

Lesson plan

First Meeting – Experimental Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Descriptive text orally and write simple about the person, place tours and famous historical buildings
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Grateful for the opportunity to learn English as the language of instruction
international communication embodied in the spirit of learning

2.3 Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in simple descriptive texts about famous people, sights and historical buildings, in the context of their use.

4.8. Capturing meaning in simple descriptive and written text.

4.9. Editing descriptive oral and written text, simple, about people, tourist attractions, and famous historical buildings, taking into account the social functions, text structures, and linguistic elements that are true and contextual.

4.10. Prepare simple descriptive and written text on people, places of interest, and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian

3.3.3. Find key ideas, detailed information and specific information and social functions of the read / heard description text.

(Application)

4.4.1. Write a written description text on the person / place of tour / historical building in accordance with the social function of the purpose, structure and elements of language

4.4.2. Prepare an oral descriptive text of historic people / sights / buildings in accordance with the social function of purpose, structure and linguistic elements

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various descriptive texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written description of the person / place of tour / historic building in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can construct descriptive oral text about people / places

Learning Material:

☐ Descriptive oral and written text, simple, about people, sights, and famous historical buildings

☐ Social function: Pride, introduce, identify, praise, criticize, promote, etc.

☐ Text Structure:

(1) Mention of names of people, places of interest, and famous historical buildings and names of the parts selected to be described.

(2) Referring to the nature of people, tourist attractions, and famous historical buildings and their parts

(3) Referring to the action of or relating to the famous people, places of interest, and historical buildings, all of which correspond to the social function to be achieved.

☐ Linguistic Element:

(1) Nouns associated with people, places of interest, and famous historical buildings

(2) Adjectives related to people, places of interest, and famous historical buildings

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally.

(5) Reference word

L. Method:

listening to the teacher , group discussions, library studies, individual and group assignments.

M. Media:

Laptop, Computer, LCD, Point Presentation

N. Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

A. Learning Steps:

First Meeting

1) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

2) Core Activities

Teacher	Student	Time
a. (Observing)		
- Shows pictures of people and asks students to describe them	- Identifies images and describes them	10'
- Listen to the descriptive oral and ask students to identify the images according to the description	Listen to the oral descriptive and ask the students to identify the image according to the description	
- Listen to oral descriptions and ask students to complete their monologue	- Listen to oral descriptions and complete the monologue	

- Listen back oral descriptions and ask students to find difficult vocabulary.	- Listening to oral descriptions back and identifying difficult vocabulary.	
b. (Questioning)		
- Directing students to discuss together to find the meaning of the vocabulary contained in the descriptive text.	- Discuss with teachers and friends about the meaning of difficult vocabulary.	10'
c. (Exploring)		
- Ask students to complete the answers in the text	- Complete the answers in the text	15'
- Ask students to identify the meaning of unknown words through learning the context clue	- Identify unknown words through the context clue	
- Ask students To find out the antonym and synonym of unknown words.	- Searching the antonym and synonym of unknown words	
- ask students to describe someone using a new vocabulary.	- describe someone through a new vocabulary	
d. (Associating)		
- Ask students to complete a simple description based on a given picture	- complete a simple description based on a given picture	
- Ask students to find meaning of difficult words through the context clue	- Read descriptive text and find meaning of difficult word through context clue	
- Giving exercises to students to complete the text through learning context clue	- Work on the exercises to complete the sentence through learning the context of clue	
e. (Communicating)		
- Ask the students to describe unknown words through descriptive text.	- Describe unknown words as well as difficult vocabulary.	20'

- Asking some students to mention the meaning of unknown words through learning context clue	- Mention the meaning of unknown words	
- Providing feedback to students	- Getting feedback from teachers about identifying the meaning of unknown words	

3) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial


Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,



Worksheets 1

Directions

Sometimes the meaning of a word is explained in a nearby phrase. Phrases that begin "for example," "including," and "such as" tell you that the writer is clarifying, or explaining, a word by giving examples. Use the examples as context clues.

Example: The school prepares its students for a variety of professions, such as auto repair and plumbing.

Auto repair and plumbing are examples of jobs, right? So "profession" must mean job or career.

Pick the best definition for the underlined word.

1. The sweater had many hues, such as green, navy blue, and magenta.
 - a. Colors
 - b. Patterns
 - c. Textures
 - d. Threads
2. The famous author published books under many aliases, including Sue Berry, Katherine Healy, and Tara Rand.
 - a. Readers
 - b. Versions
 - c. Names
 - d. Publishers
3. Carpenters rely on a range of implements, such as hammers of many sizes and several kinds of screwdrivers and wrenches.
 - a. Tools
 - b. Techniques
 - c. Clients
 - d. Instructions
4. Bill is always tardy for class. Yesterday, for example, he showed up 15 minutes after class had started.

- a. Late
 - b. Ready
 - c. On time
 - d. Prepared
5. The employees presented a list of grievances to the manager, specifically, low wages and no medical insurance.
- a. Compliments
 - b. Complaints
 - c. Requirements
 - d. Recommendations
6. George has the flu. Usually, he's energetic, but today he's lethargic.
- a. Unhappy
 - b. Sluggish
 - c. Sick
 - d. Thoughtful
7. Helen tended to cry when she was upset about work or family, but in the face of danger, she was stoic.
- a. Generous
 - b. Frightened
 - c. Not showing pain or emotion
 - d. Sad
8. Instead of finding the dilapidated cottage he expected, Justin was surprised to see that it was in good repair.
- a. Fallen into ruins
 - b. Musty
 - c. Under renovation
 - d. Sunny
9. Cooking dinner day in, day out is anathema to Yvette, yet she loves to cook for friends on special occasions.
- a. Something hated
 - b. Something appreciated
 - c. Something difficult

d. Something foolish

10. Helen tended to cry when she was upset about work or family, but in the face of danger, she was stoic.

a. Generous

b. Frightened

c. Not showing pain or emotion

d. Sad

My cat zedva

Zedva is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes he ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

From the text above find out the unfamiliar words and make into synonym, antonym after that find out the meaning. Do it by your self through context clue learning!

Lesson plan

First Meeting – Control Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Descriptive text orally and write simple about the person, place tours and famous historical buildings
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Grateful for the opportunity to learn English as the language of instruction
international communication embodied in the spirit of learning

2.3 Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in simple descriptive texts about famous people, sights and historical buildings, in the context of their use.

4.8. Capturing meaning in simple descriptive and written text.

4.9. Editing descriptive oral and written text, simple, about people, tourist attractions, and famous historical buildings, taking into account the social functions, text structures, and linguistic elements that are true and contextual.

4.10. Prepare simple descriptive and written text on people, places of interest, and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian

3.3.3. Find key ideas, detailed information and specific information and social functions of the read / heard description text.

(Application)

4.4.1. Write a written description text on the person / place of tour / historical building in accordance with the social function of the purpose, structure and elements of language

4.4.2. Prepare an oral descriptive text of historic people / sights / buildings in accordance with the social function of purpose, structure and linguistic elements

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various descriptive texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written description of the person / place of tour / historic building in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can construct descriptive oral text about people / places

Learning Material:

☐ Descriptive oral and written text, simple, about people, sights, and famous historical buildings

☐ Social function: Pride, introduce, identify, praise, criticize, promote, etc.

☐ Text Structure:

(1) Mention of names of people, places of interest, and famous historical buildings and names of the parts selected to be described.

(2) Referring to the nature of people, tourist attractions, and famous historical buildings and their parts

(3) Referring to the action of or relating to the famous people, places of interest, and historical buildings, all of which correspond to the social function to be achieved.

☐ Linguistic Element:

(1) Nouns associated with people, places of interest, and famous historical buildings

(2) Adjectives related to people, places of interest, and famous historical buildings

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally.

(5) Reference word

L. Method:

listening to the teacher , group discussions, library studies, individual and group assignments.

M. Media:

Laptop, Computer, LCD, Point Presentation

N. Source:

- Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- English Dictionary
- Experience of learners and teachers

B. Learning Steps:

First Meeting

1) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

2) Core Activities

Teacher	Student	Time
a. (Observing)		
- Shows pictures of people and asks students to describe them	- Identifies images and describes them	10'
- Listen to the descriptive oral and ask students to identify the images according to the description	Listen to the oral descriptive and ask the students to identify the image according to the description	
- Listen to oral descriptions and ask students to complete their monologue	- Listen to oral descriptions and complete the monologue	
- Listen back oral descriptions and ask students to find difficult vocabulary.	- Listening to oral descriptions back and identifying difficult vocabulary.	

b. (Questioning)		
- Directing students to discuss together to find the meaning of the vocabulary contained in the descriptive text.	- Discuss with teachers and friends about the meaning of difficult vocabulary.	10'
c. (Exploring)		
- Ask students to complete the answers in the text	- Complete the answers in the text	15'
- Ask students to identify the meaning of unknown words through learning the context clue	- Identify unknown words through the context clue	
- Ask students To find out the antonym and synonym of unknown words.	- Searching the antonym and synonym of unknown words	
- ask students to describe someone using a new vocabulary.	- describe someone through a new vocabulary	
d. (Associating)		
- Ask students to complete a simple description based on a given picture	- complete a simple description based on a given picture	
- Ask students to find meaning of difficult words through the context clue	- Read descriptive text and find meaning of difficult word through context clue	
- Giving exercises to students to complete the text through learning context clue	- Work on the exercises to complete the sentence through learning the context of clue	
e. (Communicating)		
- Ask the students to describe unknown words through descriptive text.	- Describe unknown words as well as difficult vocabulary.	20'
- Asking some students to mention the meaning of unknown words through learning context clue	- Mention the meaning of unknown words	

- Providing feedback to students	- Getting feedback from teachers about identifying the meaning of unknown words	
----------------------------------	---	--

3) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
	

3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,



Worksheets 1

Directions

Sometimes the meaning of a word is explained in a nearby phrase. Phrases that begin "for example," "including," and "such as" tell you that the writer is clarifying, or explaining, a word by giving examples. Use the examples as context clues.

Example: The school prepares its students for a variety of professions, such as auto repair and plumbing.

Auto repair and plumbing are examples of jobs, right? So "profession" must mean job or career.

Pick the best definition for the underlined word.

1. The sweater had many hues, such as green, navy blue, and magenta.
 - a. Colors
 - b. Patterns
 - c. Textures
 - d. Threads
2. The famous author published books under many aliases, including Sue Berry, Katherine Healy, and Tara Rand.
 - a. Readers
 - b. Versions
 - c. Names
 - d. Publishers
3. Carpenters rely on a range of implements, such as hammers of many sizes and several kinds of screwdrivers and wrenches.
 - a. Tools
 - b. Techniques
 - c. Clients
 - d. Instructions
4. Bill is always tardy for class. Yesterday, for example, he showed up 15 minutes after class had started.

- a. Late
 - b. Ready
 - c. On time
 - d. Prepared
5. The employees presented a list of grievances to the manager, specifically, low wages and no medical insurance.
- a. Compliments
 - b. Complaints
 - c. Requirements
 - d. Recommendations
6. George has the flu. Usually, he's energetic, but today he's lethargic.
- a. Unhappy
 - b. Sluggish
 - c. Sick
 - d. Thoughtful
7. Helen tended to cry when she was upset about work or family, but in the face of danger, she was stoic.
- a. Generous
 - b. Frightened
 - c. Not showing pain or emotion
 - d. Sad
8. Instead of finding the dilapidated cottage he expected, Justin was surprised to see that it was in good repair.
- a. Fallen into ruins
 - b. Musty
 - c. Under renovation
 - d. Sunny
9. Cooking dinner day in, day out is anathema to Yvette, yet she loves to cook for friends on special occasions.
- a. Something hated
 - b. Something appreciated
 - c. Something difficult

d. Something foolish

10. Helen tended to cry when she was upset about work or family, but in the face of danger, she was stoic.

a. Generous

b. Frightened

c. Not showing pain or emotion

d. Sad

My cat zedva

Zedva is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys movie in Television , especially chanel those for vichanel and cinemas 24. almost every day of my cat zedva Always watch television, after the feed and Sometimes he ate while watching television.

