where there students must be able to articulate the words, and create the physical sounds that carry meaning (Irianti, 2011:8). Through this element, the students may successfully deliver the message to others.

In English Language Teaching (ELT) classes, teachers are expected to teach effectively, to guide students and to keep order in the classroom. Teachers

as active intellectuals play an organic role to the success of speaking teaching and learning process (Saiful, 2019:53). Their primary role is to help learners overcome their communication obstacles and motivate them to actively participate in speaking activities (Wicaksono, 2016:125). Thus, according to Koran (2015:407) teachers play a significant role in learning speaking by students and overcoming their language obstacles by playing various roles including assessor, organizer, facilitator, prompter, motivator, participant, monitor and model.

To make teaching and learning process of speaking more successful, the material can be selected appropriately (Susanty et al., 2017:180). In addition, Isworo (2016:17) claims that teaching materials in speaking must be fun and interesting so that students can learn with happy and do not feel bored. There are some related researches about teaching materials in speaking lesson. The use of film in teaching narrative speaking by Rohmini (2015:70) is able to make students interested and motivated in learning process. The pictures, sound and animation make them more attracted give their attention and provides their new vocabularies. Moreover, Meriem (2015:71) argues the role of Audio-Visual Aid in enhancing EFL students' speaking skill. Audio-visual aids are successful and effective tool since the teachers give students an opportunity to hear and to see English in its real use, facilitate teaching and learning process, motivate students and help them feel comfortable to practice freely in different speaking activities.

The next aspect is method. There are methods or techniques which offer students much time to practice their speaking ability not only in classroom but also outside and help them become more socialized, and make students more

active in teaching and learning process and at the same time makes their learning more meaningful and fun for them (Susanty, et al., 2017:180).

The teachers are allowed to guide the students, to manage their activity and to assess their learning (Dewi & Kumalarini, 2015). There are some purposes of assessment. According to Susanty et al. (2017:180), assessment is to increase the continuous learning process. It is used to give feedback for the students on their progress or achievement and inform it to teachers and parents. Wicaksono (2016:125) also states that speaking activities would be good if teachers give speaking task to the students to evaluate whether the class is going well or not and to find out the problem. Speaking activities should be enjoyable and give high motivation to students. When all students can participate actively in an activity, they would feel completely satisfied from the activity. So, the teacher should set up the speaking activities correctly and give understanding and valuable feedback. (Hughes & Reed, 2016:172).

Students' skill in speaking is the core aspect. It becomes an essential aspect in successful language learning and language function as a system for expression meaning. As Isworo (2016) states that the successful in speaking is when students who learn speak English can express what they want to say related to the material and they can understand what their friends say.

According to principles above, speaking in English language teaching and learning is the significant to support students' ability to apply the language. The ability to communicate clearly and efficiently contributes to success of the students to can express their minds, ideas, and thought freely and spontaneously.

Therefore, teachers need to be creative in designing the classroom's activities which can provide students with a chance to practice and use English.

2. **The Current Issues of Speaking in English as Foreign Language**

Since English becomes the strong position as a language for international communication, more people are interested in learning English both in formal or informal institution in order to improve their English communication skills (Malasari, 2017:18). Students attempt to use English language maximum amout as possible to be effective speakers and the teachers should provide students to frequently speak in their classroom (Rampeng and Ramli, 2018: 1). Therefore, Hughes and Reed (2016:220) state that the mastery of speaking skills in English is a priority for foreign-language learners.

According to Rahayu (2016:16), teaching English in EFL setting means that teaching in context where English is not the first or second language. As a result, speaking English is not commonly used in EFL setting. Consequently, it is hard to train speaking English in daily life because learners do not have enough opportunity either in their classroom or outside to speak English continuously (Leong & Ahmadi, 2017:34).

There are some problems for speaking that teachers can come across in helping students to speak in the classroom either caused by linguistic problems or psychological problems (Susilawati, 2017:4). Fitriani et al. (2015:4) claims that linguistics problems are those problems which make students speaking ability become poor such as poor in grammar, lack of vocabulary and pronunciation. In grammar, Suryanto (2015:79) found that students ever felt difficult to follow all

rules in using grammar, modal, idiomatic usage, and article when they are speaking English. Sayuri (2016:56) also states that grammatical rules are often felt very confusing by some English students when they are speaking. They sometimes get difficulty in arranging sentences. Moreover, related the use of grammatical pattern correctly in those sentences. Students often forget how to use the tenses and contradictory.

The next problem is lack of vocabularies. The students get the problems of vocabularies when they have lack of vocabulary needed to talk and do not know how to combine the vocabularies into a good sentence (Fitriati & Jannah, 2016:67). In addition, Wahidah (2016:8) found that the students' vocabulary bank is inadequate so they face difficulties in understanding meaning or content of the conversation. While in pronunciation, many students cannot pronounce English words and sentences correctly. They often pronounce them with equal stress, flat intonation and no rhythm at all (Ahmed, 2017:75).

Another challenge that may become a barrier for the students to be a good English speaker is the psychological problems. According to Fitriati and Jannah (2016:68), psychological problems often involve the emotional or physical health. The psychological problems such as lack of confidence and anxiety may bring negative effect towards student's speaking ability.

According to Susilawati (2017:10), most of students ever felt that the other students speak better that them when speaking English. They experienced that they are not confident to speak English with others. They also ever experienced that they were not quite sure of their ability when speaking, and they also ever felt

that they were not confident to practice in speaking English. Fitriani et al. (2015:6) added that lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. that may bring the students into a treat of believing that they are not going to be a good English speaker.

Beside lack of self-confidence, anxiety is also as psychological problem in speaking. In this case, Fitriati and Jannah (2016:68) state that the students may end up with nothing to say towards their interlocutors or the audience. They may confront certain feeling such as nervous, shy, anxious, worry, feeling afraid or fear of something worse happen whether they are trying to speak better. Huda (2018:48) showed that most of the students felt anxious in speaking because of the overthinking, lack of preparation and test. However, the lack of students' preparation before presentation could make them feel anxious during presentation, the students' would be worried when the other students or the teacher would ask them about the material of presentation, when she/he did not prepare well, it could make anxiety arouse.

Tuan and Mai (2015:17) revealed that students usually found difficulties in speaking because of some factors, such as inhibition, lack of topical knowledge, low participation, and mother-tongue use. When they want to say something in the classroom, they are sometimes inhibited. They are worried about mistakes and fearful or criticism. They are shamed of the other students' attention towards themselves (Leong & Ahmadi 2017:36). The students also cannot remember

anything to say and do not have any motivation to express themselves. The research by Isworo (2016:15) found that sometimes the students participated actively whenever it was about reward. On other hand, the students only read the material but still did not focus on the speaking skill improvement. The students had high motivation only when they had group discussion or other learning process. In addition, Leong & Ahmadi (2017:36) states that in a class with a large number of students, each student would have very little time for talking because just one students talks at a time and other students try to hear him/her. The use of mother tongue also be a students' problem related to the speaking ability, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015:19).

According to Jatmiko (2017:41), the causes of the speaking problem in EFL classroom not only come from students but also from the teacher's point of view who run the class monotonously. Teacher has less monitoring to the students' activity. The technique which was applied during teaching learning process made the students in such boring situation.

In order to help students overcome problem in English speaking, it is necessary for the teachers to figure out factors that affect their speaking performance (Fitriati & Jannah, 2016:70). It is in line with Leong and Ahmadi (2017:37), if teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. According to (Tuan & Mai, 2015:21), students' speaking

performance can be affected by the factors such as performance condition, affective factor, listening skill, and feedback during speaking task.

3. Using Video Blog (Vlog) in Teaching Speaking

In order to enhance students' skill in English especially in speaking as the most crucial skill to learn, as the millennial students, they tend to use technology to support their learning in English (Khoiriyah & Safitri, 2017:242). Kuning (2019:10) states that technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives students a chance to engage in self-directed actions, opportunities for self-paced interaction, privacy, and a safe environment in which errors get corrected and specific feedback is given. Furthermore, Lubis (2017,11) mentions that one of the concerns within the framework of 2013 curriculum in Indonesia is the integration of Information Communication and Technology (ICT) as the learning concept in English language teaching and learning in which it aims at promoting students' learning autonomy and communicative development.

Technology provides students with many media to learn English especially for enhancing speaking skill. One of them is to utilize technology through video blogging (Vlog) as a learning media. As stated by Butar et.al (2019:2), video blogging is a recorded videos of someone's activity about their feeling, thought, or experience over a period time. It can be related to their daily life, environment, information or their passion. According to Masofa & Rahmah (2018:172), vlog is one of the popular communication tools in the millennial era that is often used to share people experiences to other because it is easy to assess through smartphone,

iPad, notebook, etc. It means that vlog can be used anywhere and anytime for students and teacher as media which as one of the way to increase students' speaking performance (Butar et al., 2019:2).

Vlogging is a part of blogging. Vlog is a creative video that everyone can create then edit as creative as possible (add images, text, sound) then upload or share on the social media platform as like YouTube, Facebook, Instagram and others (Fiddan & Debbag, 2018: 3). Furthermore, vlogging trend tends to have a positive effect on improving learners' fluency, accuracy and accent or language complexity (Rakhmanina & Kusumaningrum, 2017:28).

In learning process, Vlog as the alternative to support students in learning English. Dealing with this, vlog according by Lestari (2019:922) can enrich students with a variety knowledge about vocabulary, grammar, pronunciation, accent and knowledge of culture. Thus, students can continue to practice their speaking skills by watching video blog with fits their needs. In addition, Khoiriyah and Safitri (2017:242) state that students can enjoy their learning through E-Vlog because it is more interactive, descriptive, and more visual.

