

Lesson Plan of the Control Class (First Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: Bigger is not always better
Time Allocation	: (2x40 Minutes)
Teacher	: Retta Mestika Ompusunggu

I. Standard Competency

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To show the differences between each other.
2. To be proud of them
3. To praise them
4. To criticize them

IV. Teaching method : Discovery learning

V. Teaching Aids and Technique

- 1) Teaching Aids : Board marker, whiteboard
- 2) Technique : English book

VI. References :

1. Wachida, A and Asep G. Bahasa Inggris “When english rings a bell” SMP/MTS Kelas VIII. Kendikbut RI. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.
2. <https://dictionary.cambridge.org/grammar/british-grammar/comparatives-and-superlatives/comparison-adjectives-bigger-biggest-more-interesting>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Giving the students an example of comparison to start the class. 	10 minutes
	Elaboration	<ul style="list-style-type: none"> - Explaining about degree of comparison. - Asking each students to compare a people, animals and things in order. 	60 minutes

		- Dividing the students to some groups then the students to make a short conversation about comparison.	
Post-Activities		- Giving feedback about the test. - Closing the class and saying goodbye	5 minutes

VIII. The teaching materials

Degree of Comparison

Definition:

Degrees of Comparison is a kind of a comparison used to compare something with another thing or with the others using adjective to compare.

There are three kinds of Degrees of Comparison:

1. Positive Degree

It is a comparison to compare one thing with another in the same level.

Example : Rina is *as beautiful* as my classmate, Rani.

2. Comparative Degree

It is to compare one thing with another thing in the different level.

Rules:

If it is 1 or 2 syllables, *adjective + er*.

If it is 3 or more syllables, adjective doesn't change. We put "more"

Example : Borobudur temple is *bigger* than Prambanan temple

Mr. Handy's car is *more expensive* than Mr. Halim's car.

3. Superlative Degree

It is a kind of comparison to compare one thing with other things (more than one thing).

Rules:

If it is one or two syllables, *adjective + est*

If it is three or more syllables, just put "most"

Example : Yova is the *smartest* student in her class.

It is the *most expensive* car in the world.

Another examples :

1. Here are some examples:

I think you're *taller* than me. (tall)

She's the *tallest* in the group. (tall)

The pizzas in La Bella Napoli are *better* than the ones in Pietro's. (good)

It was the *best* pizza I've ever had! (good)

People say Bioshock is a *more* exciting game than Skyrim. (exciting)

Grand Theft Auto is the *most* exciting video game. (exciting)

2. A : “ This is a plastic bag. It is *good*. But the cotton bag is *better*. It is more expensive.
 B : “Fatimah got a B in Math. But she got a *better* mark in English. She got an A
 C : “My shoes are *good* . I bought them for seventhly thousand rupiahs. But my father’s shoes are *better*. He bought them for two hundred thousand rupiahs
 D : “A T-shirt with a picture on it is *good* . But I think a T-shirt without a picture is *better*. I like plain T-Shirt
 E: “My hand- writing is *good* and clear. But my mother hand-writing is *better* and clearer.

Approved by:

English Teacher



(Tri Any F, S.Pd)



Principal
 Herda Linda Sirait, M.Pd)

Lesson Plan of the Experimental Group (First Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: Bigger is not always better (A magic pot)
Time Allocation	: 2x40 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embrace
2. Appreciate and live honesty, discipline, responsibility, care (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To show differences between each other.
2. To be proud of them
3. To praise them

4. To criticize them

IV. Teaching Method : Discovery learning

V. Teaching Aids and Technique

1. Teaching Aids

: Board marker, whiteboard

2. Technique

: Short story “A magic pot”

VI. Reference :

<http://www.english-for-students.com/The-Magic-Pot.html>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre – Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main - Activities	Exploration	<ul style="list-style-type: none"> - Dividing students into some groups. - Explaining about “What short story is.” - Giving the short story’s paper to each groups (appendix 1) 	10 minutes

	Elaboration	<ul style="list-style-type: none"> - Asking each students to read the story. - Helping the students if they find any difficulties in words and pronunciations. - Telling the students some instructions and rules before each groups retell the story in front of the class. 	60 minutes
Post- Activities		<ul style="list-style-type: none"> - Asking the students to ask some questions if there are still any difficulties about how to retell a story. - Closing the class and saying goodbye 	5 minutes

VIII. The teaching Material

Short Story

Definition:

Short story; brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters.

What makes these authors such remarkable short story writers? They are true masters at combining the five key elements that go into every great short story: *character, setting, conflict, plot and theme.*

1. Characters

A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.

2. *Setting*

The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting

3. *Plot*

A plot is a series of events and character actions that relate to the central conflict.

4. *Conflicts*

The conflict is a struggle between two people or things in a short story. The main character is usually on one side of the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness).

5. *Theme*

The theme is the central idea or belief in a short story.