Zedva is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Zedva does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

From the text above find out the unfamiliar words and make into synonym, antonym after that find out the meaning. Do it by your self through context clue learning!

Lesson plan

Second Meetings – Experimental Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Descriptive text orally and write simple about the person, place tours and famous historical buildings
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Grateful for the opportunity to learn English as the language of instruction
international communication embodied in the spirit of learning

2.3 Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in simple descriptive texts about famous people, sights and historical buildings, in the context of their use.

4.8. Capturing meaning in simple descriptive and written text.

4.9. Editing descriptive oral and written text, simple, about people, tourist attractions, and famous historical buildings, taking into account the social functions, text structures, and linguistic elements that are true and contextual.

4.10. Prepare simple descriptive and written text on people, places of interest, and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian

3.3.3. Find key ideas, detailed information and specific information and social functions of the read / heard description text.

(Application)

4.4.1. Write a written description text on the person / place of tour / historical building in accordance with the social function of the purpose, structure and elements of language

4.4.2. Prepare an oral descriptive text of historic people / sights / buildings in accordance with the social function of purpose, structure and linguistic elements

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various descriptive texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written description of the person / place of tour / historic building in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can construct descriptive oral text about people / places

Learning Material:

☐ Descriptive oral and written text, simple, about people, sights, and famous historical buildings

☐ Social function: Pride, introduce, identify, praise, criticize, promote, etc.

☐ Text Structure:

(1) Mention of names of people, places of interest, and famous historical buildings and names of the parts selected to be described.

(2) Referring to the nature of people, tourist attractions, and famous historical buildings and their parts

(3) Referring to the action of or relating to the famous people, places of interest, and historical buildings, all of which correspond to the social function to be achieved.

☐ Linguistic Element:

(1) Nouns associated with people, places of interest, and famous historical buildings

(2) Adjectives related to people, places of interest, and famous historical buildings

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally.

(5) Reference word

L. Method:

listening to the teacher , group discussions, library studies, individual and group assignments.

M. Media:

Laptop, Computer, LCD, Point Presentation

N. Source:

- Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- English Dictionary
- Experience of learners and teachers

4) Learning Steps:

First Meeting

1) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

2) Core Activities

Teacher	Student	Time
a. (Observing)		
- Shows pictures of people and asks students to describe them	- Identifies images and describes them	10'
- Listen to the descriptive oral and ask students to identify the images according to the description	Listen to the oral descriptive and ask the students to identify the image according to the description	
- Listen to oral descriptions and ask students to complete their monologue	- Listen to oral descriptions and complete the monologue	
- Listen back oral descriptions and ask students to find difficult vocabulary.	- Listening to oral descriptions back and identifying difficult vocabulary.	

b. (Questioning)		
- Directing students to discuss together to find the meaning of the vocabulary contained in the descriptive text.	- Discuss with teachers and friends about the meaning of difficult vocabulary.	10'
c. (Exploring)		
- Ask students to complete the answers in the text	- Complete the answers in the text	15'
- Ask students to identify the meaning of unknown words through learning	- Identify unknown words	
- Ask students To find out the antonym and synonym of unknown words.	- Searching the antonym and synonym of unknown words	
- ask students to describe someone using a new vocabulary.	- describe someone through a new vocabulary	
d. (Associating)		
- Ask students to complete a simple description based on a given picture	- complete a simple description based on a given picture	
- Ask students to find meaning of difficult words	- Read descriptive text and find meaning of difficult word	
- Giving exercises to students to complete the text	- Work on the exercises to complete the sentence	
e. (Communicating)		
- Ask the students to describe unknown words through descriptive text.	- Describe unknown words as well as difficult vocabulary.	20'
- Asking some students to mention the meaning of unknown words through learning context clue	- Mention the meaning of unknown words	
- Providing feedback to students	- Getting feedback from teachers about identifying the meaning of unknown words	

3) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran**2. Sikap****- Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

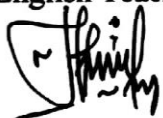
Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Worksheets 2

Find the Meaning from the Text

"The Velveteen Rabbit" is a story of a stuffed toy that is given to a little boy for Christmas. At first the rabbit is not played with very much. But later, the little boy finds he likes the rabbit best of all. Below is a paragraph from the beginning of the story.

The Velveteen Rabbit by Margery Williams

*For a long time he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was **naturally** shy. Being only made of **velveteen**, some of the more **expensive** toys quite **snubbed** him. The mechanical toys were very **superior** and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two **seasons** and lost most of his paint, caught the tone from them. He never missed an **opportunity** of **referring** to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with **sawdust** like himself. He understood that sawdust was quite **out-of-date** and should never be mentioned in modern circles.*

Appendix II

Match the Meanings

Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

- | | |
|-----------------------|------------------------|
| _____ 1. naturally | A. talking about |
| _____ 2. velveteen | B. chance |
| _____ 3. expensive | C. old fashioned |
| _____ 4. snubbed | D. soft wood chips |
| _____ 5. superior | E. times of the year |
| _____ 6. seasons | F. soft cloth |
| _____ 7. opportunity | G. usually |
| _____ 8. referring to | H. lived |
| _____ 9. technical | I. special knowledge |
| _____ 10. existed | J. ignored |
| _____ 11. sawdust | K. cost a lot of money |
| _____ 12. out-of-date | L. stuck up |

Lesson plan

Second Meetings – Control Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Descriptive text orally and write simple about the person, place tours and famous historical buildings
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Grateful for the opportunity to learn English as the language of instruction
international communication embodied in the spirit of learning

2.3 Shows responsibility, caring, cooperation, and peace-loving behaviors in carrying out functional communication

3.7. Analyze social functions, text structures, and linguistic elements in simple descriptive texts about famous people, sights and historical buildings, in the context of their use.

4.8. Capturing meaning in simple descriptive and written text.

4.9. Editing descriptive oral and written text, simple, about people, tourist attractions, and famous historical buildings, taking into account the social functions, text structures, and linguistic elements that are true and contextual.

4.10. Prepare simple descriptive and written text on people, places of interest, and famous historical buildings, taking into account the purpose, structure of the text, and linguistic elements, correctly and in context.

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Comparing the differences between the various text descriptions available in English, the difference in English text with the one in Indonesian

3.3.3. Find key ideas, detailed information and specific information and social functions of the read / heard description text.

(Application)

4.4.1. Write a written description text on the person / place of tour / historical building in accordance with the social function of the purpose, structure and elements of language

4.4.2. Prepare an oral descriptive text of historic people / sights / buildings in accordance with the social function of purpose, structure and linguistic elements

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify social functions, text structure and grammar of descriptive oral and written text

3.3.2. Students can compare the differences between the various descriptive texts present in English, the difference in English text with those in Indonesian

3.3.3. Students can find key ideas, detailed information and specific information and social functions of the read / heard text.

(Application)

4.4.1. Students can compose text of written description of the person / place of tour / historic building in accordance with the social function of purpose, structure and elements of language

4.4.2. Students can construct descriptive oral text about people / places

Learning Material:

☐ Descriptive oral and written text, simple, about people, sights, and famous historical buildings

☐ Social function: Pride, introduce, identify, praise, criticize, promote, etc.

☐ Text Structure:

(1) Mention of names of people, places of interest, and famous historical buildings and names of the parts selected to be described.

(2) Referring to the nature of people, tourist attractions, and famous historical buildings and their parts

(3) Referring to the action of or relating to the famous people, places of interest, and historical buildings, all of which correspond to the social function to be achieved.

☐ Linguistic Element:

(1) Nouns associated with people, places of interest, and famous historical buildings

(2) Adjectives related to people, places of interest, and famous historical buildings

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally.

(5) Reference word

L. Method:

listening to the teacher , group discussions, library studies, individual and group assignments.

M. Media:

Laptop, Computer, LCD, Point Presentation

N. Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

B) Learning Steps:

First Meeting

1. Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

2). Core Activities

Teacher	Student	Time
a. (Observing)		
- Shows pictures of people and asks students to describe them	- Identifies images and describes them	10'
- Listen to the descriptive oral and ask students to identify the images according to the description	Listen to the oral descriptive and ask the students to identify the image according to the description	
- Listen to oral descriptions and ask students to complete their monologue	- Listen to oral descriptions and complete the monologue	

- Listen back oral descriptions and ask students to find difficult vocabulary.	- Listening to oral descriptions back and identifying difficult vocabulary.	
b. (Questioning)		
- Directing students to discuss together to find the meaning of the vocabulary contained in the descriptive text.	- Discuss with teachers and friends about the meaning of difficult vocabulary.	10'
c. (Exploring)		
- Ask students to complete the answers in the text	- Complete the answers in the text	15'
- Ask students to identify the meaning of unknown words through learning the context clue	- Identify unknown words through the context clue	
- Ask students To find out the antonym and synonym of unknown words.	- Searching the antonym and synonym of unknown words	
- ask students to describe someone using a new vocabulary.	- describe someone through a new vocabulary	
d. (Associating)		
- Ask students to complete a simple description based on a given picture	- complete a simple description based on a given picture	
- Ask students to find meaning of difficult words through the context clue	- Read descriptive text and find meaning of difficult word through context clue	
- Giving exercises to students to complete the text through learning context clue	- Work on the exercises to complete the sentence through learning the context of clue	
e. (Communicating)		
- Ask the students to describe unknown words through descriptive text.	- Describe unknown words as well as difficult vocabulary.	20'

- Asking some students to mention the meaning of unknown words through learning context clue	- Mention the meaning of unknown words	
- Providing feedback to students	- Getting feedback from teachers about identifying the meaning of unknown words	

3). Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

3. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

11. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

12. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

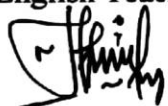
Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd

NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix I

Find the Meaning from the Text

"The Velveteen Rabbit" is a story of a stuffed toy that is given to a little boy for Christmas. At first the rabbit is not played with very much. But later, the little boy finds he likes the rabbit best of all. Below is a paragraph from the beginning of the story.

The Velveteen Rabbit *by Margery Williams*

*For a long time he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was **naturally** shy. Being only made of **velveteen**, some of the more **expensive** toys quite **snubbed** him. The mechanical toys were very **superior** and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two **seasons** and lost most of his paint, caught the tone from them. He never missed an **opportunity** of **referring** to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with **sawdust** like himself. He understood that sawdust was quite **out-of-date** and should never be mentioned in modern circles.*

Appendix II

Match the Meanings

Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

- | | |
|-----------------------|------------------------|
| _____ 1. naturally | A. talking about |
| _____ 2. velveteen | B. chance |
| _____ 3. expensive | C. old fashioned |
| _____ 4. snubbed | D. soft wood chips |
| _____ 5. superior | E. times of the year |
| _____ 6. seasons | F. soft cloth |
| _____ 7. opportunity | G. usually |
| _____ 8. referring to | H. lived |
| _____ 9. technical | I. special knowledge |
| _____ 10. existed | J. ignored |
| _____ 11. sawdust | K. cost a lot of money |
| _____ 12. out-of-date | L. stuck up |

Lesson plan

Third Meetings – Experimental Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Written text in the form of announcement
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.8. Analyze the social function, text structure, and linguistic elements of the notification text (announcement), in accordance with the context of its use.