Sari (2017:41) claims that vlog enabled the students to speak freely and comfortably without feeling anxious but doing activities in class with the peers also gave them enjoyable learning moment and interaction. By using vlog, students are more interested and more active in learning because they feel something new and different from what they usually get in their class (Jariyah, 2018:6). It was in line with Rakhmanina & Kusumaningrum (2017:29), video blogging increased the students' performance and learning motivation. It also

increased their speaking especially in communication skill, disciplinary, social interaction, learning awareness, and motivation significantly.

From the theories above, it can be concluded that vlog brings many advantages in teaching and learning speaking. However, the teachers should also concern about the equipment used in teaching video. Teacher should also manage the use of video and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

B. Previous Related Research Finding

There are some relevant studies about video blogging (vlog). This study can be supported by an extensive review of the literature on teaching with video blog (vlog). First is a study "The Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation" conducted by Rakhmanina and Kusumaningrum (2017). They investigated the difference between video blogging strategy and expository strategy for teaching speaking, difference between students who have high and low motivation in speaking ability and interaction between teaching strategies and motivation in teaching speaking. The writers used experimental method which collected through a questionnaire on speaking motivation and a speaking test. The result of this study was that learning speaking through video blogging is more effective than expository strategy; the students who have high learning motivation have higher speaking ability than those who have low one; and there is an interaction between teaching strategies and motivation for the teaching of speaking.

The next study was conducted by Butar et al. (2019) about "Video Blogging to Improve Students' Speaking Performance" which investigated the effect of video blogging viewed by students' speaking performance to students in class IX of SMAK Immanuel Pontianak. This study used Classroom Action Research (CAR) design. The result showed that in the cycle I, they were already great in presenting the materials but some of the students were still making some pauses and wrong pronunciation. Then, in cycle II resulted that the students could speak more fluently and accurately by gathering and listening the information from the media. The students also got motivation to speak during the teaching and learning activity.

Another study was conducted by Reka (2016) entitled "The Development of Vlogging as Learning Media to Improve Student's Learning Enthusiasm in Class XII on Myob Manufacture (Debt Card) Material SMKN 2 Purworejo Academic Year 2015/2016". It is explained that the vlogging media passed feasibility study with the level of "Good" and was able to improve students' learning enthusiasm. This research was a Research and Development (RnD) that adapted from ADDIE development model. The result of this research showed that the Vlogging of learning media was Good to be used for class XII SMKN Purwojero. In the field test, the Vlogging was successful in improving student's learning enthusiasm.

The difference between the previous studies and the current research is this research would focus on the implementation of Video Blog (Vlog) in EFL students' speaking ability, especially on their vocabulary, grammar and fluency.

Furthermore, the method to be used is different from the research conducted by Butar et al. (2019) who used Classroom Action Research (CAR) and Reka (2106) that used a Research and Development (RnD). This research would apply a quasi-experimental method that use control and experimental class. Although this method is the same as the research conducted by Rakhmanina and Kusumaningrum (2017), but the treatment in the control class is different. This research would use speaking test and questionnaire as the instrument research. The subject and location of the prevent research are also different from previous research. The writer expected that the implementation of video blog would give a positive contribution to their speaking skill.

C. Conceptual Framework

The conceptual framework underlying of this research were illustrated in the following diagram.
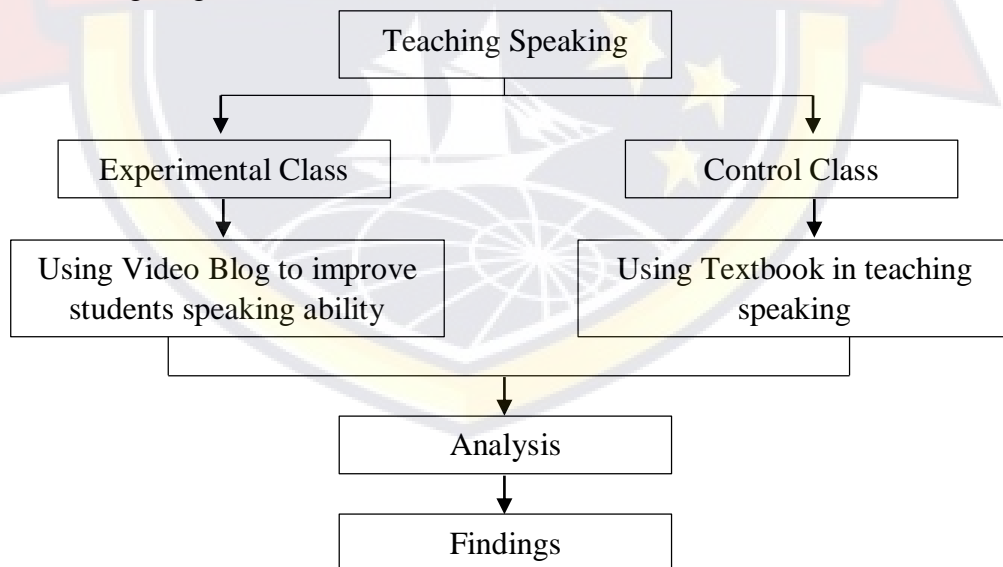
Figure 2.1 Conceptual Framework

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_o : The implementation of Video Blogging can't enhance the students' speaking ability in English at the tenth grade of SMA 5 Makassar in the academic year 2019/2020.

2. H_1 : The implementation of Video Blogging can enhance the students' speaking ability in English at the tenth grade of SMA 5 Makassar in the academic year 2019/2020.
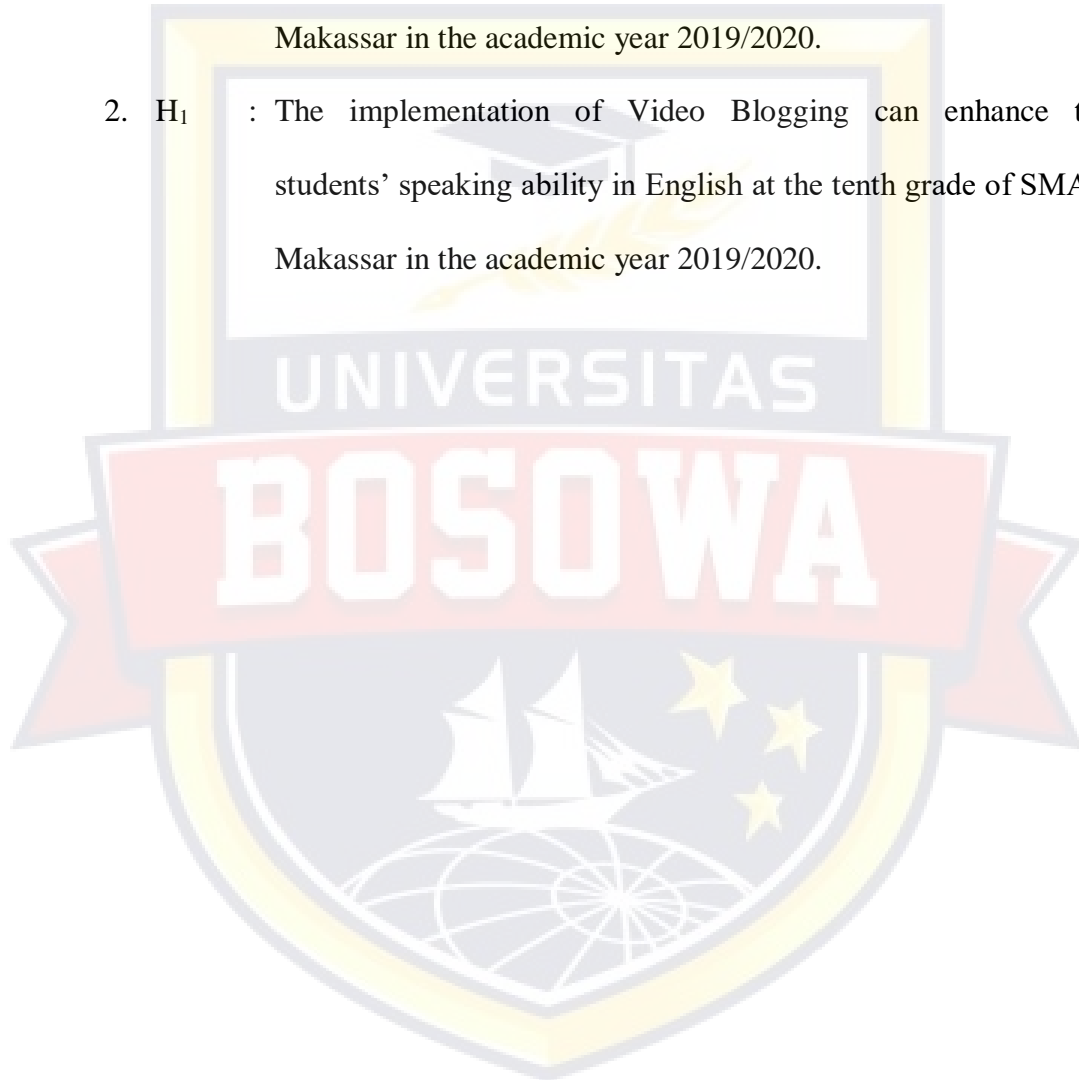
CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

In this research, the writer applied a quasi-experimental method. According to (Creswell, 2016:26), this design used control and experimental groups but does not randomly assign participants. The experimental group was given the special treatment using video blogging (Vlog) while the control group was given textbook based the teacher usually does. The design can be presented as follow:

$$E = O_1 \; x \; O_2$$
$$C = O_1 \; O_2$$

Where:
- E = experimental group
- C = control group
- $O1$ = first condition (pre-test)
- x = treatment
- $O2$ = post test

(Carsel, 2017:72)

B. Time and Location of the Research

This research carried at SMAN 5 Makassar, in 2019/2020 academic year. The writer conducted one month for the research.