Strategies to retell a story.

Leslie and Caldwell (2001) and Caldwell and Leslie (2008) describe guidelines for evaluating a retelling. Retellings should include:

1. Presence of the major character(s)
2. Defining characteristics of the characters
3. Problem presented in the story
4. Solution to that problem (or the end)
5. Events presented in sequential order
6. Ability to include only those events important to the story and exclude unimportant events

Approved by:

English Teacher



(Tri Any F, S.Pd)



(Herda Linda Sirait, M.Pd)

Appendix

The Magic Pot

Once upon a time a farmer, Gopi, lived in a village. He had few acres of land. One hot afternoon, the poor farmer was digging his field. All of a sudden, his spade hit something. Then he continued his digging. "It is a big metal pot," said Gopi. It was big enough to boil rice for more than hundred people. "It does not seem to be of any use to me. I will dig deeper. May be I will find something else," thought Gopi. He continued to dig.

After he had dug for a long time, Gopi felt tired. "It is of no use. There is nothing in this field" he thought. Then at once, he threw the spade into the pot in frustration and sat under a tree to take rest for a while.

After a while, when he got up to leave, he could not believe his eyes. There were one hundred spades in the pot. "This is a magical pot. I will put this mango inside the pot and see what happens," Gopi thought. Then Gopi put a mango into the pot. To his astonishment, he found one hundred mangoes in the pot. Gopi carried the pot to his home and kept in a secret place so that no one would become aware of it.

After that, he put many things in the pot and everything became hundred folds. With that pot, he became a rich man. The King came to know of the pot and its where abouts. The King was curious to know about it and he was a greedy King. "I want to find out the secret of the magical pot. If it is valuable, it should be in the King treasury," the King thought. Then at once, the King ordered his men to bring the farmer and his pot.

When the magic pot was brought to the King's chamber, he did not know what to do. The King thought, "Let me see what is there inside this pot which makes this pot so magical?" He peered inside. Inadvertently, he slipped and fell inside the pot. When he climbed out of the magic pot, he was shocked to find that there were one hundred Kings.

All the kings then started to claim the throne. They fought among themselves and died. The magic pot lay in the King's treasury. "The foolish King took away the magic pot from me out of curiosity and eventually he died. This magic pot has killed the King himself," said the farmer and he to be safe left the magic pot at the treasury of the King itself.

Lesson Plan of the Control Class

(Second Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: I'm proud of Indonesia
Time Allocation	: 2x40 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To show the differences between each other.
2. To be proud of them
3. To praise them
4. To criticize them

IV. Teaching Method : Discovery Learning

VI. Teaching Aids and Technique

- 1) Teaching Aids : Board marker, whiteboard
 2) Technique : English book

VI. Reference :

1. Wachida, A and Asep G. Bahasa Inggris “When english rings a bell” SMP/MTS Kelas VIII. Kendikbut RI. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.
2. <https://smartenglishnet.blogspot.co.id/2015/01/degrees-of-comparison.html>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Describing something to start the class. - Telling the students about the topic “I am proud of Indonesia” (describe) 	10 minutes

	Elaboration	<ul style="list-style-type: none"> - Asking each students to describe something about Indonesia (can be Indonesian products, historical building, etc) - Helping the students if the students find any difficulties in words and pronunciations. 	60 minutes
Post-Activities		<ul style="list-style-type: none"> - Asking the students to ask some questions if there are still any difficulties about how to tell a story. - Closing the class and saying goodbye 	5 minutes

VIII. The teaching materials.

Describing

Definition:

Give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.

Examples :

1. In paragraph

I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia. Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, , kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, corriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

Class VIII B, SMP Muda Berkarya, Bandung
January 2014

Example of describe pictures (Proud to be Indonesian)



Approved by:
English Teacher

(Tri Any F, S.Pd)

(Herda Linda Sirait, M.Pd)

Lesson Plan of the Experimental Group (Second Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: I am proud of Indonesia (The legend of Maling Kundang)
Time Allocation	: 2x40 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To show differences each other.
2. To be proud of them
3. To praise them

4. To criticize them

IV. Teaching Method : Role play

V.. Teaching Aids and Technique

1. Teaching Aids : Board marker, whiteboard
2. Technique : Short story “The legend of Maling Kundang”

VI. Reference :

<http://competition-storytelling.blogspot.co.id/2013/03/the-legend-of-malin-kundang.html>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre- Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 Minutes
Main- Activity	Exploration	<ul style="list-style-type: none"> - Asking students about short story to remain them about last meeting. - Dividing student into some groups. - Giving the short story’s paper to each groups (appendix) 	10 Minutes

	Exploration	<ul style="list-style-type: none"> - Asking each students to read the story. - Helping the students if the students find any difficulties in words and pronunciations. - Telling the students some instructions and rules before each groups retell the story in front of the class. 	60 minutes
Post-Activities		<ul style="list-style-type: none"> - Asking the students to ask some questions if there are still any difficulties about how to retell a story. - Closing the class and saying goodbye 	5 minutes

Approved by:
English Teacher



(Tri Any F, S.Pd)



(Herda Linda Sirait, M.Pd)

Appendix

The Legend of Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing,

he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village.