4.11. Capturing the meaning of the announcement.

4.12. Compose text write notifications (announcement), very short and simple,
taking into account the correct social function, text structure, and linguistic elements
and contextual

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of text notices (announcement),

3.3.2. Captures the meaning of the notification (announcement).

(Application)

4.4.1. Prepare the text of the notice (announcement), very short and simple, with respect to social functions, text structure, and linguistic elements that are true and contextual

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the announcement text,

3.3.2. Students can capture the meaning of the notification (announcement).

(Application)

4.4.1. Students can compose announcement notes, very short and simple, taking into account the social function, text structure, and linguistic elements that are true and contextual

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

C. Learning Steps:

First Meeting

D. Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

E. Core Activities

Teacher	Student	Time
a. (Observing)		
- Show an announcement and ask students to answer the questions	- Observe the announcement and answer the question	10'

- listening to words related to the announcement and asking students to imitate them	- Listening to words related to the announcement and mimicking them	
- Listening to the next announcement and identifying where the meaning of the given announcement	- Listening to the next announcement and identifying where the announcement was given	
- Ask the students to imitate the announcement by reading	- Imitating the announcement read by the teacher	
b. (Questioning)		
- provides an opportunity for students to discuss unknown words in answering questions	- Conduct group discussions on related meanings in the text	10'
- Identify the differences of synonyms and antonyms in the text of announcement	- Discussion together identifies the differences synonyms and antonyms in the text of the announcement	
c. (Exploring)		
- Listening to the announcement and asking students to do the exercises; answer questions, complete the announcement and complete the sentences with the right words	- Listen to the announcement and ask students to do the exercises; answer questions, complete the announcement and complete the sentence with the right words	15'
- Ask students to read other types of announcements and answer questions	- read other types of announcements and answer questions	
- Ask students to read the use of conjunctions in the text of the announcement and do the exercises	- read the use of conjunctions in the text of the announcement and do the exercises	
d. (Associating)		

- Listen to the spoken announcement and answer the question	- Listen to the spoken announcement and answer the question	
- Ask students to read some written announcement and identify the information	- read some written announcement and identify the information	
e. (Communicating)		
- Provide feedback on the announcement generated by students from the elements of meaning, synonyms and antonyms.	- Gain feedback from teachers on the resulting announcement.	20'

F. Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

4. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd

NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Learning Material

Context clues are bits of information within a text that will assist you in deciphering the meaning of unknown words. By becoming more aware of particular words and phrases surrounding a difficult word, you can make logical guesses about its meaning. The following are the different types of context clues:

Sometimes a text directly states the definition or a restatement of the unknown word. The brief definition or restatement is signaled by a word or a punctuation mark. Consider the following example:

If you visit Alaska, you will likely see many glaciers, or slow moving masses of ice.

In this sentence, the word glaciers is defined by the phrase that follows the signal word or, which is slow moving masses of ice.

In other instances, the text may restate the meaning of the word in a different way, by using punctuation as a signal. Look at the following example:

Marina was indignant—fuming mad—when she discovered her brother had left for the party without her.

Although fuming mad is not a formal definition of the word indignant, it does serve to define it.

These two examples use signals—the word or and the punctuation dashes—to indicate the meaning of the unfamiliar word. Other signals to look for are the words is, as, means, known as, and refers to.

Synonyms and Antonyms

Sometimes a text gives a synonym of the unknown word to signal the meaning of the unfamiliar word:

When you interpret an image, you actively question and examine what the image connotes and suggests.

In this sentence the word suggests is a synonym of the word connotes. The word and sometimes signals synonyms.

Likewise, the word but may signal a contrast, which can help you define a word by its antonym.

I abhor clothes shopping, but I adore grocery shopping.

The word abhor is contrasted with its opposite: adore. From this context, the reader can guess that abhor means to dislike greatly.

Worksheets 3 (paired group)

Make the text through the learning context clue based on the explanation above!

Lesson plan

Third Meetings – Control Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Written text in the form of announcement
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.8. Analyze the social function, text structure, and linguistic elements of the notification text (announcement), in accordance with the context of its use.

4.11. Capturing the meaning of the announcement.

- 4.12. Compose text write notifications (announcement), very short and simple,
taking into account the correct social function, text structure, and linguistic elements
and contextual

Indicators:

(Spiritual Attitude)

- 1.1.1. Shows the spirit of following learning
- 1.1.2. Shows the seriousness of following learning

(Social Attitude)

- 2.1.1. Shows polite behavior in interpersonal communication with teachers and friends
- 2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

- 3.3.1. Identify social functions, text structures, and linguistic elements of text notices (announcement),
- 3.3.2. Captures the meaning of the notification (announcement).

(Application)

- 4.4.1. Prepare the text of the notice (announcement), very short and simple, with respect to social functions, text structure, and linguistic elements that are true and contextual

Learning Objectives:

(Spiritual Attitude)

- 1.1.3. Students can show the spirit of learning.
- 1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

- 2.1.1. Students can show good manners in interpersonal communication with teachers and friends.
- 2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

- 3.3.1. Students can identify the social function, text structure, and linguistic elements of the announcement text,
- 3.3.2. Students can capture the meaning of the notification (announcement).

(Application)

4.4.1. Students can compose announcement notes, very short and simple, taking into account the social function, text structure, and linguistic elements that are true and contextual

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

G. Learning Steps:

First Meeting

H. Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

I. Core Activities

Teacher	Student	Time
a. (Observing)		
- Show an announcement and ask students to answer the questions	- Observe the announcement and answer the question	10'
- listening to words related to the announcement and asking students to imitate them	- Listening to words related to the announcement and mimicking them	
- Listening to the next announcement and identifying	- Listening to the next announcement and	

where the meaning of the given announcement	identifying where the announcement was given	
- Ask the students to imitate the announcement by reading	- Imitating the announcement read by the teacher	
b. (Questioning)		
- provides an opportunity for students to discuss unknown words in answering questions	- Conduct group discussions on related meanings in the text	10'
- Identify the differences of synonyms and antonyms in the text of announcement	- Discussion together identifies the differences synonyms and antonyms in the text of the announcement	
c. (Exploring)		
- Listening to the announcement and asking students to do the exercises; answer questions, complete the announcement and complete the sentences with the right words	- Listen to the announcement and ask students to do the exercises; answer questions, complete the announcement and complete the sentence with the right words	15'
- Ask students to read other types of announcements and answer questions	- read other types of announcements and answer questions	
- Ask students to read the use of conjunctions in the text of the announcement and do the exercises	- read the use of conjunctions in the text of the announcement and do the exercises	
d. (Associating)		
- Listen to the spoken announcement and answer the question	- Listen to the spoken announcement and answer the question	
- Ask students to read some written announcement and identify the information	- read some written announcement and identify the information	

e. (Communicating)		
- Provide feedback on the announcement generated by students from the elements of meaning, synonyms and antonyms.	- Gain feedback from teachers on the resulting announcement.	20'

J. Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

1. Sikap

- **Penilaian Observasi**

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedi

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Learning Material

Context clues are bits of information within a text that will assist you in deciphering the meaning of unknown words. By becoming more aware of particular words and phrases surrounding a difficult word, you can make logical guesses about its meaning. The following are the different types of context clues:

Sometimes a text directly states the definition or a restatement of the unknown word. The brief definition or restatement is signaled by a word or a punctuation mark. Consider the following example:

If you visit Alaska, you will likely see many glaciers, or slow moving masses of ice.

In this sentence, the word glaciers is defined by the phrase that follows the signal word or, which is slow moving masses of ice.

In other instances, the text may restate the meaning of the word in a different way, by using punctuation as a signal. Look at the following example:

Marina was indignant—fuming mad—when she discovered her brother had left for the party without her.

Although fuming mad is not a formal definition of the word indignant, it does serve to define it.

These two examples use signals—the word or and the punctuation dashes—to indicate the meaning of the unfamiliar word. Other signals to look for are the words is, as, means, known as, and refers to.

Synonyms and Antonyms

Sometimes a text gives a synonym of the unknown word to signal the meaning of the unfamiliar word:

When you interpret an image, you actively question and examine what the image connotes and suggests.

In this sentence the word suggests is a synonym of the word connotes. The word and sometimes signals synonyms.

Likewise, the word but may signal a contrast, which can help you define a word by its antonym.

I abhor clothes shopping, but I adore grocery shopping.

The word abhor is contrasted with its opposite: adore. From this context, the reader can guess that abhor means to dislike greatly.

Worksheets 3 (paired group)

Make the text through the learning context clue based on the explanation above!

Lesson plan

Fourth Meetings – Experimental Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Written text in the form of announcement
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.8. Analyze the social function, text structure, and linguistic elements of the notification text (announcement), in accordance with the context of its use.

4.11. Capturing the meaning of the announcement.

4.12. Compose text write notifications (announcement), very short and simple,
taking into account the correct social function, text structure, and linguistic elements
and contextual

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of text notices (announcement), (K1)

3.3.2. Captures the meaning of the notification (announcement).

(Application)

4.4.1. Prepare the text of the notice (announcement), very short and simple, with respect to social functions, text structure, and linguistic elements that are true and contextual

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the announcement text,

3.3.2. Students can capture the meaning of the notification (announcement).

(Application)

4.4.1. Students can compose announcement notes, very short and simple, taking into account the social function, text structure, and linguistic elements that are true and contextual

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

K. Learning Steps:

First Meeting

4) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

5) Core Activities

Teacher	Student	Time
a. (Observing)		
- Show an announcement and ask students to answer the questions	- Observe the announcement and answer the question	10'
- listening to words related to the announcement and asking students to imitate them	- Listening to words related to the announcement and mimicking them	

- Listening to the next announcement and identifying where the meaning of the given announcement	- Listening to the next announcement and identifying where the announcement was given	
- Ask the students to imitate the announcement by reading	- Imitating the announcement read by the teacher	
b. (Questioning)		
- provides an opportunity for students to discuss unknown words in answering questions	- Conduct group discussions on related meanings in the text	10'
- Identify the differences of synonyms and antonyms in the text of announcement	- Discussion together identifies the differences synonyms and antonyms in the text of the announcement	
c. (Exploring)		
- Listening to the announcement and asking students to do the exercises; answer questions, complete the announcement and complete the sentences with the right words	- Listen to the announcement and ask students to do the exercises; answer questions, complete the announcement and complete the sentence with the right words	15'
- Ask students to read other types of announcements and answer questions	- read other types of announcements and answer questions	
- Ask students to read the use of conjunctions in the text of the announcement and do the exercises	- read the use of conjunctions in the text of the announcement and do the exercises	
d. (Associating)		
- Listen to the spoken announcement and answer the question	- Listen to the spoken announcement and answer the question	

- Ask students to read some written announcement and identify the information	- read some written announcement and identify the information	
e. (Communicating)		
- Provide feedback on the announcement generated by students from the elements of meaning, synonyms and antonyms.	- Gain feedback from teachers on the resulting announcement.	20'

6) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

3. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85

3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

2. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix I

Definition of Announcement

An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about.

Function of Announcement

An announcement is used for giving people some information of what has happened or what will happen.

Generic Structure of Announcement

1. Stating Purpose: The text that contains what event will be held
2. Stating Day and Date: Day and Date realization. The text that contains when the event will be held
3. Stating Place: The text that contains where the event will be held
4. Informing Sender: The text that contains name of the person who will be contacted

Language Feature of Announcement

- Using Simple Present Tense and simple future tense.

Example of words used in announcement

1. *a) Due to some technical problems, the show will...*
 2. *b) We apologize for the inconvenience*
 3. *c) Hi, Guys! Our neighborhood will hold a fund Raising Activity next month*
- Using exact noun
 - Pronunciation and Intonation (spoken announcement)
 - Spelling and Punctuation

ANNOUNCEMENT

We are announcing today that we are bringing the California Milestone and Ever Green brands even closer together. Effective December 5, 2012, our official name will be:

Green Miles West

The substitution of “West” in our name replacing “California” is the result of an agreement we reached with California Gardening Association, following a protest over the original use of “California” in our name.

We hope this does not create any confusion among our loyal customers. While this represent a change from our initial name introduction, it does not change the quality of products we offer our customers

Find out the meaning of the text and explain them

Appendix II

Directions:

I. Match the word in the left column with its definition in the right.

- | | |
|-----------|--|
| 1. Run | an evening meal, a light meal |
| 2. Fight | a yellowish elastic material |
| 3. Race | a very young child |
| 4. Hay | Grass or other plants cut for fodder |
| 5. Map | a woman of superior social position |
| 6. Rubber | to move on foot at a pace faster than walk |
| 7. Supper | to harm an adversary by blows or weapon |
| 8. Bee | a competition of speed |
| 9. Baby | a representation on a plane surface |
| 10. Lady | stinging insect that gather nectar |

II. Discuss with your friends and find out the context clue!

Lesson plan

Fourth Meetings – Control Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Written text in the form of announcement
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1. Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.8. Analyze the social function, text structure, and linguistic elements of the notification text (announcement), in accordance with the context of its use.