C. Population and Sample of the Research

1. Population

The population of this research were the tenth grade students of SMAN 5 Makassar in academic year 2019/2020 consisting of 420 students divided into twelve classes which each class consists of approximately 35 students.

2. Sample

The writer took two classes using cluster random sampling technique as the sample of the research. This technique was selected because the sample is a group of students without receiving the intervention from the writer. It means that the writer selected class that had been formed at the school. This sampling technique is a way of taking classes randomly which exists as a population. The writer used lottery to determine experimental class and control class. The sample in this research is the common characteristic of population at the same school, at the same grade taught by the same teacher.

By using cluster random sampling, this research took two classes on 10th grade which consist of 62 students. The first class was X MIPA 3 as the experimental class was taught by using Vlog and X MIPA 3 as the control class was taught by using text book media.

D. Research Variable and Operational Definition

1. Variable of the Research

This research had two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable was Video Blogging (Vlog), while dependent variable was the students' speaking ability.

2. Operational Definition of Variables

To prevent bias interpretation especially related to the terms used in this study, operational definitions of the involve variables were formulate as follows:

a. Speaking Ability

The ability of the students to describe their activity by using oral language related to its vocabulary, grammar, and fluency.

b. Vlog

A recorded video of someone activity about their feeling, though or experience in a certain time on Youtube that can facilitate students in learning anywhere and anytime.

E. Instruments of the Research

In this research, the speaking test and questionnaire were designed as the research instruments. In speaking test, the research used retelling technique in the form of monologue test. The test was given twice, before and after treatments or teaching and learning process. The students received a pre-test to know initial speaking skills of the sample and the post-test measured check whether the vlog can enhance or not toward students' speaking skills, especially on their vocabulary, grammar, and fluency. The writers only focus in this elements because the English teacher stated that the most students' problem in speaking are lack of self-confidence, anxiety, vocabulary and grammar.

Beside the test, the writer also used questionnaire adopted from EFL students' perception on the video project in their speaking ability by Sari (2017) consisted of 33 close-ended statement. In this research, the writer used

questionnaire to know the students' response toward the implementation of video blog (vlog) during speaking English learning and teaching. The writer provided a questionnaire that consists of 10 statements in the form of Liker's scale.

F. The Validity and the Reliability of the Instrument

1. Validity and Reliability of the Test

An instrument was considered as valid if it is able to test what should be test. It can explain the data from the variables which are accurately research. Before giving instruments to students, the writer consulted with expert (the supervising lecturer) whether the instruments were appropriate to measure the research variables. The expert gave feedbacks, opinion, and suggestions based on their skill (Taherdoost, 2018:29).

In content validity, the test developed in reference to the Standard of Competence and Basic Competence of senior high school grade X of the second semester of English subject while in construct validity used examine whether the test has a consistent representation with theories underlying the material given or not. After having test, the validity of the instrument, the next step was to examine the reliability. The instrument reliability was estimated by using Inter-rater reliability test. The calculations would use a computer program SPSS version 22.0.

2. Validity and Reliability of Questionnaire

The questionnaire were developed from EFL Students' perception on the video project in their speaking ability scale as suggested by Sari (2017:46). The score of questionnaire used Likert scale categorized into strongly agree (SA),

agree (A), disagree (D), and strongly disagree (SD). The questionnaire consisted of 10 statements which would be responded by the students. The reliability of 10 statements was examined by Cronbach's alpha using a computer program SPSS version 22.0.

To validate the questionnaire, the writer consulted with expert (the supervising lecturer). The expert gave feedbacks, opinion, and suggestions based on their skill. After the revision of the questionnaire, the writer distributed it to students to gather the students' opinion toward the implementation of video blog (vlog).

G. Procedure of Collecting Data

1. Test

Before treatment, the writer gave pre-test which involve two classes, control class and experimental class. The students' speaking ability has been tested using live monologues test. It means that the writer gave the topic about descriptive text to the students, asked to the students to prepare and presented it in front of the class without applying video blog. The writer recorded their voice. Pre-test has been conducted in the first meeting.

In the experimental group, the writer had given treatment in the second, and third meeting. The second meeting was conducted to implement video blog media in teaching speaking, while in the third meeting, the writer discussed about students' performances. At the second meeting, the writer started the class like usual. In this stage, the writer applied the vlog in teaching and learning process. The students and the writer discussed about the descriptive text as the learning

materials. In this meeting, the writer divided students into 6 groups and each group consists of five up to six students. Next, the writer gave topic about tourism place and each group watched vlog about the topic chosen by each group. The students learned to describe the place according to the topics provided. The writer observed their classroom activities.

At the third meeting, the writer asked to the students with the same group to choose the randomized video blog on Youtube and watch it. Then, the writer gave students 2 minutes to perform in front of the class about tourism place in Indonesia. The writer observed and asked to the students toward their performance, still they remember or not. Did they realize the mistakes or not? And next show them about their perform. The writer showed the recording to the presenter first, and to the members of the class later. Then commenting the performance by watching the students' video recording together. And in the end the writer gave additional comments and suggestions to the presenter to create them being the better speaker.

The post-test would be given after treatment, the writer would test the students by using live monologue. Then, the students upload their vlog on Youtube. The test is same task of retelling what they watch on Vlog about their favorite tourism place in Indonesia.

2. Questionnaire

The questionnaire would be analyzed to find out the students' interest in classroom activities, their motivation in learning English by using Video Blog (Vlog), the advantages of the *Vlog* to improve their speaking skill. The

questionnaire conswasted of 10 questions in the form of Liker's scale. For positive items the SA (Strongly Agree) was given score 4, the A (Agree) was given score 3, the D (Diasagree) was given score 2, and the SD (Strongly Disagree) was given score 1. The students had to answer all of the questions. After that, the writer summarized the results of the answers and analyzed them as one of the aspects to be considered as an improvement.

H. Technique of Data Analysis

1. Speaking Test

After collecting the data, the next step was analyzing the data. This analysis compared the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the writer used scoring guide proposed by Laturkey (2015) which provides rating scale for criteria of elements of speaking skills. Students speaking results in the pre-test and post-test were rated by Dra. Hj. Nurmiati as the English teacher.

Table 3.1

Elements of Grading speaking Scale

No	Criteria	Rating Score	Description
1	Vocabulary	5	Using vocabulary and expression like native speaker
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, speak becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited so it is difficult to understand
		1	Vocabulary is so limited.
2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes make mistake in grammar, but it

			does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentences
		1	The grammar mistake is so bad. It is difficult to understand
3	Fluency	5	Speech is smooth as a native speaker's
		4	The fluency is disturbed by language problem
		3	The fluency is disturbed more by language problem
		2	Speech is frequently hesitant and jerky; sentences maybe left uncompleted
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

(Laturkey, 2015)

To know the students' ability in speaking English, the writer converted the students' score using the formula:

$$Students' score = \frac{the\ gain\ score}{the\ maximum\ score}\ x\ 100$$

Then, after getting the students' score in experimental and control class, the writer calculated the mean score, standard deviation, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS version 16.0.

2. Questionnaire

The first step to process the data of questionnaire was the writer read all the responses of students in the questionnaire. Students who had positive responses on the video blog tended to choose "Strong Agree" and "Agree". It meant that vlog helped them to speak. On the contrary, students who chose "Disagree and Strong Disagree" had negative response. The writer counted the total of the response.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of this research and the discussions of the findings. The findings which presented in this part consists of the data obtained through test of speaking in order to identify the extent to which video blog can enhance students' speaking ability at SMAN 5 Makassar. In the section the writer also describe the students' response toward the implementation of vlog in teaching and learning speaking skill. Otherwise, the discussion deals with the descriptions and interpretations of the findings in this research.

A. Findings

1. The Students' Speaking Score

This section explained about the result of pre-test and post-test on components of speaking skills which focus on vocabulary, grammar and fluency conducted in experimental class and control class. The aim of the test was to measure the students' speaking ability before and after implementing video blog. It also explained the mean score, standard deviation, frequency, and any other supporting source of statistical elements.

a. Students' Score of Experimental Class

In this part, the writer presented the students achievement in pre-test and post-test scores in experimental class. As mentioned earlier, experimental class was taught by using Video Blog to teach speaking skill. The students speaking achievement could be seen in the table 4.1 below.

Table 4.1

Students' Pre-Test and Post-Test Score in Experimental Class

Students' Name Code	Pre-Test	Post-Test
S1	60	80
S2	53	73
S3	67	80
S4	67	80
S5	60	80
S6	80	80
S7	53	73
S8	60	87
S9	60	80
S10	53	73
S11	60	73
S12	60	80
S13	60	73
S14	67	80
S15	60	80
S16	60	73
S17	80	93
S18	40	73
S19	80	87
S20	53	73
S21	73	80
S22	60	67
S23	73	80
S24	53	67
S25	73	93
S26	60	87
S27	80	87
S28	60	73
S29	80	87
S30	80	87
S31	73	80

After calculating the result of the students' pretest and post test, the mean

score and standard deviation were presented in the following table.

Table 4.2

The Mean Score and Standard Deviation of Students' Pretest in Experimental Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Eksperimen	31	40	80	1998	64.45	10.414
Post-Test Ekperimen	31	67	93	2459	79.32	6.823
Valid N (listwise)	31					

The data of pre-test and post-test in experimental class above showed that there is a significant improvement after giving the treatment. In pre-test, the total score is 1998, the mean score is 64,45 and standard deviation is 10,414. While in post-test, the total score 2459 with the mean is 79,32 and standard deviation is 6,823. The total and mean score of post-test was higher than pre-test.

b. Students' Score of Control Class

Control class was taught by using textbook to teach speaking skill. In this class, the writer also gave the same test as the experimental class. The result of the test as follow:

Table 4.3

Students' Pre-Test and Post-Test Score in Control Class

Students' Name Code	Pre-Test	Post-Test
S1	60	80
S2	53	73
S3	67	80
S4	67	80
S5	60	80
S6	80	80
S7	53	73
S8	60	87
S9	60	80

S10	53	73
S11	60	73
S12	60	80
S13	60	73
S14	67	80
S15	60	80
S16	60	73
S17	80	93
S18	40	73
S19	80	87
S20	53	73
S21	73	80
S22	60	67
S23	73	80
S24	53	67
S25	73	93
S26	60	87
S27	80	87
S28	60	73
S29	80	87
S30	80	87
S31	73	80

As it has been stated above that after tabulating the students score, the writer found that there are 6 students get high score (80) and 1 student get low score (40) in pre-test and after gave the treatment there are 2 students get high score (93) and 2 students get low score (67).

