

Appendix 1

Documentation



Appendix 2

SPSS Output of Pre Test

Case Processing Summary							
		Cases					
		Valid		Missing		Total	
	Group	N	Percent	N	Percent	N	Percent
Score	1	31	100,0%	0	0,0%	31	100,0%
	2	30	100,0%	0	0,0%	30	100,0%

Descriptive

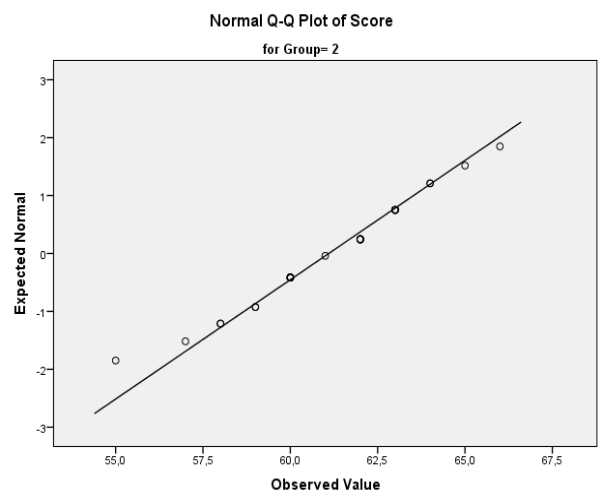
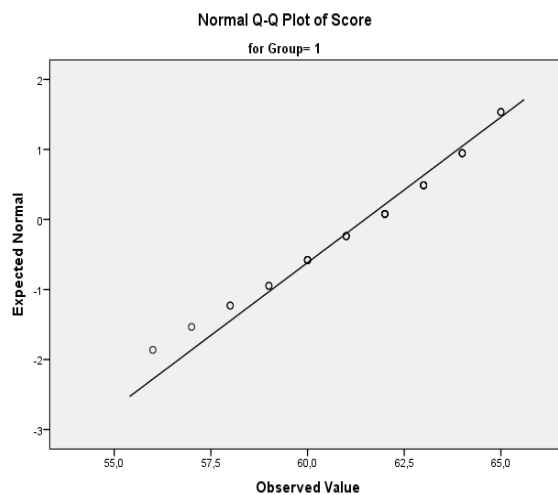
	Group		Statistic	Std. Error	
Score	1	Mean	61,48	,432	
		95% Confidence Interval for Mean	Lower Bound	60,60	
			Upper Bound	62,37	
		5% Trimmed Mean		61,57	
		Median		62,00	
		Variance		5,791	
		Std. Deviation		2,407	
		Minimum		56	
		Maximum		65	
		Range		9	
		Interquartile Range		3	
		Skewness		-,447	,421
		Kurtosis		-,473	,821
		2		Mean	61,10
95% Confidence Interval for Mean	Lower Bound			60,19	
	Upper Bound			62,01	
5% Trimmed Mean				61,15	
Median				61,50	
Variance				5,886	
Std. Deviation				2,426	

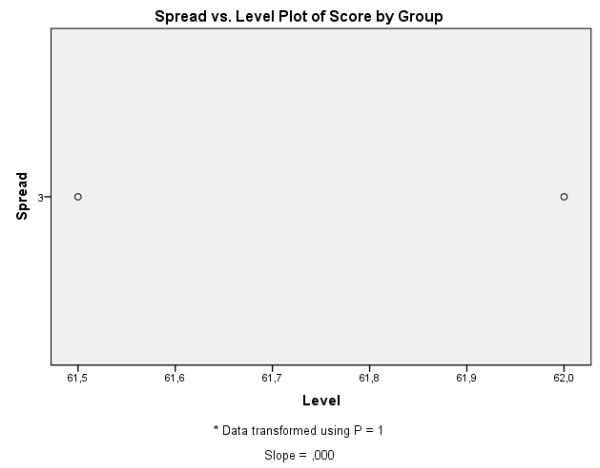
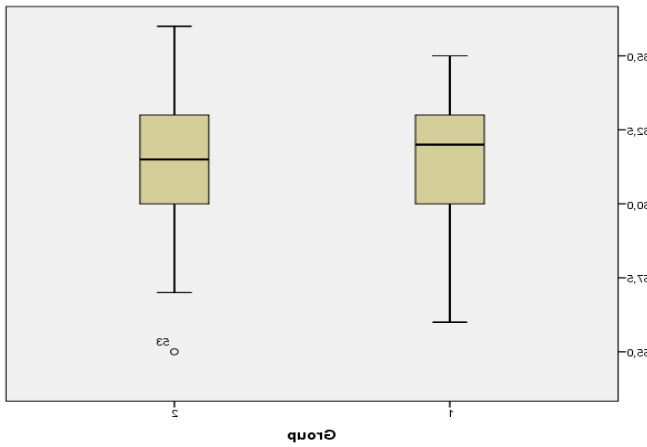
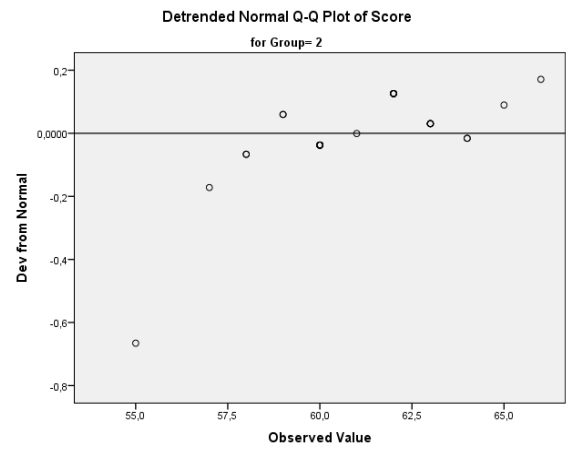
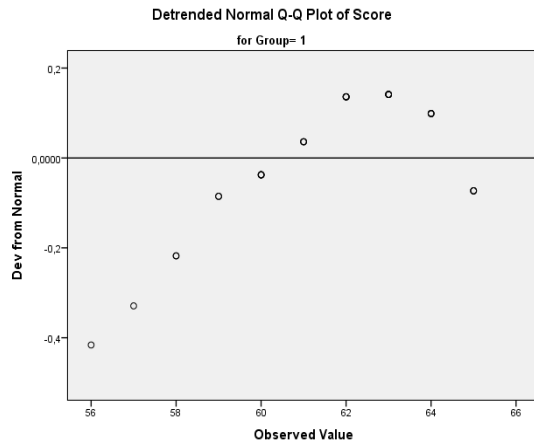
Minimum	55	
Maximum	66	
Range	11	
Interquartile Range	3	
Skewness	-,311	,427
Kurtosis	,239	,833