4.11. Capturing the meaning of the announcement.

4.12. Compose text write notifications (announcement), very short and simple,
taking into account the correct social function, text structure, and linguistic elements
and contextual

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of text notices (announcement), (K1)

3.3.2. Captures the meaning of the notification (announcement).

(Application)

4.4.1. Prepare the text of the notice (announcement), very short and simple, with respect to social functions, text structure, and linguistic elements that are true and contextual

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the announcement text,

3.3.2. Students can capture the meaning of the notification (announcement).

(Application)

4.4.1. Students can compose announcement notes, very short and simple, taking into account the social function, text structure, and linguistic elements that are true and contextual

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

L. Learning Steps:

First Meeting

7) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

8) Core Activities

Teacher	Student	Time
a. (Observing)		
- Show an announcement and ask students to answer the questions	- Observe the announcement and answer the question	10'
- listening to words related to the announcement and asking students to imitate them	- Listening to words related to the announcement and mimicking them	

- Listening to the next announcement and identifying where the meaning of the given announcement	- Listening to the next announcement and identifying where the announcement was given	
- Ask the students to imitate the announcement by reading	- Imitating the announcement read by the teacher	
b. (Questioning)		
- provides an opportunity for students to discuss unknown words in answering questions	- Conduct group discussions on related meanings in the text	10'
- Identify the differences of synonyms and antonyms in the text of announcement	- Discussion together identifies the differences synonyms and antonyms in the text of the announcement	
c. (Exploring)		
- Listening to the announcement and asking students to do the exercises; answer questions, complete the announcement and complete the sentences with the right words	- Listen to the announcement and ask students to do the exercises; answer questions, complete the announcement and complete the sentence with the right words	15'
- Ask students to read other types of announcements and answer questions	- read other types of announcements and answer questions	
- Ask students to read the use of conjunctions in the text of the announcement and do the exercises	- read the use of conjunctions in the text of the announcement and do the exercises	
d. (Associating)		
- Listen to the spoken announcement and answer the question	- Listen to the spoken announcement and answer the question	

- Ask students to read some written announcement and identify the information	- read some written announcement and identify the information	
e. (Communicating)		
- Provide feedback on the announcement generated by students from the elements of meaning, synonyms and antonyms.	- Gain feedback from teachers on the resulting announcement.	20'

9) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran

4. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100

2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

M. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

N. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix I

Definition of Announcement

An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about.

Function of Announcement

An announcement is used for giving people some information of what has happened or what will happen.

Generic Structure of Announcement

5. Stating Purpose: The text that contains what event will be held
6. Stating Day and Date: Day and Date realization. The text that contains when the event will be held
7. Stating Place: The text that contains where the event will be held
8. Informing Sender: The text that contains name of the person who will be contacted

Language Feature of Announcement

- Using Simple Present Tense and simple future tense.

Example of words used in announcement

4. a) *Due to some technical problems, the show will...*
 5. b) *We apologize for the inconvenience*
 6. c) *Hi, Guys! Our neighborhood will hold a fund Raising Activity next month*
- Using exact noun
 - Pronunciation and Intonation (spoken announcement)
 - Spelling and Punctuation

ANNOUNCEMENT

We are announcing today that we are bringing the California Milestone and Ever Green brands even closer together. Effective December 5, 2012, our official name will be:

Green Miles West

The substitution of “West” in our name replacing “California” is the result of an agreement we reached with California Gardening Association, following a protest over the original use of “California” in our name.

We hope this does not create any confusion among our loyal customers. While this represent a change from our initial name introduction, it does not change the quality of products we offer our customers

Find out the meaning of the text and explain them

Appendix II

Directions:

III. Match the word in the left column with its definition in the right.

11. Run	an evening meal, a light meal
12. Fight	a yellowish elastic material
13. Race	a very young child
14. Hay	Grass or other plants cut for fodder
15. Map	a woman of superior social position
16. Rubber	to move on foot at a pace faster than walk
17. Supper	to harm an adversary by blows or weapon
18. Bee	a competition of speed
19. Baby	a representation on a plane surface
20. Lady	stinging insect that gather nectar

IV. Discuss with your friends and find out the context clue!

Lesson plan

Fifth Meetings – Experimental Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Write oral recount text and write simple about experiences / events / events / events
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, according to context

its use.

4.13. Capturing meaning in plain and simple recount text.

4.14. Prepare oral recount text and write simple about experiences / activities / events / events, taking into account social functions, text structure, and linguistic elements, correctly and in context

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of recount text

3.3.2. Capturing meaning meaning in simple oral recount text.

3.3.3. Comparing differences in various texts about existing experiences / events / events in English, differences in English and English text

(Application)

4.4.1. Arrange the text of oral recount and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the recount text

3.3.2. Students can grasp the meaning of meaning in simple oral and written recount text.

3.3.3. Students can compare differences in different texts about experiences / events / events that exist in English, differences in English text with existing in the Indonesian language.

(Application)

4.4.1. Students can write oral recount text and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context

Material:

☐ Text recount oral and write, simple, about experience / activities / events / events.

☐ Social function: imitate, pride, act regularly, thoroughly and discipline

☐ Text Structure:

(1) Mention actions / events / events in general

(2) Mention the sequence of actions / events / events chronologically, and coherently

(3) If necessary, there is a general conclusion.

☐ Linguistic Element:

(1) Words related to the struggle of life, professionalism in work, events / events that are being discussed.

(2) The mention of a noun

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally

(5) Reference word

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016

☐ English Dictionary

☐ Experience of learners and teachers

O. Learning Steps:

First Meeting

10) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	

- Check the student's attendance	- States students' attendance	
----------------------------------	-------------------------------	--

11) Core Activities

Teacher	Student	Time
a. (Observing)		
- Listening to words that are related to experience and imitating them	- Listen to the words related to experience and imitating them	10'
- Listen to the recount of personal experiences and ask students to complete them and answer questions	- Listen to a recount of personal experiences and ask students to complete and answer questions	
- Listens biography and asks students to complete the table with the information they hear	- Listen to biography and ask students to complete the table with the information they hear	
b. (Questioning)		
- Ask students in groups and identify unknown words and find their meaning.	- Make it into group and identify the meaning of unknown words.	10'
- Provide feedback on student discussions	- Get feedback from discussions	
- Ask students to read diary, other types of recount and answer questions	- read diary, another type of recount and answer the question	
- Ask students to read recount text types	- read the types of recount text provides an opportunity for students to discuss unknown words in answering questions	
c. (Exploring)		
- Giving students an exercise to better recognize the text type	- Work on the exercises to get to know the recount text types by reading the	15'

of recount and to identify the meaning of unknown words	biography and answering the questions and finding new vocabulary.	
d. (Associating)		
- Ask students pairwise analyze the text structure of biography	- pairwise analyze the text structure	
e. (Communicating)		
- Ask some group to do the exercises in a recount text by finding the clue contained in the text	- several pairs of students in groups in doing the exercises	20'
- Provides feedback on simple paragraphs produced by students from vocabulary and word recognition	- Gets feedback from teachers on paragraph	

12) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran**5. Sikap****- Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

P. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

Q. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix I

Learning Material

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

Generic Structure of Recount

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

Social function

to retell events for the purpose of informing or entertaining

When writing recounts you should:

- Focus on individual people i.e. use the words, I or we
- Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
- Write in the past tense e.g. had, visited
- Use action words e.g. helped, crutched.

Our trip to the Blue Mountain

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home.

According to the recount text above, find out the unfamiliar words and the meaning also make it into synonym and antonym!

Appendix II

Going To The Beach

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father, my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare google, swimming suit and clothes. My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tree, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played the sand in spite of my mother took care of us from the tent. I collect the shell, my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

My mother called us to get the tent to enjoy the juicy orange juice and toast. When I looked the watch, it showed 9 morning, we enjoyed there. My parent told us to stop the holiday in the beach because we had to enter the wedding party of our relation at 12. We arrived at home at 10, and were ready to wear kebaya

and batik in the wedding. It was happy time for the family time, going to the beach be our alternative to wasting the tiring day.

Answer the questions below based on the text.

- With whom did the writer go to the beach?
- What did he have to prepare at night before going the beach?
- What would they choose for having breakfast?
- What did father prepare?
- How long did the trip from home until beach happen?
- How much did they pay for the ticket?
- What did father do in the beach?
- Did the writer and his mother play together?
- What did they go home?
- What would they do after getting home from the beach?

Lesson plan
Fifth Meetings – Control Class

School : SMA Angkasa 1 Jakarta
 Subject : English
 Class/Semester : X/II
 Topic : Write oral recount text and write simple about experiences / events / events / events
 Time Allocation : 2x45 Minutes
 Teacher : Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, according to context
 its use.

4.13. Capturing meaning in plain and simple recount text.

4.14. Prepare oral recount text and write simple about experiences / activities / events / events, taking into account social functions, text structure, and linguistic elements, correctly and in context

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of recount text

3.3.2. Capturing meaning meaning in simple oral recount text.

3.3.3. Comparing differences in various texts about existing experiences / events / events in English, differences in English and English text

(Application)

4.4.1. Arrange the text of oral recount and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the recount text

3.3.2. Students can grasp the meaning of meaning in simple oral and written recount text.

3.3.3. Students can compare differences in different texts about experiences / events / events that exist in English, differences in English text with existing in the Indonesian language.

(Application)

4.4.1. Students can write oral recount text and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context

Material:

- ☐ Text recount oral and write, simple, about experience / activities / events / events.
- ☐ Social function: imitate, pride, act regularly, thoroughly and discipline
- ☐ Text Structure:

(1) Mention actions / events / events in general

(2) Mention the sequence of actions / events / events chronologically, and coherently

(3) If necessary, there is a general conclusion.

☐ Linguistic Element:

(1) Words related to the struggle of life, professionalism in work, events / events that are being discussed.

(2) The mention of a noun

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally

(5) Reference word

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

R. Learning Steps:

First Meeting

13) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	

- Check the student's attendance	- States students' attendance	
----------------------------------	-------------------------------	--

14) Core Activities

Teacher	Student	Time
a. (Observing)		
- Listening to words that are related to experience and imitating them	- Listen to the words related to experience and imitating them	10'
- Listen to the recount of personal experiences and ask students to complete them and answer questions	- Listen to a recount of personal experiences and ask students to complete and answer questions	
- Listens biography and asks students to complete the table with the information they hear	- Listen to biography and ask students to complete the table with the information they hear	
b. (Questioning)		
- Ask students in groups and identify unknown words and find their meaning.	- Make it into group and identify the meaning of unknown words.	10'
- Provide feedback on student discussions	- Get feedback from discussions	
- Ask students to read diary, other types of recount and answer questions	- read diary, another type of recount and answer the question	
- Ask students to read recount text types	- read the types of recount text provides an opportunity for students to discuss unknown words in answering questions	
c. (Exploring)		
- Giving students an exercise to better recognize the text type	- Work on the exercises to get to know the recount text types by reading the	15'

of recount and to identify the meaning of unknown words	biography and answering the questions and finding new vocabulary.	
d. (Associating)		
- Ask students pairwise analyze the text structure of biography	- pairwise analyze the text structure	
e. (Communicating)		
- Ask some group to do the exercises in a recount text by finding the clue contained in the text	- several pairs of students in groups in doing the exercises	20'
- Provides feedback on simple paragraphs produced by students from vocabulary and word recognition	- Gets feedback from teachers on paragraph	

15) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran**6. Sikap****- Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

S. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

T. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix I

Learning Material

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

Generic Structure of Recount

Generic Structure of Recount

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

Language Feature of Recount

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

Social function

to retell events for the purpose of informing or entertaining

When writing recounts you should:

- Focus on individual people i.e. use the words, I or we
- Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
- Write in the past tense e.g. had, visited
- Use action words e.g. helped, crutched.

Our trip to the Blue Mountain

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation

In the afternoon we went home.

According to the recount text above, find out the unfamiliar words and the meaning also make it into synonym and antonym!

Appendix II

Going To The Beach

Last week, my family and I went to the beach for spending our holiday. We were my mother, my father, my elder brother and me. You can guess that in the beach was full of the visitors, so we decided to went there earlier, it was around 6 a.m. My parents had us to prepare google, swimming suit and clothes. My mother had planned to have breakfast with boiled instant noodle which would be cooked in the beach. My father prepared our tent and car.