The writer calculated the mean score of the students score in control class. In order to find out more statistic data, table 4.4 showed the mean score and standard deviation in the control group.

Table 4.4

The Mean Score and Standard Deviation of Students' Pretest in Control Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Control Class	31	53	87	2014	64.97	11.479
Post-Test Control Class	31	60	93	2308	74.45	10.240
Valid N (listwise)	31					

It can be observed in the table above that post-test was valued 64,97 for its mean score pre-test with the standard deviation obtained 11,479 and 74,45 for its mean score post-test with the standard deviation obtained 10,240.

c.   Test of significance (t-test).

After conducting the students' pre-test and post-test score in experiment and control class, the writer used t-test for hypothesis test. T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze.

In this research, the Null hypothesis (H_o) stated that the implementation of Video Blogging can't enhance the students' speaking ability in English at the tenth grade of SMA 5 Makassar in the academic year 2019/2020. While the Alternative hypothesis (H_1) state that the implementation of Video Blogging can enhance the students' speaking ability in English at the tenth grade of SMA 5 Makassar in the academic year 2019/2020. If the value of significance 2 or sig. (2-tailed) lower than 0.05, H_1 accepted and H_o rejected.

Table 4.5

The Result t-test of Experiment and Control Class

	Post-Test Eksperiment - Pre-Test Eksperiment	Post-Test Control - Pre-Test Control
Z	-4.825[a]	-4.703[a]
Asymp. Sig. (2-tailed)	.000	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_o) was rejected. It means that the implementation of video blog (vlog) can enhance students' speaking ability in English at the tenth grade of SMA 5 Makassar in the academic year 2019/2020.

2. **Students' Response toward the Implementation of Video Blog (Vlog) in Teaching and Learning Speaking**

Beside using test to investigate the effect of using video blog on students speaking skill, the writer also used questionnaire to get students' response of the using vlog. The respondents were the students in experimental class. Then, the result of the questionnaire was presented on the following table.

Table 4.6

The Result of Questionnaire

No	Item Questionnaire	SA 4	A 3	D 2	SD 1
1	Through this video blog, I am motivated to be able to speak English better.	27	4	0	0
2	Through this video blog, I find my weakness in my speaking skill.	15	14	2	0

3	Through this video blog, I find my strengths in my speaking skill.	25	5	1	0
4	Through this video blog, I find a new method to improve in my speaking skill.	20	11	0	0
5	Through this video blog, I can improve my speaking skill.	19	12	0	0
6	Through this video blog, I learn to use gadget for the beneficial activity.	18	13	0	0
7	This video blog helps me to improve my confidence to speak English.	22	9	0	0
8	I am motivated to give my best effort in this speaking class using video blog.	29	2	0	0
9	Before using this video blog, I am not confidence to speaking in front of the class.	21	10	0	0
10	This video blog helps me to improve my vocabulary knowledge.	14	17	0	0
	Total of response	1.695	97	3	0

In general, the writer found that most of the students' gave positive response toward the implementation of vlog in improving their speaking ability. From the table above showed that 1695 students' response for strong agree, 97 students response agree, 3 response disagree and no students response disagree. The students tend to argue that the use of the vlog was effective and interesting. However, the writer found that most of students were not confident to speaking in front of the class, but the implementation of vlog could help them practice speaking. They could train their speaking skill without feeling unconfidence.

B. Discussion

The quasi experiment research implemented vlog in order to enhance students' speaking ability at SMAN 5 Makassar. Based on the result of the research, it was found that vlog can enhanced students' speaking ability. In

this research, vlog can enhance the students' speaking focus on vocabulary, grammar and fluency. The implementing of vlog in speaking class can enhance class situation better. The students showed that the use of vlog makes them interested to join the class. They also were more active and creative during teaching learning process like Reka (2016) claims that the Vlog of learning media was good to be used in improving students' learning enthusiasm.

This finding was supported by the existing theory provided in Khoiriyah and Safitri (2017). Depending on their teaching and learning, the used of E-Vlog as a media to help the students to enhance speaking skill because it is more interesting and can enrich students with a variety of knowledge about vocabulary, grammar, pronunciation and fluency (Lestari, 2019). Thus, the students can continue to practice their speaking skills by watching E-Vlog anywhere and anytime (Butar et al., 2019).

The result of pre-test in the experimental class and control class showed not much enhanced students speaking ability focus on vocabulary, grammar, and fluency. The most common error found by the writers was fluency when the students expressed their ideas. In describing their favorite place, the students must read their notes. The mistake when students could not utter several word in pre-test with the topic descriptive text. It also related to the lack of knowledge of the students' vocabulary. The students' sometimes used the wrong words because limited vocabulary. It is affected by the students' mother tongue in their native of language.

The previous study strengthened the finding that the students faced the problems in speaking English. Fitriati and Jannah (2016) state that the students may confront nervous, shy, anxious, worry, and feeling afraid. However, the lack of students' preparation could make them feel anxious (Huda, 2018). The students also cannot remember anything to say and do not have any motivation to speak resulting the students only read their text (Isworo, 2016).

During the treatment, students were introduced to an English Travel Channel Vlog that led them to facilitate them catching the important points of the topic of descriptive text clearly. By using those important points students can reconstruct descriptive text outline effortlessly. When the post-test was given, students could describe their favorite place. The result of post-test showed the significant result. Based on the findings, the use of vlog could be used for a media or technique in teaching speaking. It is proven by the students' score and mean in experimental class higher than control class. It is supported by Rakhmanina & Kusumaningrum (2019) who states that video blog helps the students improve their communication skill, disciplinary, social interaction, learning awareness and motivation significantly.

In addition, this research also analyzed questionnaire to get student's response after the implementation of video blog (vlog). This way like the previous study of Rakhmanina and Kusumaningrum (2017) which used experimental method which collected through a questionnaire on speaking motivation and a speaking test. However, the writer only used questionnaire as the second data source and supported the final result of speaking test.

Most of the students respons that the use of Video Blog not only increased their speaking skill but also students' awareness of how to act, feel self-confident, share ideas, learn expression, cooperate with other students, group cohesive, and etc. This is in line with the improved students' post-test result. After the implementation of vlog, the students motivated to be able to speak English better than before using vlog. The students found a new method to improve their confidence and their speaking skill. As Sari (2017) state that vlog enabled the students to speak freely and comfortably without feeling anxious because by using vlog, they feel something new (Jariyah, 2018).

The students also stated that the video blog (vlog) helped them to improve their confidence, find their method to speaking, to express their idea with good vocabulary, grammar and fluency, to have a new method in learn speaking, and to use gadget for the beneficial activity. It means that vlogging was successful in improving students' learning enthusiasm (Reka, 2016).

Regarding to the discussion above, it can be concluded that the implementation of video blog (vlog) is extent to the students' speaking ability in the tenth grade of SMAN 5 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based from the finding of the writer discussed on the previous chapter.

A. Conclusion

According to the research findings and discussion, the writer concluded that the implementation of video blog (vlog) can enhance students' speaking ability. It is proved by the result of speaking test and questionnaire from the experimental class. The students are more active and creative during teaching learning process, and participate in speaking to express what they think in their mind.

B. Suggestion

Based on the conclusions above, the writer put forwards some suggestions and recommendations for teachers, students, and future writers. The writer recommends to the English teacher to apply video blog in teaching speaking. It can enhance learning process much better than a textbook or teacher's explanation. The teacher should pay attention to ensuring that the chosen video blog are aligned with the expected learning outcomes and are appropriate for the students. Moreover, the English teacher should blend the traditional learning with multimedia, so the students' can experience learning directly from experts whenever and wherever they are. Furthermore, for the next writers who have any intention to apply this media to different kinds of text which are appropriate with characteristic and school curriculum.