The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman!

I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly,

he turned into a stone.

Lesson Plan of the Control Class (Third Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: When I was a child.
Time Allocation	: 2x40 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To communicate states and events in the past in order.
2. To share the information with others.
3. To explain why things happened.

IV. Teaching Method : Talking stick

V. Teaching Aids and Technique

- 1) Teaching Aids : Board marker, whiteboard
 2) Technique : English book

VI. References :

1. Wachida, A and Asep G. Bahasa Inggris “When english rings a bell” SMP/MTS Kelas VIII. Kendikbut RI. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.
2. <https://learnenglish.britishcouncil.org/en/english-grammar/past-simple>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Telling students about her childhood to start the class. - Telling the students about the topic “When I was a child (Simple past).” 	10 minutes

	Elaboration	<ul style="list-style-type: none"> - Asking each students about their childhood. - Letting other students to ask any information about their friends. - Helping the students if the students' find any difficulties in words and pronunciations. 	60 minutes
Post-Activities		<ul style="list-style-type: none"> - Asking the students to ask some questions if there are still any difficulties about the topic. - Closing the class and saying goodbye 	5 minutes

VIII. The learning materials

Simple Past tense**Use**

We use the past tense to talk about:

1. something that happened once in the past:

I met my wife in 1983.
We went to Spain for our holidays.
They got home very late last night.

2. something that happened again and again in the past:

When I was a boy I walked a mile to school every day.
We swam a lot while we were on holiday.
They always enjoyed visiting their friends.

3. Something that was true for some time in the past:

I lived abroad for ten years.
He enjoyed being a student.
She played a lot of tennis when she was younger.

There are something how to say questions and negatives

- a. We use did to make questions with the past tense:

When did you meet your wife?
Where did you go for your holidays?
Did she play tennis when she was younger?
Did you live abroad?

- b. We use didn't (did not) to make negatives with the past tense:

They didn't go to Spain this year.
We didn't get home until very late last night.
I didn't see you yesterday.

Examples in paragraph to tell about something in the past:

1. This is me when I was a baby. I was three points' four kilograms and fifty two centimeters long. Now I am fifty kilograms and one hundred fifty centimeters tall. I was bald. I had no hair. Now I have long hair.
2. This is me this is rani in grade VII. We were not close friends at the time. We did not study together. We never played together. We study together. Now we are best friends, we study together, play together and cry together too.

Approved by:

English Teacher



(Tri Any F, S.Pd)



Principal

Herda Linda Sirait, M.Pd)

Lesson Plan of the Experimental Group (Third Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: When I was a child (A Long Walk Home)
Time Allocation	: 2x40 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To communicate states and events in the past in order.
2. To share the information with others
3. To explain why things happened

IV. Teaching Method : Role play

V. Teaching Aids and Technique

- 1) Teaching Aids : Board marker, whiteboard
- 2) Technique : Short story “A long walk home”

VI. Reference

https://writeonwriteon.weebly.com/uploads/8/8/4/4/8844046/a_long_walk_home.pdf

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre- Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance. - Warming up students 	5 minutes
Main - Activity	Exploration	<ul style="list-style-type: none"> - Dividing students into some groups. - Giving the short story's paper to each group (appendix) 	10 minutes

	Elaboration	<ul style="list-style-type: none"> - Asking each students to tell read the story. - Helping the students if the students find any difficulties in words and pronunciations. - Telling the students some instructions and rules before each groups retell the story in front of the class. 	60 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the students to ask some questions if there are still any difficulties about how to retell a story. - Closing the class and saying goodbye 	5 minutes

Approved by:

English Teacher



(Tri Any F, S.Pd)



(Helida Landa Sirait, M.Pd)

Appendix

A Long Walk Home (Jason Bocarro)

I grew up in the south of Spain in a little community called Estepona. I was 16 when one morning my father told me I could drive him into a remote village called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage. Having just learned to drive and hardly ever having the opportunity to use the car, I readily accepted. I drove Dad into Mijas and promised to pick him up at 4 p.m., then drove to a nearby garage and dropped off the car. Because I had a few hours to spare, I decided to catch a couple of movies at a theatre near the garage. However, I became so immersed in the films that I completely lost track of time. When the last movie had finished, I looked down at my watch. It was six o'clock. I was two hours late.