We went the beach so earlier, the road was lonely. We got the beach around 7 p.m it was because it was not far from our city. After arriving the beach, we bought the entering ticket, each the entering ticket was Rp. 10.000/ person. My father decided to set the tent near of the tree, my mother set the fire and started to boil the instant noodle. We had to have breakfast before playing in the beach especially swimming. Finishing the breakfast, we went from the tent and went to beach.

My father swam fast and well, because my elder brother and I could not swim so we played the sand in spite of my mother took care of us from the tent. I collect the shell, my elder brother built the palace from the sand, my mother sometimes went us to make sure that we were fine. She was still baking the bread so we could not play together.

My mother called us to get the tent to enjoy the juicy orange juice and toast. When I looked the watch, it showed 9 morning, we enjoyed there. My parent told us to stop the holiday in the beach because we had

to enter the wedding party of our relation at 12. We arrived at home at 10, and were ready to wear kebaya and batik in the wedding. It was happy time for the family time, going to the beach be our alternative to wasting the tiring day.

Answer the questions below based on the text.

- With whom did the writer go to the beach?
- What did he have to prepare at night before going the beach?
- What would they choose for having breakfast?
- What did father prepare?
- How long did the trip from home until beach happen?
- How much did they pay for the ticket?
- What did father do in the beach?
- Did the writer and his mother play together?
- What did they go home?
- What would they do after getting home from the beach?

Lesson plan

Sixth Meetings – Experimental Class

School : SMA Angkasa 1 Jakarta
 Subject : English
 Class/Semester : X/II
 Topic : Narrative Text
 Time Allocation : 2x45 Minutes
 Teacher : Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.9. Analyze social functions, text structures, and linguistic elements in simple narrative texts about experiences / events / events, according to context its use.

4.13. Capturing meaning in oral narrative text and simple write.

4.14. Prepare oral narrative text and write simple about experiences / activities / events / events, taking into account social functions, text structure, and linguistic elements, correctly and in context

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of narrative text

3.3.2. Capturing meaning meaning in simple oral narrative text.

3.3.3. Comparing differences in various texts about existing experiences / events / events in English, differences in English and English text

(Application)

4.4.1. Arrange the text of oral narrative and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the narrative text

3.3.2. Students can grasp the meaning of meaning in simple oral and written narrative text.

3.3.3. Students can compare differences in different texts about experiences / events / events that exist in English, differences in English text with existing in the Indonesian language.

(Application)

4.4.1. Students can write oral recount text and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context (P4)

Material:

- ☐ Text narrative oral
- ☐ Social function: imitate, pride, act regularly, thoroughly and discipline
- ☐ Text Structure:

(1) Mention actions / events / events in general

(2) Mention the sequence of actions / events / events chronologically, and coherently

(3) If necessary, there is a general conclusion.

☐ Linguistic Element:

(1) Words related to the struggle of life, professionalism in work, events / events that are being discussed.

(2) The mention of a noun

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally

(5) Reference word

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

U. Learning Steps:

First Meeting

16) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

17) Core Activities

Teacher	Student	Time
a. (Observing)		
- Listening to words that are related to experience and imitating them	- Listen to the words related to experience and imitating them	10'
- Listen to the narrative of personal experiences and ask students to complete them and answer questions	- Listen to a narrative of personal experiences and ask students to complete and answer questions	
b. (Questioning)		
- Ask students in groups and identify unknown words and find their meaning.	- Make it into group and identify the meaning of unknown words.	10'
- Provide feedback on student discussions	- Get feedback from discussions	
- Ask students to read diary, other types of recount and answer questions	- read diary, another type of recount and answer the question	
- Ask students to read narrative text types	- read the types of narrative text provides an opportunity for students to discuss unknown words in answering questions	
c. (Exploring)		

- Giving students an exercise to better recognize the text type of narrative and to identify the meaning of unknown words	- Work on the exercises to get to know the narrative text types by reading and finding new vocabulary.	15'
d. (Associating)		
- Ask students pairwise analyze the text structure	- pairwise analyze the text structure	
e. (Communicating)		
- Ask some group to do the exercises in a narrative text by finding the clue contained in the text	- several pairs of students in groups in doing the exercises	20'
- Provides feedback on simple paragraphs produced by students from vocabulary and word recognition	- Gets feedback from teachers on paragraph	

18) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran**7. Sikap****- Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C

2	
---	--	-----	-----	-----	-----	-----	-----	-----

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

V. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

W. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (Inferred meaning does not reflect use of context for support.)	Some context clues are used to infer meaning of words. (Inferred meaning reflects some connection to the context, but this connection is incomplete or not entirely clear.)	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the meaning of the words.

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix

THE UGLY DUCKLING

Hans Christian Andersen wrote the story of “The Ugly Duckling.” It tells about a small baby duck, called a duckling, who is a very ugly duck. He is not very happy because all the farm animals make fun of him. Then, one day the duckling grows up. He finds out he is not a duck, but a beautiful swan! Below is part of the story.

The poor duckling, had crept out of his shell last of all. He looked so ugly! He was bitten and pushed and made fun of, not only by the ducks, but by all the poultry. “He is too big,” they all said. The turkey, who fancied himself really an emperor, puffed himself out like a vessel in full sail. He flew at the duckling, and became quite red in the face with passion.

The poor little duckling did not know where to go. He was quite miserable because he was so ugly and laughed at by the whole farmyard. So it went on from day to day till it got worse and worse. The poor duckling was driven about by everyone even his brothers and sisters were unkind to him. They would say, “Ah, you ugly creature, I wish the cat would get you.” The ducks pecked him, the chickens beat him, and the girl who fed the poultry kicked him with her feet. So at last he ran away, frightening the little birds in the hedge as he flew off.

Exercise:

Find out the unfamiliar words and make it into context clue!

Circle the letter of the word that means almost the same thing as the underlined word. Use the rest of the sentence to help find the correct meaning of the word.

1. “...made fun of, not only by the ducks, but by all the poultry.”

A. vegetables B. birds C. clouds

2. “The turkey, who fancied himself really an emperor...”

A. ran B. dressed C. believed

3. “...puffed himself out like a vessel in full sail.”

A. ship B. cake C. goose

4. “...became quite red in the face with passion...”

A. sunrise B. rain C. anger

5. “was quite miserable because he was so ugly and laughed at...”

A. calm B. unhappy C. hungry

6. "...even his brothers and sisters were unkind to him..."

A. mean B. helpful C. asleep

7. "...would say, 'Ah, you ugly creature, I wish the cat would get you.'"

A. door B. animal C. apple

8. "So at last he ran away, frightening the little birds..."

A. writing B. feeding C. scaring

Lesson plan

Sixth Meetings – Control Class

School	: SMA Angkasa 1 Jakarta
Subject	: English
Class/Semester	: X/II
Topic	: Narrative Text
Time Allocation	: 2x45 Minutes
Teacher	: Cahaya Novita

Core Competencies:

KI 1: Living and practicing the religious teachings it embraces

KI 2: Live and practice honest behavior, discipline, responsibility, Caring (mutual assistance, cooperation, tolerant, peaceful), courteous, responsive and pro-active and show attitude as part of various top solutions problems in interacting effectively with the social environment and nature and in placing oneself as a reflection of the inner nation association of the world

KI 3: Understand, apply, analyze factual, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with humanitarian insights, nationality, statehood, and civilization-related causes of phenomena and events, and apply procedural knowledge to the field of study which is specific to his or her talents and interests to solve problem.

KI 4: Processing, reasoning, and serving in a concrete and abstract realm related to the development of what it learns in schools independent, and able to use methods according to scientific rules.

Basic Competence:

1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, caring, cooperation, and peace love, in carrying out functional communication

3.9. Analyze social functions, text structures, and linguistic elements in simple narrative texts about experiences / events / events, according to context its use.

4.13. Capturing meaning in oral narrative text and simple write.

4.14. Prepare oral narrative text and write simple about experiences / activities / events / events, taking into account social functions, text structure, and linguistic elements, correctly and in context

Indicators:

(Spiritual Attitude)

1.1.1. Shows the spirit of following learning

1.1.2. Shows the seriousness of following learning

(Social Attitude)

2.1.1. Shows polite behavior in interpersonal communication with teachers and friends

2.1.2. Shows caring behavior in interpersonal communication with teachers and friends

(Knowledge)

3.3.1. Identify social functions, text structures, and linguistic elements of narrative text

3.3.2. Capturing meaning meaning in simple oral narrative text.

3.3.3. Comparing differences in various texts about existing experiences / events / events in English, differences in English and English text

(Application)

4.4.1. Arrange the text of oral narrative and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context

Learning Objectives:

(Spiritual Attitude)

1.1.3. Students can show the spirit of learning.

1.1.4. Students can show enthusiasm for learning.

(Social Attitude)

2.1.1. Students can show good manners in interpersonal communication with teachers and friends.

2.1.2. Students can show caring behavior in interpersonal communication with teachers and friends.

(Knowledge)

3.3.1. Students can identify the social function, text structure, and linguistic elements of the narrative text

3.3.2. Students can grasp the meaning of meaning in simple oral and written narrative text.

3.3.3. Students can compare differences in different texts about experiences / events / events that exist in English, differences in English text with existing in the Indonesian language.

(Application)

4.4.1. Students can write oral recount text and write simple about experiences / activities / events / events, taking into account the social function, text structure, and linguistic elements, correctly and in accordance with the context (P4)

Material:

- ☐ Text narrative oral
- ☐ Social function: imitate, pride, act regularly, thoroughly and discipline
- ☐ Text Structure:

(1) Mention actions / events / events in general

(2) Mention the sequence of actions / events / events chronologically, and coherently

(3) If necessary, there is a general conclusion.

☐ Linguistic Element:

(1) Words related to the struggle of life, professionalism in work, events / events that are being discussed.

(2) The mention of a noun

(3) Spellings and handwriting and print are clear and neat

(4) Speech, word pressure, intonation, when presenting verbally

(5) Reference word

Method:

listening, group discussions, library studies, individual and group assignments.

Media:

Laptop, Computer, LCD, Point Presentation

Source:

- ☐ Curriculum Supporting Book 2013 Class X English Subject, Kemendikbud, Revised Year 2016
- ☐ English Dictionary
- ☐ Experience of learners and teachers

X. Learning Steps:

First Meeting

19) Introductory Activity

Teacher	Student	Time
- Greet to the students'	- Reply to the teacher greetings	10'
- Invite students' to pray	- Pray together	
- Check the student's attendance	- States students' attendance	

20) Core Activities

Teacher	Student	Time
a. (Observing)		
- Listening to words that are related to experience and imitating them	- Listen to the words related to experience and imitating them	10'
- Listen to the narrative of personal experiences and ask students to complete them and answer questions	- Listen to a narrative of personal experiences and ask students to complete and answer questions	
b. (Questioning)		
- Ask students in groups and identify unknown words and find their meaning.	- Make it into group and identify the meaning of unknown words.	10'
- Provide feedback on student discussions	- Get feedback from discussions	
- Ask students to read diary, other types of recount and answer questions	- read diary, another type of recount and answer the question	
- Ask students to read narrative text types	- read the types of narrative text provides an opportunity for students to discuss unknown words in answering questions	
c. (Exploring)		

- Giving students an exercise to better recognize the text type of narrative and to identify the meaning of unknown words	- Work on the exercises to get to know the narrative text types by reading and finding new vocabulary.	15'
d. (Associating)		
- Ask students pairwise analyze the text structure	- pairwise analyze the text structure	
e. (Communicating)		
- Ask some group to do the exercises in a narrative text by finding the clue contained in the text	- several pairs of students in groups in doing the exercises	20'
- Provides feedback on simple paragraphs produced by students from vocabulary and word recognition	- Gets feedback from teachers on paragraph	

21) Closing Activity

Teacher	Student	Time
- provide guidance on summing up learning outcomes	- with teacher guidance concluding learning outcomes	10'
- Giving students the task of grouping to find difficult words through the text and find its meaning.	- Group tasks to search for unknown words and find their meaning.	