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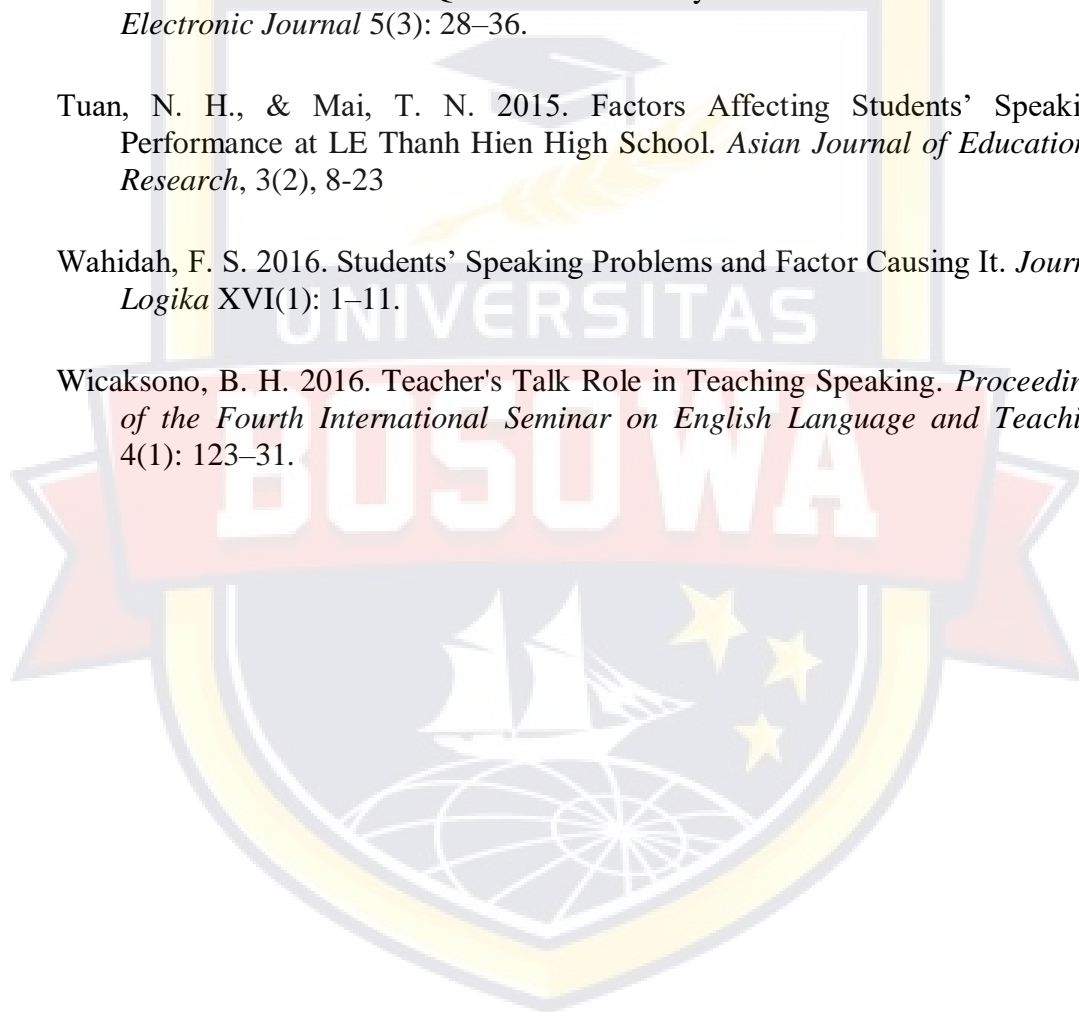
APPENDICES

Appendix 1: Instrument of the Research

PRETEST AND POST-TEST

"Descriptive Text"

Directions:

1. The writer will show a topic for all students in the class
2. Students will give time 10 minutes for prepare themselves to explain their favorite tourism place
3. In pre-test, students will describe their favorite tourism place in front of the class. The writer will record students' perform
4. In post-test, students will describe their favorite tourism place in video blog and upload in their Youtube channel.
5. The time that will give is 3 minutes each student

A. Task activity in Pre-test

- Describe orally based on the topic (about tourism place)

B. Task activity in Post-test

- Describe orally based on the topic after watching video blog on YouTube (about tourism place)

Appendix 3: Syllabus

SILABUS SMA/MA

Mata Pelajaran : **BAHASA INGGRIS - WAJIB**
Kelas : **X**
Kompetensi Inti :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati**	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks	**diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan orang lain *Ungkapan* *My name is... I'm ... I live in ... I have ... I like ....* dan semacamnya *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.	penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. **Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan	menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk		majalah berbahasa Inggris • www.daily english.co m • http://amer icanenglish .state.gov/f iles/ae/reso urce_files • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
penggunaannya. 4.1.Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	(2) Kata kerja dalam simple present tense: *be*, *have* dalam simple present tense (3) Kata tanya *What*? *Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* 　Keteladanan	jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.	tujuan memberi balikan. Sasaran penilaian: • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tentang perilaku terbuka, menghargai perbedaan, perdamaian.	**Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional	**Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* Menjaga	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata,	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.daily english.co

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.	hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* *"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam	ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal		m • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.2.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1.Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.3.Menganalisis fungsi sosial, struktur teks,	**Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan orang lain. *Ungkapan* Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale .* *Are you OK?* *Not, really. I've got a headache.* *Unsur kebahasaan:*	**Mengamati** • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. • Siswa mengikuti interaksi menunjukkan perhatian. • Siswa menirukan model interaksi menunjukkan perhatian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan	1 x 2 JP	• Audio CD/ • SUARA GURU • Koran/ majalah ber • www.daily english.co m • http://amer icanenglis h.state.gov /files/ae/re source_file s • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	Ucapan, tekanan kata, intonasi	lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa menunjukan perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.	perhatian • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*).	pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	**Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu** *Fungsi Sosial* Menyatakan	**Mengamati** • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks • Siswa mengikuti interaksi tentang pernyataan dan	**Kriteria penilaian**: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan	rencana *Struktur Teks* 'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend *Unsur Kebahasaan* Kata kerja *I'd like to .., I will .., I'm going to ...*; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.	pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu • Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris,	sesuatu • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian:** **Pengamatan (observasi)** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul		Inggris • www.daily english.co m • http://amer icanenglish .state.gov/f iles/ae/reso urce_files • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuatu, sesuai dengan konteks penggunaannya 4.4.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb. **Mengekslorasi** • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstuktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu **Mengasosiasi** • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.	kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia **Mengkomunikasikan** • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*)			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	**Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)**	**Mengamati** • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap	2 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
international yang diwujudkan dalam semangat belajar 2.3 Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional 3.5.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.	*Fungsi Sosial* Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. *Struktur text* Ungkapan baku dari sumber-sumber otentik. *Unsur kebahasaan* (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan	ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan(questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan	• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Unjuk kerja** • Melakukan *role-play* (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan		berbahasa Inggris • www.daily english.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.5.Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	kata, intonasi, ketika mempresent asikan secara lisan *Topik* Keteladanan tentang perilaku peduli dan cinta damai.	menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur	dalam menyampaikan ucapan selamat bersayap serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat • Kesungguhan siswa dalam proses		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat	pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
1.1.Mensyukuri	**Tindakan/kejad**	**Mengamati**	Kriteria penilaian:	2 x 2 JP	• Audio CD/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2.Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.6.Menganalisis fungsi sosial,	**ian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya** **(Past Simple dan Present Perfect Tense)** *Fungsi sosial* Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di di waktu lampau yang merujuk waktu terjadinya dengan yang	• Siswa mendengarkan dan membaca banyak kalimat *Past Simple* dan *Present perfect tense*, dalam berbagai konteks. • Siswa berinteraksi menggunakan kalimat *Past Simple* dan *Present perfect tense* selama proses pembelajaran, dengan bimbingan guru. • Siswa menirukan contoh-contoh kalimat *Past Simple* dan *Present Perfect tense*, • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat *Past Simple* dan *Present Perfect tense*, (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa	• Pencapaian fungsi sosial • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kelengkapan dan keruntutan struktur teks • Kesesuaian format penulisan/ penyampaian **Cara Penilaian**: **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku jujur, disiplin, percaya diri, dan		VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.daily english.com • http://americanenglish.state.gov /files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya. 4.6.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi	merujuk pada kesudahannya *Struktur teks* *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car* *My friend has prepared everything before we left* *Unsur kebahasaan* (1) Past Simple, Present Perfect (2) Tata bahasa, ucapan,	mempertanyakan antara lain perbedaan antar berbagai *past simple* dan *present perfect* yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. **Mengeksplorasi** • Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang	bertanggung jawab dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.	dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. **Mengasosiasi** • Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa Indonesia. **Mengkomunikasikan** • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan	9 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.daily english.com • http://amer icanenglish .state.gov/f iles/ae/reso urce_files • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9.Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan	nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya	ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa	kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai	sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan	menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja	dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan konteks. .	tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresenta sikan secara lisan. (5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan	penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal'			
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku	**Teks tulis berbentuk *announcement* (pemberitahuan)** *Fungsi sosial* Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi	**Mengamati** • Siswa mendengarkan/membaca teks *announcement* dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks *announcement* • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/	2 x 2 JP	• Audio CD/ VCD/DV D • SUARA GURU • Koran/ majalah berbahasa Inggris • www.daily english.co m • http://amer icanenglis

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya. 4.11. Menangkap makna pemberitahuan (*announcement*). 4.12. Menyusun	antara guru, siswa, kepala sekolah, dan staf administrasi *Struktur Teks* Ungkapan yang lazim digunakan dalam teks *announcement* di media massa maupun di internet, secara urut dan runtut. *Unsur kebahasaan* Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat,	cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus. **Mempertanyakan** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** • Siswa mencari teks lain untuk mendengarkan/membaca teks *announcement* dengan strategi yang digunakan dari berbagai sumber.	penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk pemberitahuan (*announcement*) di depan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (*announcement*) **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat		h.state.gov /files/ae/re source_file s • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi *Multimedia:* Layout, dekorasi, yang membuat tampilan teks lebih menarik	• Siswa berlatih membaca teks *announcement* dengan strategi yang digunakan bersama teman **Mengasosiasi** • Siswa menganalisis teks *announcement* dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks *announcement* yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks *announcement* yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang	melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks *announcement* dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (*learning journal*)	berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1.Mensyukuri kesempatan dapat mempelajari	**Teks *recount* lisan dan tulis, sederhana, tentang**	**Mengamati** • Siswa menyimak berbagai contoh teks recount tentang	Kriteria penilaian: • Pencapaian fungsi sosial	7 x 2 JP	• Audio CD/ VCD/DV D