I knew Dad would be angry if he found out I'd been watching movies. He'd never let me drive again. I decided to tell him that the car needed some repairs and that they had taken longer than had been expected. I drove up to the place where we had planned to meet and saw Dad waiting patiently on the corner. I apologized for being late and told him that I'd come as quickly as I could, but the car had needed some major repairs. I'll never forget the look he gave me. "I'm disappointed that you feel you have to lie to me, Jackson." "What do you mean? I'm telling the truth." Dad looked at me again. "When you did not show up, I called the garage to ask if there were any problems, and they told me that you had not yet picked up the car. So you see, I know there were no problems with the car." A rush of guilt ran through me as I feebly confessed to my trip to the movie theater and the real reason for my tardiness. Dad listened intently as a sadness passed through him. "I am angry, not with you but with myself. You see, I realize that I have failed as a father if after all these years you feel that you have to lie to me. I have failed because I have brought up a son who cannot even tell the truth to his own father, I'm going to walk home now and contemplate where I have gone wrong all these years". "But Dad, its 18 miles to home. It's dark. You can't walk home." My protests, my apologies and the rest of my utterances were useless. I had let my father down, and I was about to learn one of the most painful lessons of my life. Dad began walking along the dusty roads. I quickly jumped in the car and followed behind, hoping he would relent. I pleaded all the way, telling him how sorry I was, but he simply ignored me, continuing on silently, thoughtfully and painfully. For 18 miles I drove behind him, averaging about five miles per hour. Seeing my father in so much physical and emotional pain was the most distressing and painful experience that I have ever faced. However, it was also the most successful lesson. I have never lied to him since

Lesson Plan of the Control Class (Fourth Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII / II
Topic	: Don't forget it please.
Time Allocation	: 2x45 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To get what students' want.
2. To make other people do what students' want.

IV. Teaching Method : Discovery Learning.

V. Teaching Aids and Technique

- 1) Teaching Aids : Board marker, whiteboard
- 2) Technique : English book

VI. Reference

1. Wachida, A and Asep G. Bahasa Inggris “When english rings a bell” SMP/MTS Kelas VIII. Kendikbut RI. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.
2. <https://www.campbrynmaur.com/blog/summer-camp-news/describe-a-place-or-environment-where-you-are-perfectly-content-what-do-you-do-or-experience-there-and-why-is-it-meaningful-to-you/>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Telling the students about the topic. 	10 minutes

	Elaboration	<ul style="list-style-type: none"> - Dividing the students into some groups. - Asking each students to make conversation about the topic then retell it on their chairs. - Helping students if they get any difficulties in words and pronunciations. 	60 minutes
Post-Activities		<ul style="list-style-type: none"> - Asking the students to ask some questions if there are still any difficulties about the topic. - Closing the class and saying goodbye 	5 minutes

VIII. The teaching materials

Notice

Definition :

1. Warning or intimation of something.
2. The announcement of a party's intention to quit an agreement or relation at a specified time
3. The condition of being warned or notified —usually used in the phrase on notice

Example :

1. Wash the dishes straightaway after you finish eating.
2. Sweep the floor twice a day in the morning before you go to school in the afternoon.
3. You can play games but make sure you do your homework first.
4. Turn off the light before you go to bed.
5. You have a lot of fruits in the refrigerators. Eat enough fruits and vegetables everyday.
6. Don't forget to water the plant in the afternoon.
7. Always have breakfast before you go to school.
8. Dry the towels on the line after you take a bath.
9. Don't make a mess put your dirty clothes in the basket.
10. Make sure the back door is locked before you go to bed.

Approved by:

English Teacher



(Tri Any F, S.Pd)



Lesson Plan of the Experimental Group (Fifth Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: I'm proud of my teacher. (R A Kartini)
Time Allocation	: (2x40 Minutes)
Teacher	: Retta Mestika Ompusunggu

I. Base Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To show the differences between each other.
2. To be proud of their teacher.
3. To criticize them.

IV. Teaching Method : Discovery Learning

V. Teaching Aids and Technique

- 1) Teaching Aids : Board marker, whiteboard
- 2) Technique : Short story “RA Kartini”

VI. Reference

https://myhero.com/kartini_indonesia_05_ul

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Reading the story to the students. - Giving William’s story paper. 	10 minutes
	Elaboration	<ul style="list-style-type: none"> - Explaining what the students have to do. - The students read the story and ask the teacher about their difficulties then retell the story in front of the class. 	60 minutes

Post-Activity	<ul style="list-style-type: none">- Asking the students to ask some questions if there are still any difficulties about how to retell a story.- Closing the class and saying goodbye	5 minutes
---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

Approved by:

English Teacher



(Tri Any F, S.Pd)



(Herda Linda Sirait, M.Pd)

RA Kartini

Raden Ajeng Kartini was born on 21 April 1879 in Jepara. She was a leading feminist of women emancipation in Indonesia. Her father was an assistant for the district chief of the city. Her first dream was becoming like her mother, working hard for others. She went to a Dutch school but when she was 12 years old her father prohibited her from continuing her studies because of the tradition - a noble girl was not allowed to have a higher education, they had to be secluded.