Penilaian Hasil Pembelajaran**8. Sikap****- Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C

2	
---	--	-----	-----	-----	-----	-----	-----	-----

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Y. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

Z. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Rubric: Context Clues

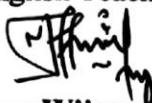
Locate unknown words from independent reading. Use context clues strategies to infer meaning from text.

	1 Far Below Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Use of Context Clues to Infer Meaning in Text	Did not effectively use context clues to infer meaning of the words. (	Some context clues are used to infer meaning of words.(Inferred meaning reflects	Most context clues are used effectively to infer the meaning of the words.	All context clues are used effectively to infer the

	does not reflect use of context for support.)	to the context, but this connection is incomplete or not entirely clear.)		
--	---	---	--	--

Jakarta, Mei 2018

English Teacher



Noor Wijayanti, S.Pd
NIY. 0102201707121114

Researcher



Cahaya Novita

Approved by,
Headmaster



Appendix

THE UGLY DUCKLING

Hans Christian Andersen wrote the story of “The Ugly Duckling.” It tells about a small baby duck, called a duckling, who is a very ugly duck. He is not very happy because all the farm animals make fun of him. Then, one day the duckling grows up. He finds out he is not a duck, but a beautiful swan! Below is part of the story.

The poor duckling, had crept out of his shell last of all. He looked so ugly! He was bitten and pushed and made fun of, not only by the ducks, but by all the poultry. “He is too big,” they all said. The turkey, who fancied himself really an emperor, puffed himself out like a vessel in full sail. He flew at the duckling, and became quite red in the face with passion.

The poor little duckling did not know where to go. He was quite miserable because he was so ugly and laughed at by the whole farmyard. So it went on from day to day till it got worse and worse. The poor duckling was driven about by everyone even his brothers and sisters were unkind to him. They would say, “Ah, you ugly creature, I wish the cat would get you.” The ducks pecked him, the chickens beat him, and the girl who fed the poultry kicked him with her feet. So at last he ran away, frightening the little birds in the hedge as he flew off.

Exercise:

Find out the unfamiliar words and make it into context clue!

Circle the letter of the word that means almost the same thing as the underlined word. Use the rest of the sentence to help find the correct meaning of the word.

1. “...made fun of, not only by the ducks, but by all the poultry.”

A. vegetables B. birds C. clouds

2. “The turkey, who fancied himself really an emperor...”

A. ran B. dressed C. believed

3. “...puffed himself out like a vessel in full sail.”

A. ship B. cake C. goose

4. “...became quite red in the face with passion...”

A. sunrise B. rain C. anger

5. “was quite miserable because he was so ugly and laughed at...”

A. calm B. unhappy C. hungry

6. “...even his brothers and sisters were unkind to him...”

A. mean B. helpful C. asleep

7. "...would say, 'Ah, you ugly creature, I wish the cat would get you.'"

A. door B. animal C. apple

8. "So at last he ran away, frightening the little birds..."

A. writing B. feeding C. Scaring

Output Pre Test

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Eksperimen	,133	30	,187	,947	30	,144
	Control	,146	30	,104	,946	30	,131

Test of Homogeneity of Variance

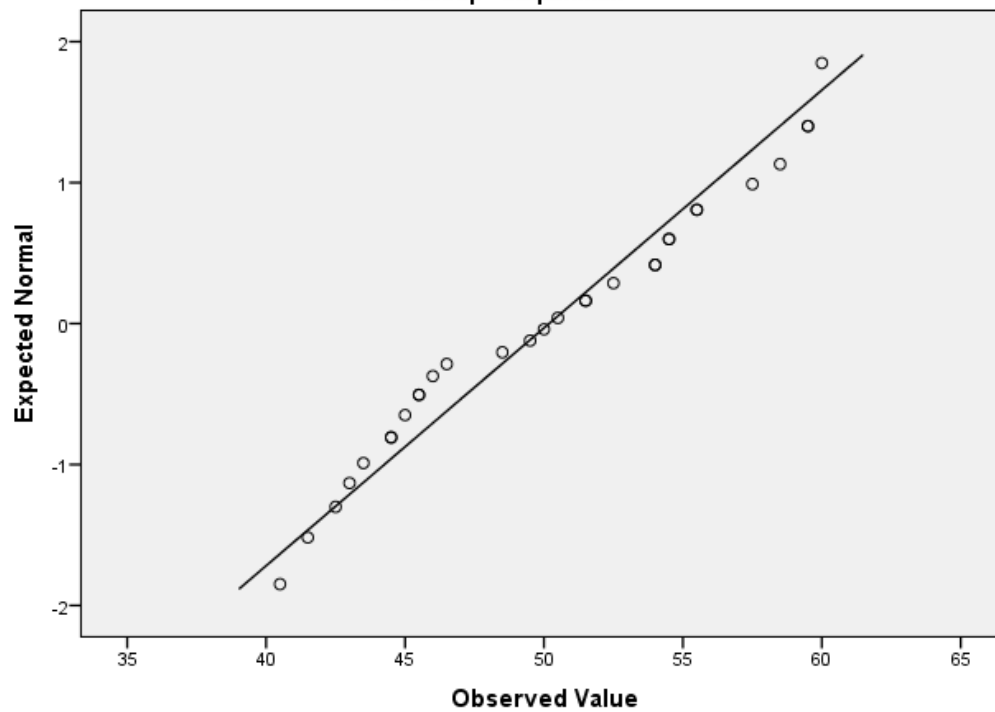
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,781	1	58	,381
	Based on Median	,864	1	58	,357
	Based on Median and with adjusted df	,864	1	57,961	,357
	Based on trimmed mean	,774	1	58	,383

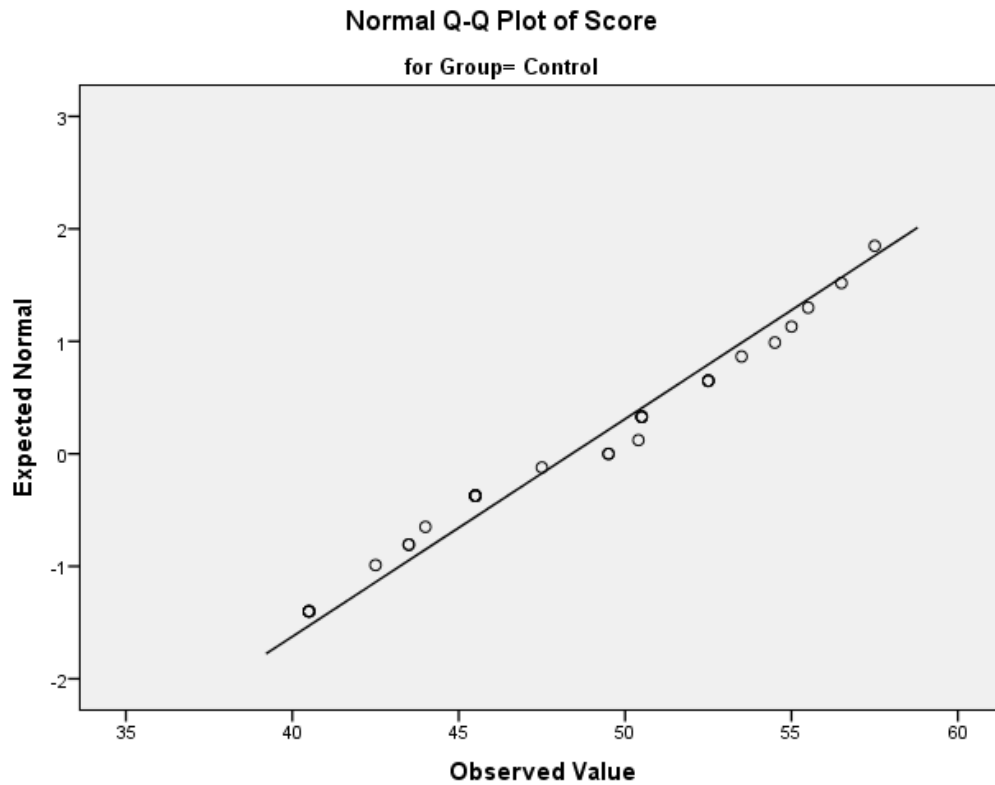
Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Eksperimen	30	50,1833	5,92697	1,08211
	Control	30	48,3967	5,16884	,94370

Normal Q-Q Plot of Score

for Group= Eksperimen





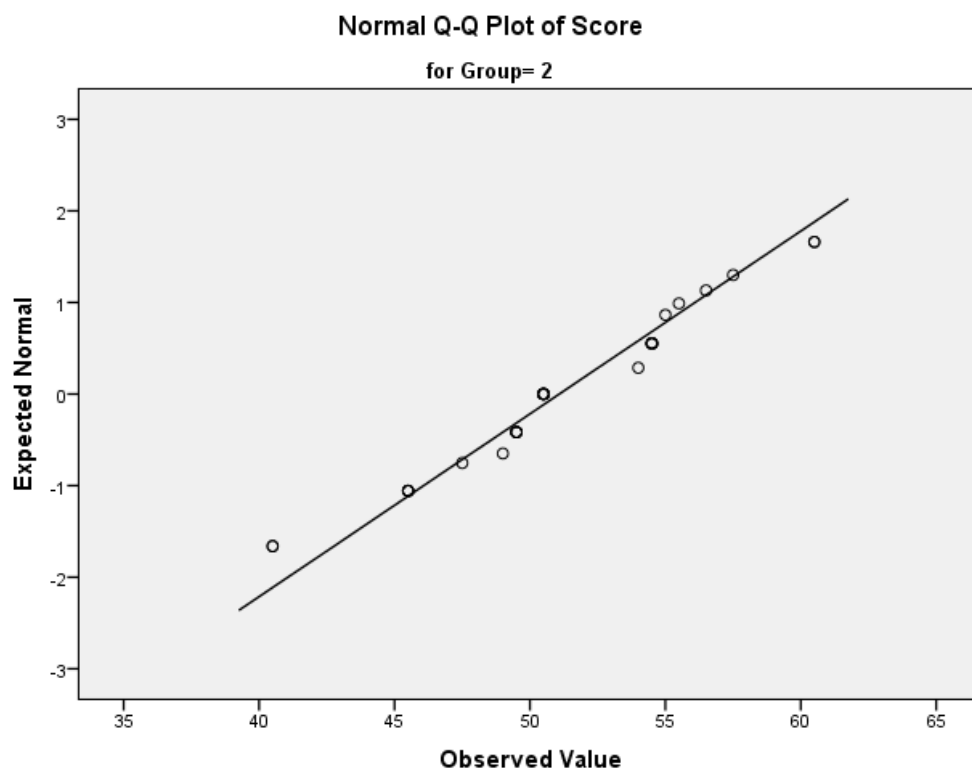
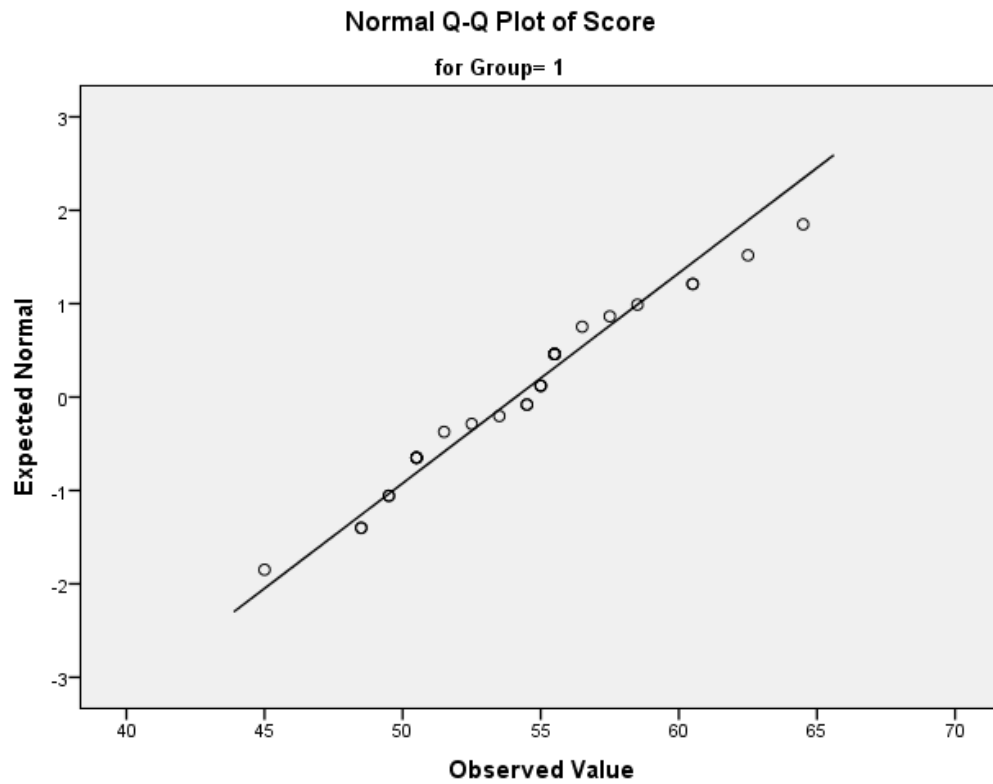
Output Post Test