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount*	**pengalaman /kegiatan/ kejadian/peristi wa**. *Fungsi sosial* Meneladani, membanggakan , bertindak teratur, teliti dan disiplin, melaporkan. *Struktur* a. Menyebutkan tindakan/ peristiwa/keja dian secara umum b. Menyebutkan urutan tindakan/ kejadian/peris tiwa secara kronologis, dan runtut	pengalaman/kegiatan/kejadi anb/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristi wa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.	• Kelengkapan dan keruntutan struktur teks recount • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian** **Unjuk kerja** • Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didepan kelas • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan		• SUARA GURU • Koran/ majalah berbahasa Inggris • www.daily english.co m • http://amer icanenglis h.state.gov /files/ae/re source_file s • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sederhana tentang pengalaman/keja dian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadia n/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur	c. Jika perlu, ada kesimpulan umum. *Unsur kebahasaan* (1) Kata-kata terkait dengan perjuangan hidup, profesionalis me dalam bekerja, kejadian/peri stiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan c	• Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount **Mengeksplorasi** • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks	dalam teks recount **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio**		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan, secara benar dan sesuai dengan konteks	etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresenta sikan secara lisan (5) Rujukan kata *Topik* Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.	*recount* lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis	• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus,		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		yang disampaikan dalam kerja kelompok. **Mengkomunikasi**kan • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (*learning journal*)	komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.		
1.1.Mensyukuri kesempatan	**Teks naratif lisan dan tulis**	**Mengamati**	Kriteria penilaian:	6 x 2 JP	• <u>Audio CD/ VCD/DV</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur	**berbentuk legenda sederhana.** *Fungsi sosial* Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain. *Struktur* a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita *Unsur kebahasaan* (3) Kata-kata terkait	• Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam	• Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan		D • SUARA GURU • Koran/ majalah berbahasa Inggris • www.daily english.com • http://amer icanenglis h.state.gov /files/ae/re source_file s • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana	karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresenta sikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai	bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks	dalam teks naratif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	luhur dan budaya.	recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan	setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	**Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar	**Lagu sederhana** *Fungsi sosial* Menghibur, mengungkapkan perasaan, mengajarkan pesan moral *Unsur kebahasaan* (1) Kata, ungkapan, dan tata	**Mengamati** • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya • Siswa menirukan penguncapan dengan menyanyikan sesuai dengan lagu yang didengar **Mempertanyakan**	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi	2 x 2 JP	• Audio CD/ VCD/DVD • www.youtube • SUARA GURU • Koran/ majalah berbahasa Inggris

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresent asikan secara lisan *Topik* Keteladanan tentang perilaku yang menginspirasi.	• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu **Mengeksplorasi** • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar **Mengasosiasi**	- Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan**		• www.daily english.com • http://amer icanenglis h.state.gov /files/ae/re source_file s • http://learn english.brit ishcouncil. org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin **Mengkomunikasikan** • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.	**Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Appendix 3: Lesson Plan in Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	:	SMA Negeri 5 Makassar
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	X/I (Ganjil)
Materi pokok/Tema	:	Teks lisan dan tulis untuk mendeskripsikan tempat wisata
Alokasi Waktu	:	8 x 40 menit JP (4 x pertemuan)

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	Tujuan Pembelajaran
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks describtive sederhana tentang tempat wisata atau bangunan terkenal
4..4.2 Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	2. Membuat teks pendek dan sederhana tentang tempat wisata dan bangunan bersejarah. 3. Mendeskripsikan secara sederhana tentang tempat wisata dan bangunan bersejarah.

Fokus penguasaan karakter:

Spritual : Berdoa sebelum dan sesudah melakukan kegiatan

Sosial   : Percaya Diri

C. Materi pembelajaran,

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Rujukan kata

D. Model dan Metode Pembelajaran

Model Pembelajaran : Cooperative Learning

Metode Pembelajaran : Communicative Language Learning (CLT)

E. Media dan Alat:

1. Media : Video dan Power Point Presentation
2. Alat : Laptop, LCD, dan Speaker Active

F. Sumber Pembelajaran

1. Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, buku Guru dan Buku Siswa SMA/MA/SMK/SMAK Kelas X
2. Video Blog on Youtube channel "Always a Friday – Travel Channel" dan "Samuel And Audrey – Video Wisata dan Kuliner"

G. Langkah-Langkah Kegiatan Pembelajaran:

1. **Pertemuan pertama: 2 JP**

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari 3) Pendidik menyampaikan tujuan pembelajaran. 4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	8 Menit
Kegiatan Inti	1) Peserta didik menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia 2) Peserta didik membaca teks deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru. 3) Peserta didik menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. 4) Dengan bimbingan dan arahan guru, peserta didik mempertanyakan perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. 5) Peserta didik mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia. 6) Peserta didik mendeskripsikan tempat wisata favorite mereka di depan kelas	60 menit
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-	12

		Menit
	manfaatnya	
	2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saj dipelajari	
	3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari	
	4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya,	
	5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM	
	6) Peserta didik mengucapkan salam perpisahan	

2. **Pertemuan kedua: 2 JP**

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar 3) Pendidik menyampaikan tujuan pembelajaran. 4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	8 Menit
Kegiatan Inti	1) Peserta didik dikelompokkan 5-6 orang secara heterogen. 2) Pendidik memberikan nomor kepada peserta didik setiap kelompok, sehingga masing-masing anggota dalam kelompok memiliki nomor yang berbeda 3) Peserta didik memilih topik tentang tempat wisata	60 menit

	4) Peserta didik diminta untuk mengamati video blog tentang topik yang dipilih secara berkelompok	
	5) Peserta didik diberikan tugas untuk untuk membuat teks deskriptif tentang tempat wisata berdasarkan vlog yang diamati	
	6) Peserta didik mengerjakan tugas di masing-masing kelompoknya, sementara pendidik membimbing dan memfasilitasi siswa dalam menyelesaikan tugas tersebut.	
	7) Setelah semua kelompok selesai mengerjakan tugasnya, pendidik kemudian menyebut/memanggil satu nomor.	
	8) Para peserta didik dari tiap kelompok dengan nomor yang sama, maju ke depan kelas. Di depan kelas peserta didik mempresentasikan hasil deskripsinya	
	5) Pendidik memberikan penguatan hasil kerja kelompok dengan memberikan komentar baik dari segi kosa kata maupun tata bahasanya	
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya	12 Menit
	2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari	
	3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari	
	4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	5) Pendidik mengevaluasi sikap yang baru saja	

	terpantau selama PBM	
	6) Peserta didik mengucapkan salam perpisahan	

3. Pertemuan Ketiga: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik memberikan motivasi kepada peserta didik tentang pentingnya mengatur jadwal kegiatan dalam belajar 3) Pendidik menyampaikan tujuan pembelajaran. 4) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	8 Menit
Kegiatan Inti	1) Peserta didik dikelompokkan 5-6 orang secara heterogen. 2) Peserta didik memilih topik tentang tempat wisata di channel Youtube "Samuel And Audrey – Video Wisata dan Kuliner" 3) Peserta didik diminta untuk mengamati video blog tentang topik yang dipilih secara berkelompok 4) Peserta didik diberikan tugas untuk untuk membuat teks deskriptif tentang tempat wisata	60 menit

	berdasarkan vlog yang diamati	
	5) Peserta didik mengerjakan tugas di masing-masing kelompoknya, sementara pendidik membimbing dan memfasilitasi siswa dalam menyelesaikan tugas tersebut.	
	6) Setelah semua kelompok selesai mengerjakan tugasnya, pendidik kemudian menyebut/memanggil satu nomor.	
	7) Para peserta didik dari tiap kelompok dengan nomor yang sama, maju ke depan kelas. Di depan kelas peserta didik mempresentasikan hasil deskripsinya	
	5) Pendidik memberikan penguatan hasil kerja kelompok dengan memberikan komentar baik dari segi kosa kata maupun tata bahasanya	
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya	12 Menit
	2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari	
	3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari	
	4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM Peserta didik mengucapkan salam perpisahan	

4. Pertemuan keempat: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari 3) Pendidik memberikan motivasi kepada peserta didik tentang petingnya mengatur jadwal kegiatan dalam belajar 4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan 5) Pendidik menyampaikan tujuan pembelajaran. 6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	10 Menit
Kegiatan Inti	1. Peserta didik diminta untuk mengamati vlog tentang tempat wisata favorit mereka 2. Peserta didik diberikan waktu 10 menit untuk mempersiapkan diri mendeskripsikan tempat wisata favoritnya 3. Peserta didik satu persatu mempresentasikan hasil deskripsinya di depan kelas selama 3 menit 4. Pendidik memberikan penguatan hasil kerja	60 menit

	kelompok dengan memberikan komentar baik dari segi kosa kata maupun tata bahasanya	
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saj dipelajari 3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM 6) Peserta didik mengucapkan salam perpisahan	12 Menit

H. Evaluasi

Teknik : Tes secara lisan (berbicara)

Instrument : Bebicara yang benar berdasarkan apa yang telah mereka tonton di youtube mengenai tempat wisata.

I. Pedoman penilaian

No	Criteria	Rating Score	Description
1	Vocabulary	5	Using vocabulary and expression like native speaker
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, speak becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited so it is difficult to understand
		1	Vocabulary is so limited.

2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes make mistake in grammar, but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentences
		1	The grammar mistake is so bad. It is difficult to understand
3	Fluency	5	Speech is smooth as a native speaker's
		4	The fluency is disturbed by language problem
		3	The fluency is disturbed more by language problem
		2	Speech is frequently hesitant and jerky; sentences maybe left uncompleted
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

Pedoman Penskoran:

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$$

Makassar,   Maret 2020

Mengetahui,

Guru Bahasa Inggris   Mahasiswi

Dra. Hj. Nurmianti, M.Si   Nur Chaulani Yunus

Nip: 19651231 199203 2 078   4516101027

Appendix 4: Lesson Plan in Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	:	SMA Negeri 5 Makassar
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	X/I (Ganjil)
Materi pokok/Tema	:	Teks lisan dan tulis untuk mendeskripsikan tempat wisata
Alokasi Waktu	:	8 x 40 menit JP (4 x pertemuan)

A. Kompetensi Inti

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI-3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Tujuan Pembelajaran

KD	Tujuan Pembelajaran
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks describtive sederhana tentang tempat wisata atau bangunan terkenal
4..4.2 Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	5. Membuat teks pendek dan sederhana tentang tempat wisata dan bangunan bersejarah. 6. Mendeskripsikan secara sederhana tentang tempat wisata dan bangunan bersejarah.