Kartini was very concerned because of education in Indonesia especially for women. Because of her concerns, she found a school only for women in Indonesia.

She sometimes discussed the issues together with a Dutch couple, the Ovinks. They were amazed with Kartini's fluency in Dutch. Kartini had a book to read from Mrs. Ovink and started to correspond with people in the Netherlands. In her letter to her pen friends, Kartini always discussed feminist matters and revealed her dream of equality between men and women in Indonesia. Kartini insisted that she continue her studies although her father was against it. Finally Kartini wrote a letter to the Education and Culture Director, Mr. Abendanon, who sent her a very promising reply. Kartini married a regent and moved to Rembang in 1903 in Central Java. She wrote a book called "Habis Gelap Terbitlah Terang" (Through Darkness to Light) which consists of the collection of her letters to her friends. She passed away in November 1904 while giving birth to her first son.

Every school from kindergarten to high school level celebrates Kartini Day by having a flag ceremony and singing the Ibu Kartini song. Kindergarten and elementary schools usually have special events like poem reading competitions, drawing competitions, modeling competitions (girls wear a costume like Ibu Kartini's, with kebaya and batik cloth. In Jepara there is a Kartini Museum which contains a collection of Kartini's personal belongings, including furniture from her house, several photos, letters written by her and other documents relating to her life.

Lesson Plan of the Control Class

(Fifth Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: I am proud of my teacher.
Time Allocation	: (2x40 Minutes)
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To show the differences between each other.
2. To be proud of their teacher.

IV. Teaching Method : Discovery Learning

V. Teaching Aids and Technique

1. Teaching Aids : Board marker, whiteboard
2. Technique : English book

VI. References :

1. Wachida, A and Asep G. Bahasa Inggris “When english rings a bell”
SMP/MTS Kelas VIII. Kendikbut RI. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.

VI. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre – Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main - Activities	Exploration	<ul style="list-style-type: none"> - Telling to the students about her teacher when she was a student in junior high school. - Telling the students about the topic. 	10 minutes
	Elaboration	<ul style="list-style-type: none"> - Asking each students about their teachers and retell it in front of the class. 	60 minutes

		<ul style="list-style-type: none">- Helping the students if they find any difficulties in words and pronunciations.	
Post- Activities		<ul style="list-style-type: none">- Asking the students about their difficulties.- Closing the class and saying goodbye	5 minutes

VIII. The teaching materials

Information*Definition:*

Facts provided or learned about something or someone and to tell someone something, or to give information.

Example*In sentence*

1. They're working to collect information about the early settlers in the region.
2. The pamphlet provides a lot of information on recent changes to the tax laws.
3. He gave the police false information about his background.

In paragraph

Teachers have the very important responsibility of shaping the lives of young, impressionable children. With this responsibility comes great pride and joy. Therefore all teachers should strive for what can be considered to be a "good teacher." A good teacher can be defined as someone who always pushes students to want to do their best while at the same time trying to make learning interesting as well as life of a child. Teachers, especially at the elementary level, must be very creative with their teaching styles. Not every child learns the same way, nor are they interested in the same things. It is difficult to keep the attention of 15-20 children under the age of ten. Classroom setup and design is a good way to get and keep the attention of students. Workstations are a good way to encourage different types of learning. By allowing children a chance to choose which activities they want to participate in, children are taking control of their own education.

Approved by:

English Teacher



(Tri Any F, S.Pd)



(Merda Linda Sirait, M.Pd)

Lesson Plan of the Experimental Group (Fifth Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: I'm proud of my teacher. (R A Kartini)
Time Allocation	: (2x40 Minutes)
Teacher	: Retta Mestika Ompusunggu

I. Base Competence

5. Appreciate and live the religious teachings students' embraces
6. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
7. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
8. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

4. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
5. Have honest and confident behaviors in the revelation of life events themselves and other people.
6. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

4. To show the differences between each other.
5. To be proud of their teacher.
6. To criticize them.

IV. Teaching Method : Discovery Learning

VI. Teaching Aids and Technique

- 3) Teaching Aids : Board marker, whiteboard
 4) Technique : Short story “RA Kartini”

VI. Reference

https://myhero.com/kartini_indonesia_05_ul

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Reading the story to the students. - Giving William’s story paper. 	10 minutes
	Elaboration	<ul style="list-style-type: none"> - Explaining what the students have to do. - The students read the story and ask the teacher about their difficulties then retell the story in front of the class. 	60 minutes

Post-Activity	<ul style="list-style-type: none">- Asking the students to ask some questions if there are still any difficulties about how to retell a story.- Closing the class and saying goodbye	5 minutes
---------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------

Approved by:

English Teacher



(Tri Any F, S.Pd)



(Herda Linda Sirait, M.Pd)

RA Kartini

Raden Ajeng Kartini was born on 21 April 1879 in Jepara. She was a leading feminist of women emancipation in Indonesia. Her father was an assistant for the district chief of the city. Her first dream was becoming like her mother, working hard for others. She went to a Dutch school but when she was 12 years old her father prohibited her from continuing her studies because of the tradition - a noble girl was not allowed to have a higher education, they had to be secluded.