Tests of Normality

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	1	,143	30	,120	,966	30	,439
	2	,146	30	,100	,958	30	,280

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,369	1	58	,546
	Based on Median	,240	1	58	,626
	Based on Median and with adjusted df	,240	1	57,027	,626
	Based on trimmed mean	,372	1	58	,544



Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1	30	54,1000	4,44196	,81099
	2	30	51,0833	5,00876	,91447

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value	Equal variances assumed	.369	.546	2.468	58	.017	3.01667	1.22227	.57002	5.46332
	Equal variances not assumed			2.468	57.183	.017	3.01667	1.22227	.56927	5.46406

Daftar nilai siswa kelas X Ipa 3 (Eksperimental Group)

Daftar nilai siswa kelas X Ipa 3 (Eksperimental Group)

Daftar nilai siswa X Ips 4 (Control Group)

NO	NAMA SISWA	PRE TEST	POST TEST
1	Ahmad Riyan Irfansyah	40	40,5
2	Andien Sekar Pengesti	45	50,5
3	Angel Lidya Saurma	40,50	55,5
4	Ariel Clipton Gunawan	45	50
5	Audrey Meidivarani	55	60
6	Bagus Dwi Saputra	57	59,5
7	Carissa Janua Hadiyatma	53,5	50,5
8	Deniati Firyal Permana	55,5	59,5
9	Diaz Pramudito	50,5	60
10	Dimas Septian Nugraha	57	60
11	Dita Ardea Ristianoro	57,5	50,5
12	Fabriana Salma Nurhasna	55	50,5
13	Farah Zoraida	49	48,5
14	Farhan Kemal Pasha	50,5	40,5
15	Farrel El Fawwaz	56	45,5
16	Fery Novendi Gilbert	55	60,5
17	Garissa Fadilah	50	59,5
18	Joshua Andrew Ferdianto	50	55,5
19	Linda Khairiah	49	59,5

20	Lukmanur Hakim	57	55,5
NO	NAMA SISWA	PRE TEST	POST TEST
1	Aina Zhafira	58	60
2	Aji Khan Safaraz	60	64
3	Alif Taqiyyuddin Akmal	56	63
4	Andi Audy Noor Alifah AMZ	50	59
5	Azzahra Nur Safana	58	64
6	Beghawan Ajie Prasetyanto	54,5	60
7	Dimas Akbar Yudha Pratama	50	55
8	Dzihniyyah Fitria Nurhalizah	60	64,5
9	Farhan Mohammad Hafiz	54	58
10	Fatih Reyhan	48,5	60
11	Firly Salsabila Azzahra	45,5	55
12	Gracia Indah Siringgo Ringgo	40	60
13	Hasballah Seno Sewandono	58	62,5
14	Izzudin Hikmatyar	55,5	60,5
15	Kesya Latifa Wulandari	59	60,5
16	Latifah Zahra	59	60
17	Laudza Taufiqurrahman	56,5	60
18	Mochamad Hendrawan Prayoga	50	57,5
19	Muhammad Fakhri Firsaditama	50	55
20	Najla Nabilah	49,5	58
21	Nico Nathaniel	48	60
22	Pratiwi Fatimah Zahra	50,5	82
23	Rangga Andika Sakti	55	45
24	Rhevanos Aptrianto Ramadhan	59,5	49
25	Robby Mahendra	57	60
26	Safira Zahra Salsabillah	58	55
27	Salsa Nur Fauziah	59,5	57

28	Sherli Aulia Andara	50	62,5
29	Thoriq Fadhil Muhammad D.	59	60,5
30	Visca Rifani	60	64
21	Mischel Kurniawati	55	50,5
22	Muammar Farhan Falahi	57	50
23	Muhammad Azha Rivaldhy	50	45
24	Muhammad Nickopusan Guntara	49	40
25	Muhammad Rafli Alfaris	46	49
26	Muhammad Rifqo Faqih	45	45
27	Nabella Septiana Dewi	40	49
28	Nastiti Zahra Tsabatini	55	40
29	Pandita Rangga Wijaya	57	59,5
30	Rifandy Fadhil Pratama	56,6	60,5

Dokumentasi







Universitas Kristen Indonesia

Fakultas Keguruan dan Ilmu Pendidikan

Jl. Mayjen Sutoyo no.2
Cawang - Jakarta 13630
INDONESIA

Nomor : 359/FKIP/Wadek/Genap/2018

17 April 2018

Perihal : Permohonan Izin Melaksanakan Penelitian

Telp. 021 8092425, 8009190
Psw. 310, 301, 302, 303
Faks. 021 80885229
E-mail fkp-uki@uki.ac.id
<http://www.uki.ac.id>

Kepada Yth;
Kepala Sekolah
SMA Angkasa 1
Jakarta Timur

Dengan hormat,


Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami :

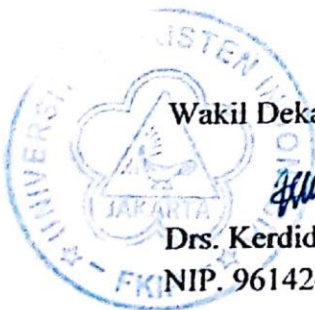
Nama	: Cahaya Novita
NIM	: 1412150010
Semester/ Program Studi	: VIII/ Pendidikan Bahasa Inggris
Judul Skripsi	: <i>"The Effect of Using Context Clue On Tenth Graders' Vocabulary Development at SMA Angkasa 1 Jakarta."</i>

kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa/i tersebut melaksanakan penelitian di sekolah yang Bapak/Ibu pimpin.

Atas perhatian Bapak/Ibu, kami mengucapkan terima kasih.

Wakil Dekan,


Drs. Kerdid Simbolon, M.Pd.
NIP. 961424





YAYASAN "ARDHYA GARINI" YASARINI
PENGURUS CABANG LANUD HALIM PERDANAKUSUMA

SMA ANGKASA 1

Jl. Trikora Raya Halim Perdanakusuma Jakarta 13610
 Telp. (021) 8001055

NSS/NIS/NPSN : 304016405108 / 30038 / 20103426

Status : Terakreditasi "A"

SURAT KETERANGAN

NOMOR : 4938 / -1.851.6

TENTANG BUKTI MELAKSANAKAN PENELITIAN

Kepala SMA Angkasa 1 Halim Perdanakusuma Jakarta Timur, menerangkan
 bahwa :

Nama : CAHAYA NOVITA
NIM : 1412150010
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Jenjang : Strata Satu (S1)
Fakultas : Keguruan dan Ilmu Pendidikan
 Universitas Kristen Indonesia, Jakarta

Benar telah melaksanakan Penelitian Skripsi dengan judul "*The Effect of Using Context Clue On Tenth Graders' Vocabulary Development at SMA Angkasa 1 Jakarta*" pada tanggal 23 April s/d 21 Mei 2018.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 21 Mei 2018

Kepala SMA ANGKASA 1

 NY ADHAYANI, S.Pd
 NIK. 0102199108120144

Pre Test

Choose the correct answer by crossing (A,B,C,D,and E) in the text bellow.

For number (1-16) are synonym, (17-28) are antonym and (29-40) are words meaning.

- | | | |
|---------------|----------------|--------------------|
| 1. Get | a. Equivocate | b. Man |
| a. Take | b. Waver | c. See |
| b. Acquire | c. Choose | d. Do |
| c. Encourage | d. Stay | e. Game |
| d. Notice | e. Flex | |
| e. Flex | | |
| | 7. Teach | 12.Require |
| 2. Omit | a. Learn | a. Find |
| a. Require | b. Appeal | b. Make |
| b. Add | c. Uphold | c. Help |
| c. Steal | d. Educate | d. Need |
| d. Delete | e. Show | e. Fail |
| e. Try | | |
| | 8. Establish | 13.Furious |
| 3. Permit | a. Show | a. Very playful |
| a. Hide | b. Maintain | b. Very calm |
| b. Protect | c. Create | c. Very angry |
| c. Allow | d. Break | d. Very interested |
| d. Defend | e. Declare | e. Very scared |
| e. Try | | |
| | 9. Smash | 14.Mistake |
| 4. Analyze | a. Crush | a. Mark |
| a. Write | b. Flex | b. Error |
| b. Help | c. Hurt | c. Game |
| c. Understand | d. Mold | d. Job |
| d. Study | e. Look | e. Activity |
| e. Break | | |
| | 10.Thrill | 15.Try |
| 5. Discover | a. Disturb | a. Fail |
| a. Announce | b. Calm | b. Attempt |
| b. Seek | c. Move | c. Score |
| c. Find | d. Excite | d. Shoot |
| d. See | e. Hear | e. Game |
| e. Declare | | |
| | 11. Occupation | 16.Hurry |
| 6. Decide | a. Job | a. Rush |
| | | b. Drive |

- c. Sail
17. Refuse
a. Produce
b. Accept
c. Reject
d. Send
e. Annoy
18. Divide
a. Separate
b. Multiply
c. Add
d. Equal
e. Faith
19. Ask
a. Ponder
b. Wonder
c. Question
d. Answer
e. Mad
20. Follow
a. Concern
b. Instruct
c. Earn
d. Lead
e. Strong
21. Belief
a. Doubt
b. Faith
c. Security
d. Devotion
e. Angry
22. Simple
a. Weird
b. Complicated
c. Crazy
d. Okay
e. Sick
- d. Run
23. Arrogant
a. Righteous
b. Tortured
c. Proud
d. Humble
e. Rude
24. Together
a. Bad
b. Interesting
c. Separate
d. Fair
e. New
25. Greedy
a. Secure
b. New
c. Savage
d. Generous
e. Sick
26. Vertical
a. Straight
b. Horizontal
c. Parallel
d. Perpendicular
e. Calm
27. Happy
a. Brave
b. Bored
c. Friendly
d. Melancholy
e. New
28. Reckless
a. Careful
b. Fast
c. Lazy
d. Big
e. Friendly
- e. Hear
29. The next day I figure out that if Sandy was a ghost..."
- The underlined words can be replaced by...
- a. Understood
b. Got
c. Met
d. Thought
e. Dreamed
30. "It was the last day of the year and a large crowd of people had gathered under the Town Hall clock." What is the closest meaning of the underline word?
- a. Mass
b. Big
c. Many
d. Lots of
e. Much
31. "That snooze made me late."
- The underlined word means...
- a. Disturbing call
b. Terrible noise
c. Short sleep
d. Long nap
e. Frightening nightmare
32. "... so, they are often sorted and blended to produce..."
- The underlined word is close in meaning to...

- a. Arranged
- b. Combined
- c. Separated
- d. Distributed
- e. Organized

33. A ruler decided that the country would have fair laws.

- a. measuring tool
- b. unit
- c. leader
- d. subject
- e. part

34. Spring Break is a perfect time to go on a trip as a family.

- a. fall
- b. vacation
- c. location
- d. joke
- e. sit

35. All of you are good, nice, **gentle** and kind. **Gentle** has the synonym with the word...

- a. Wild
- b. Diligent

- c. Cheerful
- d. Easy going
- e. Honorable

36. People used plants to make colorful dyes. The dyes were used to color cloth. What does the word dyes mean?

- a. dry
- b. flag
- c. colorings
- d. food
- e. lost

37. The bird sang from the bough of the tree. Then the bird hopped to another branch and sang some more. The word bough means?