Fokus penguasaan karakter:

Spritual : Berdoa sebelum dan sesudah melakukan kegiatan

Sosial   : Percaya Diri

C. Materi pembelajaran,

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya fokus pada satu objek tersebut.

Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Kata kerja bentuk pertama (present tense)
4. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Rujukan kata

D. Model dan Metode Pembelajaran

Model Pembelajaran   : Cooperative Learning

Metode Pembelajaran   : Proect Based Learning (PBL)

E. Media dan Alat:

1. Media   : Video dan Power Point Presentation
2. Alat   : Laptop, LCD, dan Speaker Active

F. Sumber Pembelajaran

Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, Buku Guru dan Buku Siswa SMA/MA/SMK/SMAK Kelas X

G. Langkah-Langkah Kegiatan Pembelajaran:

1. Pertemuan pertama: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari 3) Pendidik memberikan motivasi kepada peserta didik tentang petingnya mengatur jadwal kegiatan dalam belajar 4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan 5) Pendidik menyampaikan tujuan pembelajaran. 6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	10 Menit
Kegiatan Inti	1) Peserta didik diminta untuk mengamati vlog tentang tempat wisata favorit mereka 2) Peserta didik diberikan waktu 10 menit untuk mempersiapkan diri mendeskripsikan tempat wisata favoritnya 3) Peserta didik satu persatu mempresentasikan hasil deskripsinya di depan kelas selama 3 menit	60 menit

	4) Pendidik memberikan penguatan hasil kerja kelompok dengan memberikan komentar baik dari segi kosa kata maupun tata bahasanya	
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saj dipelajari 3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM 6) Peserta didik mengucapkan salam perpisahan	12 Menit

2. Pertemuan kedua: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari	10 Menit

	3) Pendidik memberikan motivasi kepada peserta didik tentang petingnya mengatur jadwal kegiatan dalam belajar	
	4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan	
	5) Pendidik menyampaikan tujuan pembelajaran.	
	6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	
Kegiatan Inti	1) Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat	60 menit
	2) Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.	
	3) Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan	
	4) Secara bererkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari	
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya	12 Menit
	2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari	
	3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari	
	4) Peserta didik memperhatikan informasi tentang	

	rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM	
	6) Peserta didik mengucapkan salam perpisahan	

3. Pertemuan ketiga: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari. 3) Pendidik memberikan motivasi kepada peserta didik tentang petingnya mengatur jadwal kegiatan dalam belajar. 4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan. 5) Pendidik menyampaikan tujuan pembelajaran. 6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	10 Menit
Kegiatan	1) Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan	60

Inti		pengucapan, tekanan kata dan intonasi yang tepat	menit
	2)	Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.	
	3)	Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan	
	4)	Secara bererkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari	
Penutup	7)	Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya	12 Menit
	8)	Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari	
	9)	Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari	
	10)	Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.	
	11)	Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM	
	12)	Peserta didik mengucapkan salam perpisahan	

4. Pertemuan keempat: 2 JP

Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
Pendahuluan	1) Pendidik menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran	10 Menit

	dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	
	2) Pendidik mengajukan pertanyaan yang bertujuan untuk menuntun peserta didik ke materi yang akan dipelajari	
	3) Pendidik memberikan motivasi kepada peserta didik tentang petingnya mengatur jadwal kegiatan dalam belajar	
	4) Pendidik memberikan pertanyaan tentang materi sebelumnya sebagai refleksi kegiatan	
	5) Pendidik menyampaikan tujuan pembelajaran.	
	6) Pendidik menyampaikan ruang lingkup penilaian yang meliputi penilaian sikap : Kerja Sama dan Percaya Diri	
Kegiatan Inti	1) Peserta didik secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat	60 menit
	2) Peserta didik menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.	
	3) Peserta didik menuliskan teks deskriptif tentang tempat wisata atau bangunan bersejarah yang pernah atau ingin dikunjungi	
	4) Peserta didik membacakan hasil tulisannya di depan kelas	
	5) Peserta didik menanggapi hasil teks deskriptif yang telah dibuat oleh peserta didik lain	
	6) Peserta didik mendengarkan dan memperhatikan	

	feedback yang diberikan oleh pendidik	
Penutup	1) Peserta didik dan pendidik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 2) Peserta didik bersama dengan pendidik menyimpulkan hasil belajar dari materi yang baru saja dipelajari 3) Pendidik memberikan penguatan terhadap materi yang baru saja dipelajari 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. 5) Pendidik mengevaluasi sikap yang baru saja terpantau selama PBM 6) Peserta didik mengucapkan salam perpisahan	12 Menit

H. Evaluasi

Teknik   : Tes secara lisan (berbicara)

Instrument : Bebicara yang benar mengenai tempat wisata atau bangunan bersejarah

I. Pedoman penilaian

No	Criteria	Rating Score	Description
1	Vocabulary	5	Using vocabulary and expression like native speaker
		4	Sometimes using vocabulary which is not appropriate
		3	Using vocabulary which is not appropriate, speak becomes limited because the vocabulary is limited
		2	Using wrong vocabulary and it is limited so it is difficult to understand
		1	Vocabulary is so limited.

2	Grammar	5	There is no or little mistake in grammar
		4	Sometimes make mistake in grammar, but it does not influence the meaning
		3	Often makes mistake in grammar and it influences the meaning
		2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentences
		1	The grammar mistake is so bad. It is difficult to understand
3	Fluency	5	Speech is smooth as a native speaker's
		4	The fluency is disturbed by language problem
		3	The fluency is disturbed more by language problem
		2	Speech is frequently hesitant and jerky; sentences maybe left uncompleted
		1	Speech is so halting and fragmentary as to make conversation virtually impossible

Pedoman Penskoran:

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$$

Makassar,   Februari 2019

Mengetahui,

Guru Bahasa Inggris   Mahasiswi

Dra. Hj. Nurmianti, M.Si   Nur Chaulani Yunus

Nip: 19651231 199203 2 078   4516101027

Appendix 5: Students Transcription in Pre-Test

MY FAVORITE PLACE

Jundiy Abdullah N
Score = 53

Thank you for the time, I would like to a describe my text a by title Monas, National Monument. Monas National Monument. Monas National Monument a from Indonesia and a it is a one hundred thirty two meter and the famous contracted a astagfirullah. Indonesian Monument National famous contracted as a Monas is a one hundred thirty two meter. Tower in the focal a Merdeka square symbolizing, symbolizing the battle for Indonesia. It was many picture to memo to memorizing battle for Indonesia automo autonomy. The landmark comprise of a one hundred seventy point seven meter monolite on a forty five forty five meter. Square stage and at a statur of seven meter.

M. Ikhsan R
Score = 73

The Komodo Island. The Komodo Island a is the particulary notable as the home of the a giant lizard in Indonesia often called the Komodo Dragon. It lies a on the shape strait between of Sumbawa and Flores Islands. A the Komodo Dragon is a part of the Komodo National Park. The Komodo Dragon is also have a village, the knamed the Komodo Village. The Komodo village a is have a that a over two thousand population that live side by side a by the komodo dragon. The Komodo Island a is also a have is also over one thousand komodo dragon in there and known as endangered species in Indonesia.

Firstly C
Score = 80

For everyone who likes history, Prambanan Temple is the one of historical. Prambanan Temple. Anyone who likes history, Prambanan Temple is historical tourism place that must be visit. The location is in Yogyakarta around ten minutes from Adisucipto Airport. With spending forty thousand of rupiahs, a we can explore around it all the day, enjoy the beauty and take some pictures and learn something historical about its. A a a Prambanan Temple is the biggest Hindu's Temple site in Asia. The building was completed in the mid ninth century during the regime of Sanjaya Dinasty. The original name of a Prambanan Temple is a Shivarga because the temple was built to dedicate to God of Shiva.

Appendix 6: Students Transcription in Post-Test

MY FAVORITE PLACE

Jundiy Abdullah N
Score = 73

The National Monument or in Indonesia Monumen Nasional famoustly contracted as Monas a is a one hundred thirty two metes or four hundred thirty two hazet tower in the focal point of Merdeka square symbolizing the battle for Indonesia. It was manufactured to memo a memorialize the battle for Indonesia autonomy. The landmark a comprises of a one hundred seventy seven meter monalite on a forty five meter square stage and at a stature of seven meter.

M. Ikhsan R
Score = 80

My descriptive text with entitled the Komodo Island. The Komodo Island is a part of lesser sunda chain of Indonesian Island. The island is a particularly notable of the home of the giant monitor lizard, often called the komodo dragon. It lies on shape stait between Flores and Sumbawa Islands. The komodo dragon also a part of Komodo National Park that manaje by the central government. And there is one village that lies the central of Komodo Island that called the Komodo Village with population over two thousand people. They live side by side with komodo dragon within the park. The komodo dragon is the one of few remaining areas which are inhabited by Komodo Dragon. They are mmm endangered species and protected by the law in Indonesia and they known about one thousand of komodo dragon live in the Komodo Island

Firstly C
Score = 93

For everyone who likes history, Prambanan Temple is the one of historical tourism place that must be visited. The location is in Yogyakarta around ten minutes from Adisucipto Airport. With spending forty thousand of rupiahs, we can explore around it all the day, enjoy the beauty, take some pictures and learn something historical about it. Prambanan Temple is the biggest Hindu's Temple site in Asia. The building was completed in the mid ninth century during the regime of Sanjaya Dinasty. The original name of Prambanan Temple is a Shivarga because the temple was built to dedicate to God of Shiva.