Kartini was very concerned because of education in Indonesia especially for women. Because of her concerns, she found a school only for women in Indonesia.

She sometimes discussed the issues together with a Dutch couple, the Ovinks. They were amazed with Kartini's fluency in Dutch. Kartini had a book to read from Mrs. Ovink and started to correspond with people in the Netherlands. In her letter to her pen friends, Kartini always discussed feminist matters and revealed her dream of equality between men and women in Indonesia. Kartini insisted that she continue her studies although her father was against it. Finally Kartini wrote a letter to the Education and Culture Director, Mr. Abandanon, who sent her a very promising reply. Kartini married a regent and moved to Rembang in 1903 in Central Java. She wrote a book called "Habis Gelap Terbitlah Terang" (Through Darkness to Light) which consists of the collection of her letters to her friends. She passed away in November 1904 while giving birth to her first son.

Every school from kindergarten to high school level celebrates Kartini Day by having a flag ceremony and singing the Ibu Kartini song. Kindergarten and elementary schools usually have special events like poem reading competitions, drawing competitions, modeling competitions (girls wear a costume like Ibu Kartini's, with kebaya and batik cloth. In Jepara there is a Kartini Museum which contains a collection of Kartini's personal belongings, including furniture from her house, several photos, letters written by her and other documents relating to her life.

Lesson Plan of the Control Class (Sixth Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: Mousedeer and Crocodile.
Time Allocation	: 2x40 Minutes
Teacher	: Retta Mestika Ompusunggu

I. Standard Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

4. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
5. Have honest and confident behaviors in the revelation of life events themselves and other people.
6. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To listen to a fable.
2. To read a fable for me.
3. To read a fable for other.
4. To get a moral from a fable.

IV. Teaching Method : Discovery Learning.

V. Teaching Aids and Technique

1. Teaching Aids : Board marker, whiteboard
2. Technique : English book

VI. Reference

1. Wachida, A and Asep G. Bahasa Inggris “When english rings a bell” SMP/MTS Kelas VIII. Kendikbut RI. Jakarta : Kementerian Pendidikan dan Kebudayaan, 2014.
2. <https://en.wikipedia.org/wiki/Fable>

VI. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre – Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main – Activities	Exploration	<ul style="list-style-type: none"> - Telling students about “describing the environment of your house.” - Giving time for students to ask some questions. 	10 Minutes

	Elaboration	<ul style="list-style-type: none"> - Asking each students to tell the information about “Describing the environment of your house.” - Helping the students if the students’ find any difficulties in words and pronunciations. - Asking the students to ask any questions to every students. 	60 minutes
Post – Activities		<ul style="list-style-type: none"> - Asking the students to ask some question if there are still any difficulties about how to tell a story. - Closing the class and saying goodbye 	5 minutes

VIII. The teaching materials

Fable

Definition:

Fable is a literary genre: a succinct fictional story, in prose or verse, that features animals, legendary creatures, plants, inanimate objects, or forces of nature that are anthropomorphized (given human qualities, such as the ability to speak human language) and that illustrates or leads to a particular moral lesson (a "moral"), which may at the end be added explicitly as a pithy maxim.

A WOLF IN SHEEP CLOTHING

There was a big wolf. He was waiting for a chance to steal a sheep, but the shepherd and his dog continuously chased him away. After a week, the wolf began to get very hungry, and thought, "I must find a way to get close to the sheep." It was by luck that he found a sheep's skin. He carefully pulled the skin over his body so that none of his grey fur showed under the white sheep skin. Then he could walk in easily and now he was in the middle of the herd.

The big wolf knew that the most delicious sheep were the lambs, or the young sheep. He then imitated the voice of a ewe or a mother sheep. He could easily cheat a lamb who thought that he was its mother. And, the lamb followed him to the woods. There, he eventually ate the innocent lamb. For many days, he could eat as many lambs as his stomach could take. The big wolf got bigger and bigger everyday. Now he looked like the biggest sheep on earth.

One day the shepherd was planning to hold a party. He would invite many relatives and friends. So, he decided to slaughter the biggest sheep from the herd. The shepherd approached the biggest sheep very slowly and carefully. Guess who it was? The wolf, of course, who was fully covered by the white sheep skin! But, the wolf was so fat that he could not run and fight for his safety. Very easily the shepherd slaughtered him, chopped him, and then cooked him for the big party.