- a. tree
- b. song
- c. branch
- d. trunk
- e. food

38. Jay came bounding over the flowers and into the yard. He should not jump over the flowers. The word bounding means?

- a. crawling
- b. leaping
- c. marching
- d. stamping
- e. blood

39. When alarmed the puppy hides under the bed. The frightened puppy will not come out. The word alarmed means?

- a. catches
- b. happy
- c. scared
- d. crawled

40. Jennifer had a scowl on her face. She was unhappy about her grades. What does Scowl mean?

- a. smile
- b. grin
- c. stare
- d. frown

Post Test

Directions: Context clues are hints in the writing that help you figure out what a word means. Read each question CAREFULLY and write the correct answer in the space provided.

1. The next day I figure out that if Sandy was a ghost..."
The underlined words can be replaced by...
 - a. Understood
 - b. Got
 - c. Met
 - d. Thought
 - e. Dreamed
2. "It was the last day of the year and a large crowd of people had gathered under the Town Hall clock." What is the closest meaning of the underline word?
 - a. Mass
 - b. Big
 - c. Many
 - d. Lots of
 - e. Much
3. "That snooze made me late."
The underlined word means...
 - a. Disturbing call
 - b. Terrible noise
 - c. Short sleep
 - d. Long nap
 - e. Frightening nightmare
4. "... so, they are often sorted and blended to produce..."
The underlined word is close in meaning to...
 - a. Arranged
 - b. Combined
 - c. Separated
 - d. Distributed
 - e. Organized
5. From the clues in the sentence below, what does the word arduous mean?
The long hike was too arduous. I had to stop and catch my breath before going on.
 - a. hardly
 - b. climb
 - c. art
 - d. difficult
 - e. thrill
6. Read this sentence from a passage. My older brother told me my 5th grade teacher, Ms. Stone, was a tyrant. However, I think she's nice. Which of the following is the meaning of tyrant as it is used in this sentence?
 - a. strict ruler
 - b. teacher
 - c. terrible
 - d. helper
 - e. unpleasant
7. What does the word legumes mean in the sentence below? There are many kinds of legumes you can use to make soup such as kidney beans and white beans.
 - a. cans
 - b. vegetable
 - c. lettuce
 - d. spicy

- e. sugar
8. What does the word gregarious mean in the sentence below? Sally was very gregarious. She always smiled and talked to everyone. No wonder she was so popular.
- stuck-up
 - outgoing
 - sad
 - scared
 - melancholy
9. Think aloud about through key points. From the clues in the sentence below, what does the word hesitated mean? I hesitated from jumping off the highest diving board. I was feeling a little scared!
- paused
 - looked
 - ran
 - leaped
 - speed
10. From the clues in the sentence below, what does the word apex mean? The mountain climber finally reached the apex of the mountain.
- Cave
 - Hill
 - to climb
 - the top
 - edge
11. Read this sentence from a passage. Michael loved to clean so his room was always immaculate. Which of the following is the meaning of immaculate as it is used in this sentence?
- clean and tidy
 - filthy and dirty
 - Large and empty
 - Small and cluttered
- e. Big and messy
12. From the clues in the sentence below, what does the word appalling mean? The thought of eating bugs is appalling to most people.
- Enjoyable
 - Difficult
 - Disgusting
 - Different
 - Annoying
13. Read this sentence from a passage. There were several confections on the table including chocolate chip cookies and cakes. Which of the following is the meaning of confections as it is used in this sentence?
- sweet desserts
 - Sandwiches
 - Connoisseurs
 - Delicious
 - Bad
14. From the clues in the sentence below, what does the word hesitated mean? I hesitated from jumping off the highest diving board. I was feeling a little scared!
- paused
 - looked
 - ran
 - leaped
 - excited
15. As the summer sun sent scattered rays through the maple and oak leaves overhead, the young deer stood frozen, making it almost impossible for the hikers to see her. In the above passage, the word "frozen" means _____.
- very cold
 - visible
 - not moving
 - not melted

16. A wonderful 98 year old woman is working day and night to knit scarves to send as gifts for the troops. What a Selfless person she is! A selfless woman _____.
 a. is selfish
 b. has no name
 c. likes to wear scarves
 d. cares more about others than herself
 e. bad girl
17. Mr. Huge was very proud of his auto superstore. "We have such an extensive selection of cars," he said, "so everyone should find a vehicle that he or she will love!" The word "extensive" means _____.
 a. costing a lot of money
 b. large amount
 c. having no color
 d. not enough
 e. crowd
18. Friendship is a priceless thing. If Chris put a price, or conditions, on her friendship, it's no longer priceless. In fact, it's not real friendship at all! If something is priceless, _____.
 a. it has a missing tag
 b. it has no value
 c. it has great value
 d. it is made out of rice
 e. it has no idea
19. The reporter insisted that the letter he used was authentic. He said that he had shown it to many experts before he used it in his story. When something is authentic, it's _____.
 a. genuine, or real
 b. carefully written
 c. full of tasty worms
 d. very old
 e. odd
20. In 1975, Governor James promised to do something about the high taxes in our state. She didn't present a tax cut bill to lawmakers until 1985. It took her a decade to keep her promise, but better late than never. How long is a decade?
 a. 75 years
 b. 85 years
 c. a century
 d. 10 years
 e. 7 years
21. If your plan fails, we'll have to find someone who can devise a better one.
 a. design
 b. dislike
 c. appliance
 d. to use peanut butter as toothpaste
 e. discover
22. No matter what happens, I assure you that I will not forget how hard you have worked on this project.
 a. dare
 b. promise
 c. act like a donkey
 d. forget
 e. seek
23. Some people believe that lawyers are always working to see that justice is done. On the other hand, some believe that lawyers only want to manipulate the legal system to get what they want. Could both sides be right? What does "manipulate" mean?
 a. control in a dishonest way
 b. give help
 c. teach about or explain

- d. disagree with
 - e. the most right one
24. Murphy Mole is the protagonist in the new novel by Trent Troll. Murphy must stop Oscar Rat and Shrimpy Shark from enslaving the inhabitants of Lazy Woods Park. He risks his life in a series of events that lead to a final battle between good and evil. What is a protagonist?
- a. the main character of a story
 - b. an animal that lives underground
 - c. someone whose first and last names start with the same letter
 - d. someone with bad body odor
 - e. someone with great attitude
25. When alarmed the puppy hides under the bed. The frightened puppy will not come out. The word alarmed means?
- a. Catches
 - b. Happy
 - c. Scared
 - d. Crawled
 - e. Sit
26. A synonym for ridiculous is .
- a. normal
 - b. comfortable
 - c. silly
 - d. damn
 - e. greedy
27. A synonym for necessary is .
- a. required
 - b. boring
 - c. common
 - d. useless
 - e. nothing
28. A synonym for recognize is .
- a. identify
 - b. mistake
 - c. misunderstand
 - d. reject
 - e. seek
29. Sam SLAMMED the door.
What does the capitalized word mean?
- a. shut
 - b. bark
 - c. open
 - d. smile
 - e. greedy
30. It had been a long, long day, and he had worked hard. He was WEARY when he got home. Which word means the same as the capitalized word?
- a. friendly
 - b. lucky
 - c. happy
 - d. tired
 - e. exhausted
31. A synonym for worried is .
- a. troubled
 - b. ignored
 - c. unconcerned
 - d. calm
 - e. focus
32. Which word is a synonym for compose?
- a. distribute
 - b. deliver
 - c. complete
 - d. compile
 - e. desperate
33. Which word is an antonym for absurd?
- a. silly
 - b. sensible (reasonable)
 - c. plump
 - d. slender
 - e. crazy
34. Which word is an antonym for Arrogant
- a. Righteous
 - b. Tortured
 - c. Proud
 - d. Humble
 - e. Rude
35. Which word is an antonym for Reckless
- a. Careful

- b. Fast
 - c. Lazy
 - d. Big
 - e. Friendly
 - d. food
 - e. lost
36. Which word is an antonym for Belief
- a. Doubt
 - b. Faith
 - c. Security
 - d. Devotion
 - e. Angry
37. Which word is an antonym for Greedy
- a. Secure
 - b. New
 - c. Savage
 - d. Generous
 - e. Sick
38. "It was the last day of the year and a large crowd of people had gathered under the Town Hall clock." What is the closest meaning of the underline word?
- a. Mass
 - b. Big
 - c. Many
 - d. Lots of
 - e. Much
39. The bird sang from the bough of the tree. Then the bird hopped to another branch and sang some more. The word bough means?
- a. tree
 - b. song
 - c. branch
 - d. trunk
 - e. food
40. People used plants to make colorful dyes. The dyes were used to color cloth. What does the word dyes mean?
- a. dry
 - b. flag
 - c. colorings

1. Validity Test Result of Pre-test

Total		
1	Pearson Correlation	.477*
	Sig. (2-tailed)	.000
	N	60
2	Pearson Correlation	.477*
	Sig. (2-tailed)	.000
	N	60
3	Pearson Correlation	.203
	Sig. (2-tailed)	.121
	N	60
4	Pearson Correlation	.266*
	Sig. (2-tailed)	.040
	N	60
5	Pearson Correlation	.425**
	Sig. (2-tailed)	.001
	N	60
6	Pearson Correlation	.358**
	Sig. (2-tailed)	.005
	N	60
7	Pearson Correlation	.350**
	Sig. (2-tailed)	.006
	N	60
8	Pearson Correlation	.586**
	Sig. (2-tailed)	.000
	N	60
9	Pearson Correlation	.132
	Sig. (2-tailed)	.314
	N	60
10	Pearson Correlation	.314*

	Sig. (2-tailed)	.015
	N	60
11	Pearson Correlation	.225
	Sig. (2-tailed)	.084
	N	60
12	Pearson Correlation	.389**
	Sig. (2-tailed)	.002
	N	60
13	Pearson Correlation	.350**
	Sig. (2-tailed)	.006
	N	60
14	Pearson Correlation	.556**
	Sig. (2-tailed)	.000
	N	60
15	Pearson Correlation	.073
	Sig. (2-tailed)	.467
	N	60
16	Pearson Correlation	.477**
	Sig. (2-tailed)	.000
	N	60
17	Pearson Correlation	.203
	Sig. (2-tailed)	.121
	N	60
18	Pearson Correlation	.297*
	Sig. (2-tailed)	.021
	N	60
19	Pearson Correlation	.504**
	Sig. (2-tailed)	.000
	N	60
20	Pearson Correlation	.425**
	Sig. (2-tailed)	.001
	N	60

21	Pearson Correlation	.389**
	Sig. (2-tailed)	.002
	N	60
22	Pearson Correlation	.350**
	Sig. (2-tailed)	.006
	N	60
23	Pearson Correlation	.586**
	Sig. (2-tailed)	.000
	N	60
24	Pearson Correlation	.389**
	Sig. (2-tailed)	.002
	N	60
25	Pearson Correlation	.350**
	Sig. (2-tailed)	.006
	N	60
26	Pearson Correlation	.586**
	Sig. (2-tailed)	.000
	N	60
27	Pearson Correlation	.041
	Sig. (2-tailed)	.034
	N	60
28	Pearson Correlation	.100*
	Sig. (2-tailed)	.447
	N	60
29	Pearson Correlation	.351
	Sig. (2-tailed)	.000
	N	60
30	Pearson Correlation	.441
	Sig. (2-tailed)	.000
	N	60
31	Pearson Correlation	.203
	Sig. (2-tailed)	.121

2. Reliability Test Result of Pre-test

	N	60
32	Pearson Correlation	.466**
	Sig. (2-tailed)	.000
	N	60
33	Pearson Correlation	.586**
	Sig. (2-tailed)	.000
	N	60
34	Pearson Correlation	.389**
	Sig. (2-tailed)	.013
	N	60
35	Pearson Correlation	.321
	Sig. (2-tailed)	.013
	N	60
Total	Sig. (2-tailed)	1
	N	60

Reliability Statistics

Cronbach's Alpha	N of Items
.694	35