Appendix 7: Pre-Test and Post-Test Score

Pre-test Experimental Class

Siswa	V	G	F	Total	Score
1	3	3	3	9	60
2	3	3	2	8	53
3	3	4	3	10	67
4	3	4	3	10	67
5	3	3	3	9	60
6	4	4	4	12	80
7	3	3	2	8	53
8	3	3	3	9	60
9	4	3	2	9	60
10	3	3	2	8	53
11	3	2	4	9	60
12	3	3	3	9	60
13	3	3	3	9	60
14	4	3	3	10	67
15	3	3	3	9	60
16	3	3	3	9	60
17	4	4	4	12	80
18	2	2	2	6	40
19	4	4	4	12	80
20	3	3	2	8	53
21	4	4	3	11	73
22	3	3	3	9	60
23	3	4	4	11	73
24	3	3	2	8	53
25	4	4	3	11	73
26	3	3	3	9	60
27	4	4	4	12	80
28	3	3	3	9	60
29	4	4	4	12	80
30	4	4	4	12	80
31	4	4	3	11	73

Post-Test Experimental Class

Siswa	V	G	F	Total	Score
1	4	4	4	12	80
2	4	4	3	11	73
3	4	4	4	12	80
4	4	4	4	12	80
5	4	4	4	12	80
6	4	4	4	12	80
7	4	4	3	11	73
8	4	5	4	13	87
9	4	4	4	12	80
10	4	4	3	11	73
11	4	3	4	11	73
12	4	4	4	12	80
13	4	4	3	11	73
14	4	4	4	12	80
15	4	4	4	12	80
16	3	4	4	11	73
17	5	5	4	14	93
18	4	4	3	11	73
19	5	4	4	13	87
20	4	4	3	11	73
21	4	4	4	12	80
22	4	3	3	10	67
23	4	4	4	12	80
24	4	3	3	10	67
25	5	5	4	14	93
26	5	4	4	13	87
27	5	4	4	13	87
28	4	4	3	11	73
29	4	5	4	13	87
30	5	4	4	13	87
31	4	4	4	12	80

Pre-Test Control Class

Siswa	V	G	F	Total	Score
1	5	4	4	13	87
2	4	4	4	12	80
3	3	3	2	8	53
4	3	3	2	8	53
5	4	4	3	11	73
6	4	4	3	11	73
7	4	4	3	11	73
8	3	3	2	8	53
9	3	3	2	8	53
10	4	4	3	11	73
11	3	3	3	9	60
12	4	4	3	11	73
13	4	4	3	11	73
14	3	3	3	9	60
15	3	3	2	8	53
16	3	3	2	8	53
17	3	3	3	9	60
18	4	4	4	12	80
19	3	3	3	9	60
20	3	3	2	8	53
21	4	4	4	12	80
22	4	4	2	10	67
23	4	4	4	12	80
24	4	4	3	11	73
25	3	3	2	8	53
26	3	3	2	8	53
27	3	3	2	8	53
28	4	4	3	11	73
29	4	4	4	12	80
30	3	3	2	8	53
31	3	3	2	8	53

Post-Test Control Class

Siswa	V	G	F	Total	Score
1	5	5	4	14	93
2	5	4	4	13	87
3	4	3	3	10	67
4	3	3	3	9	60
5	4	4	4	12	80
6	4	4	4	12	80
7	4	4	3	11	73
8	3	3	3	9	60
9	3	3	3	9	60
10	4	4	4	12	80
11	4	3	4	11	73
12	5	4	4	13	87
13	4	5	4	13	87
14	4	4	3	11	73
15	4	3	3	10	67
16	3	3	3	9	60
17	3	3	3	9	60
18	5	4	4	13	87
19	4	4	3	11	73
20	4	4	3	11	73
21	4	4	5	13	87
22	5	4	3	12	80
23	4	5	4	13	87
24	4	4	4	12	80
25	4	3	3	10	67
26	4	4	3	11	73
27	4	3	3	10	67
28	4	4	3	11	73
29	5	4	4	13	87
30	3	3	3	9	60
31	4	3	3	10	67

Research Data

No	Eksperimental Class		Control Class	
	Pre-Test	Post-Test	Pre-Test	Post-Test
1	60	80	87	93
2	53	73	80	87
3	67	80	53	67
4	67	80	53	60
5	60	80	73	80
6	80	80	73	80
7	53	73	73	73
8	60	87	53	60
9	60	80	53	60
10	53	73	73	80
11	60	73	60	73
12	60	80	73	87
13	60	73	73	87
14	67	80	60	73
15	60	80	53	67
16	60	73	53	60
17	80	93	60	60
18	40	73	80	87
19	80	87	60	73
20	53	73	53	73
21	73	80	80	87
22	60	67	67	80
23	73	80	80	87
24	53	67	73	80
25	73	93	53	67
26	60	87	53	73
27	80	87	53	67
28	60	73	73	73
29	80	87	80	87
30	80	87	53	60
31	73	80	53	67

Appendix 8: Data Analysis

Descriptive Statistics Experimental Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Experiment	31	40	80	1998	64.45	10.414
Post-Test Experiment	31	67	93	2459	79.32	6.823
Valid N (listwise)	31					

Descriptive Statistics Control Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-Test Control	31	53	87	2014	64.97	11.479
Post-Test Control	31	60	93	2308	74.45	10.240
Valid N (listwise)	31					

Frequency Pre-Test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.2	3.2	3.2
	53	5	16.1	16.1	19.4
	60	12	38.7	38.7	58.1
	67	3	9.7	9.7	67.7
	73	4	12.9	12.9	80.6
	80	6	19.4	19.4	100.0
	Total	31	100.0	100.0	

Frequency Post-Test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	2	6.5	6.5	6.5
	73	9	29.0	29.0	35.5
	80	12	38.7	38.7	74.2
	87	6	19.4	19.4	93.5
	93	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

Frequency Pre-Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	12	38.7	38.7	38.7
	60	4	12.9	12.9	51.6
	67	1	3.2	3.2	54.8
	73	8	25.8	25.8	80.6
	80	5	16.1	16.1	96.8
	87	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Frequency Post-Test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	6	19.4	19.4	19.4
	67	5	16.1	16.1	35.5
	73	7	22.6	22.6	58.1
	80	5	16.1	16.1	74.2
	87	7	22.6	22.6	96.8
	93	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students' Score	Pre-Test Eksperiment (Vlog)	.246	31	.000	.898	31	.006
	Post-Test Eksperimen (Vlog)	.202	31	.002	.911	31	.013
	Pre-Test Control (Textbook)	.239	31	.000	.832	31	.000
	Post-Test Control (Textbook)	.148	31	.082	.910	31	.013

a. Lilliefors Significance Correction

Test Statistics[b]

	Post-Test Eksperiment - Pre-Test Eksperiment	Post-Test Control - Pre-Test Control
Z	-4.825[a]	-4.703[a]
Asymp. Sig. (2-tailed)	.000	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Appendix 9: Documentation

A. Experimental Class

Picture 1: The writer was giving the guidance before doing pre-test

Picture 2: The students were spaking test

Picture 3: The writer gave topic about tourism place to the each group

Picture 4: The students were watching video blog

B. Control Class

Picture 5: The writer gave explanation before pre-test

Picture 6: The students discussed in teaching and learning process

Picture 7: The students were pre-test

Picture 8: The students were doing post-test

Appendix 10: Letter of Research Permission

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 889/S.01/PTSP/2020
Lampiran : -
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.024/FKIP/UNIBOS/II/2019 tanggal 05 Februari 2020 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : **NUR CHAULANI YUNUS**
Nomor Pokok : 4516101027
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE IMPLEMENTATION OF VIDEO BLOG (VLOG) TO ENHANCE EFL STUDENTS SPEAKING ABILITY "

Yang akan dilaksanakan dari : Tgl. *17 Februari s/d 17 Maret 2020*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 12 Februari 2020

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
2. Pertinggal.

SIMAP PTSP 12-02-2020

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap.sulselprov.go.id Email : ptsp@sulselprov.go.id
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UNIVERSITAS BOSOWA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231
Telp. 0411 452 901 – 452 789 Ext. 117,Faks. 0411 424 568
http://www.universitasbosowa.ac.id

Nomor : A.024/FKIP/UNIBOS/II/2019
Lampiran : -
Perihal : *Permohonan Izin Penelitian*

Kepada Yth,
Kepala Sekolah SMA Negeri 5 Makassar
di –
   Tempat

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama   : Nur Chaulani Yunus
NIM   : 4516101027
Program Studi   : Pendidikan Bahasa Inggris
Fakultas   : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
                  Universitas Bosowa

Judul Penelitian :

THE IMPLEMENTATION OF VIDEO BLOG (VLOG) TO ENHANCE EFL
STUDENTS SPEAKING ABILITY

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 5 Februari 2020
Dekan,

Asdar, S.Pd., M.Pd.
NIDN : 0922097001

Tembusan:
1. Rektor Universitas Bosowa
2. Arsip.

BIOGRAPHY

Nur Chaulani Yunus. She was born in Makale, on January 23rd 1994, from the marriage of her parents M. Yunus, S.Sos and Dra. Sarina Manting. She is the first from three siblings. She has one sister and one brother. She began her first education at TK Aisyiah Makale from 2000 to 2001. Then, she continued to MIN Makale from 2001 to 2002. She moved to SDN 102 Lappa in 2002. After graduated in 2006, she studied in SMP Negeri 1 Sinjai and finished in 2009. She completed her education at Senior High School in SMA Negeri 1 Sinjai from 2009 to 2012. After that, she decided to continue her study in English Education Department in Bosowa University from 2016 and graduated in 2020.