Approved by:

English Teacher

(Tri Any F, S.Pd)



(Herdiana Sirait, M.Pd)

Lesson Plan of the Experimental Group (Sixth Meeting)

School	: SMPN 160 Jakarta
Subject	: English
Class/Semester	: VIII/II
Topic	: Mousendeer and Crocodile. (The Boy Who Cried Wolf)
Time Allocation	: (2x40 Minutes)
Teacher	: Retta Mestika Ompusunggu

I. Base Competence

1. Appreciate and live the religious teachings students' embraces
2. Appreciate and live honest, discipline, responsibility, caring (tolerance, mutual assistance), courage, confidence, in interacting effectively with the social and natural environment within the reach of the association and its existence
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related phenomena and visible eye events.
4. Trying, processing, and serving in a concrete realm (using, parsing, composing, modifying, and making) and abstract realms (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

II. Basic Competence

1. Appreciate the existence of the Indonesian language as a gift of God Almighty as a means of presenting oral and written information.
2. Have honest and confident behaviors in the revelation of life events themselves and other people.
3. Distinguishing review texts, reviews, discussions, story procedures, and story reviews either through oral or written.

III. Indicators

1. To listen to a fable.
2. To read a fable for me.
3. To read a fable for other.
4. To get a moral from a fable.

IV. Teaching Method : Discovery Learnin

V. Teaching Aids and Technique

1. Teaching Aids : Board marker, whiteboard
2. Technique : Short story “The Boy Who Cried Wolf’s story”

VI. Reference

<https://the-boy-who-cried-wolf's-story.php>

VII. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activities		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student’s attendance. 	5 minutes
Main Activities	Exploration	<ul style="list-style-type: none"> - Reading the story to the students. - Giving the boy who cried wolf’s story paper. 	10 minutes
	Elaboration	<ul style="list-style-type: none"> - Explaining what the students have to do. - The students read the story and ask the teacher about their difficulties then retell the story in front of the class. 	60 minutes
Post-Activities		<ul style="list-style-type: none"> - Giving feedback about the students. 	5 minutes

	students. - Closing the class and saying goodbye	
--	--------------------------------------------------------	--

Approved by:
English Teacher



(Tri Any F, S.Pd)



(Herdiana Sirait, M.Pd)

The Boy Who Cried Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Appendix II. Speaking Rubric

PRONOUNCATION				
25	20	15	10	5
Almost error-free Awareness of accent Genuine effort to sounds like native speaker	Comprehensible, generally correct Occasional error	Frequent errors that confuse listener and require guessing at meaning	Many errors that interfere with comprehensibility	Most utterances contain Many utterance are incomprehensible Little communication
FLUENCY				
25	20	15	10	5
Smooth flow Quick Continuous flow Natural pauses	Occasional hesitation, search for words Speaker can self-correct and respond to cues	Halting, hesitating Visibly translating before responding Can rephrase and respond to cues.	Frequent hesitations, Overly translates questions before response Repeats question word before response Eventually responds	Constant searching for vocabulary, very tense Does not complete utterance
SYNTAX				
25	20	15	10	5
No grammatical errors Speaker self-corrects without hesitation	Two or fewer syntax errors Minor error that do not impede communication	Frequent errors Self-corrects on some	Many errors (agreement, verb form) Errors in basic structures Errors impede communication	Most structures for incorrect. Constant use of infinitive; no conjunction Listener understands only because of past experience.
VOCABULARY				
25	20	15	10	5
Very good; wide range Uses appropriate and new words and expressions Interesting response	Good, appropriate vocabulary Generally good response	Vocabulary is just adequate to respond No attempt to vary expressions Basic	Inadequate vocabulary or incorrect use of lexical items Communication difficult	Does not complete responses Responses one or two words in length Vocabulary.

Reference :

Mianto. E. Using rubrics to test students' performance in speaking.

https://www.academia.edu/2205164/USING_RUBRICS_TO_TEST_STUDENTS_PERFORMANCE_IN_SPEAKING

Appendix III. The Score of The Control group (SMPN 160 Jakarta)

No	Nama	Pre - test	Post - test
1	Paticipate 1	36	35
2	Paticipate 2	35	35
3	Paticipate 3	34	34
4	Paticipate 4	35	35
5	Paticipate 5	35	35
6	Paticipate 6	38	38
7	Paticipate 7	35	34
8	Paticipate 8	35	34
9	Paticipate 9	34	34
10	Paticipate 10	37	38
11	Paticipate 11	42	40
12	Paticipate 12	42	35
13	Paticipate 13	47	50
14	Paticipate 14	45	45
15	Paticipate 15	45	38
16	Paticipate 16	47	45
17	Paticipate 17	36	36
18	Paticipate 18	38	38
19	Paticipate 19	38	38
20	Paticipate 20	46	46
21	Paticipate 21	43	43
22	Paticipate 22	42	42
23	Paticipate 23	43	43
24	Paticipate 24	40	42
25	Paticipate 25	45	45
26	Paticipate 26	38	40
27	Paticipate 27	39	40
28	Paticipate 28	40	42
29	Paticipate 29	39	40
30	Paticipate 30	37	40

Approved by:

Researcher



(Retta Mestika Ompusunggu)

Judgement 1



(Tri Any F, S.Pd)

Judgement 2



(Hendrikus Male, M.Hum)

Appendix IV. Score of The Experimental group (SMPN 160 Jakarta)

No	Nama	Pre test	Post test
1	Paticipate 1	35	45
2	Paticipate 2	36	46
3	Paticipate 3	35	40
4	Paticipate 4	36	40
5	Paticipate 5	34	35
6	Paticipate 6	35	40
7	Paticipate 7	36	47
8	Paticipate 8	37	45
9	Paticipate 9	35	40
10	Paticipate 10	40	45
11	Paticipate 11	40	42
12	Paticipate 12	42	46
13	Paticipate 13	45	48
14	Paticipate 14	45	49
15	Paticipate 15	45	48
16	Paticipate 16	45	50
17	Paticipate 17	36	45
18	Paticipate 18	38	44
19	Paticipate 19	38	40
20	Paticipate 20	45	50
21	Paticipate 21	43	55
22	Paticipate 22	42	40
23	Paticipate 23	43	44
24	Paticipate 24	38	43
25	Paticipate 25	42	44
26	Paticipate 26	38	45
27	Paticipate 27	39	45
28	Paticipate 28	40	45
29	Paticipate 29	39	45
30	Paticipate 30	37	42

Approved by:

Researcher



(Retta Mestika Ompusunggu)

Judgement 1



(Tri Any F, S.Pd)

Judgement 2



(Hendrikus Male, M.Hum)

Appendix V. The result of Pre-Test on Using SPSS

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Control	.124	30	.200*	.942	30	.105
	Experimental	.122	30	.200*	.939	30	.085

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2.791	1	58	.100
	Based on Median	2.145	1	58	.148
	Based on Median and with adjusted df	2.145	1	53.536	.149
	Based on trimmed mean	2.914	1	58	.093

Appendix VI. The result of Post-Test on Using SPSS

Tests of Normality

Group		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Control	.138	30	.149	.945	30	.127
	Experimenta l	.173	30	.022	.951	30	.176

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.285	1	58	.596
	Based on Median	.145	1	58	.705
	Based on Median and with adjusted df	.145	1	49.972	.705
	Based on trimmed mean	.302	1	58	.585

Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.285	.596	-5.577	58	.000	-5.167	.926	-7.021	3.312
	Equal variances not assumed			-5.577	55.458	.000	-5.167	.926	-7.023	3.311



Universitas Kristen Indonesia
Fakultas Keguruan dan Ilmu Pendidikan

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

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

Nomor : 399/FKIP/Wadek/Genap/2018

19 April 2018

Perihal : Permohonan Izin Melaksanakan Penelitian

Jurusan Ilmu Pendidikan
Program Studi Bimbingan dan Konseling

Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris

Jurusan Pendidikan MIPA
Program Studi Pendidikan Matematika
Program Studi Pendidikan Biologi
Program Studi Pendidikan Fisika
Program Studi Pendidikan Kimia

Jurusan Pendidikan Agama Kristen
Program Studi PAK (S1)

Jurusan Bahasa Mandarin
Program Studi Pendidikan Bahasa Mandarin

Kepada Yth;
Kepala Sekolah dan Guru Bidang Studi
SMPN 160
Jakarta Timur

Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami:

Nama	: Retta Mestika Ompusunggu
NIM	: 1412150005
Semester/ Program Studi	: VIII/ Pendidikan Bahasa Inggris
Judul Skripsi	: <i>"The Effectivness of Short Story Use On Student's Speaking Skill Development at SMP Negeri 160 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



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN

SMP NEGERI 160 JAKARTA

Jl. SMP 160 TMII, CEGER – CIPAYUNG JAKARTA TIMUR

Telepon : 021-8441330, Kode Pos 13820

Website : www.smpn160jkt.sch.id ; Email ; smpn_160@yahoo.com

SURAT KETERANGAN

Nomor : 166/082.74/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 160 Jakarta, menerangkan dengan sesungguhnya bahwa,

nama	: Retta Mestika Ompusunggu
Nomor Induk Registrasi	: 1412150005
program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Kristen Indonesia

Nama tersebut di atas Adalah benar telah mengadakan penelitian di SMP Negeri 160 Jakarta pada tanggal 19 April sampai dengan 21 Mei 2018 guna mendapatkan data yang diperlukan sebagai bahan dalam penyusunan skripsi yang berjudul “The Effectivness Of Short Story Use On Student’s Speaking Skill Development at SMP Negeri 160 Jakarta”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 21 Mei 2018
Kepala SMP Negeri 160 Jakarta



Appendix IX

Documentation of the Control Group



Documentation of the Experimental Group