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	1	,133	31	,171	,955	31	,220
	2	,145	30	,110	,970	30	,526

a. Lilliefors Significance Correction

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,003	1	59	,957
	Based on Median	,007	1	59	,934
	Based on Median and with adjusted df	,007	1	58,931	,934
	Based on trimmed mean	,001	1	59	,977





Appendix 3.

SPSS Output of Post Test

Case Processing Summary							
	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
score	1	31	100,0%	0	0,0%	31	100,0%
	2	30	100,0%	0	0,0%	30	100,0%

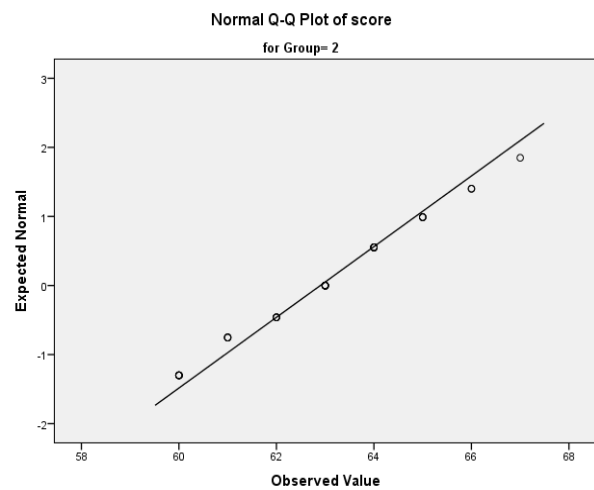
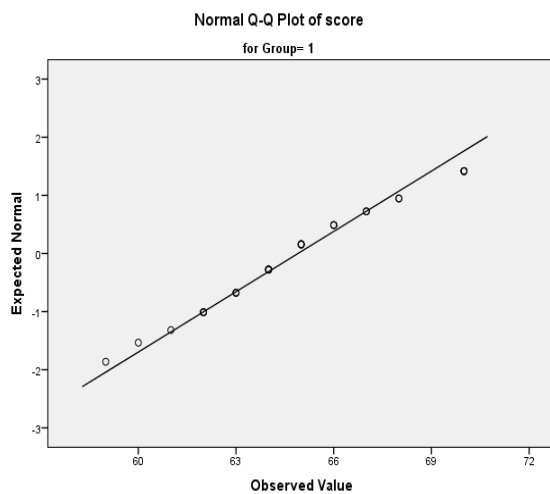
Description					
	Group			Statistic	Std. Error
score	1	Mean		64,90	,519
		95% Confidence Interval for Mean	Lower Bound	63,84	
			Upper Bound	65,96	
		5% Trimmed Mean		64,93	
		Median		65,00	
		Variance		8,357	
		Std. Deviation		2,891	
		Minimum		59	
		Maximum		70	
		Range		11	
		Interquartile Range		4	
		Skewness		,191	,421
		Kurtosis		-,289	,821
	2	Mean		62,90	,357
95% Confidence Interval for Mean		Lower Bound	62,17		
		Upper Bound	63,63		
5% Trimmed Mean		62,85			
Median		63,00			
Variance		3,817			
Std. Deviation		1,954			

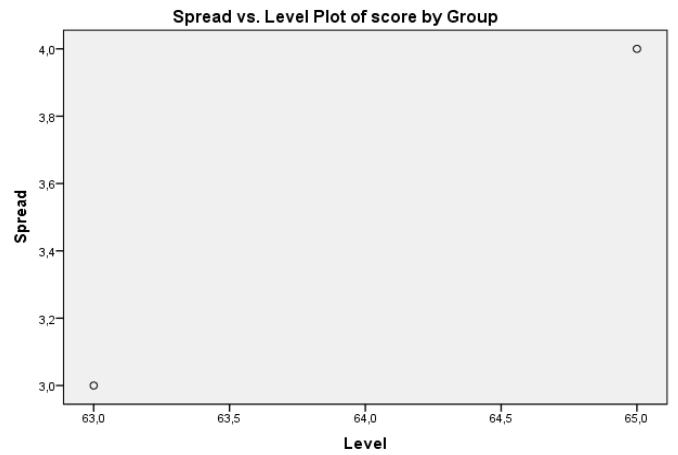
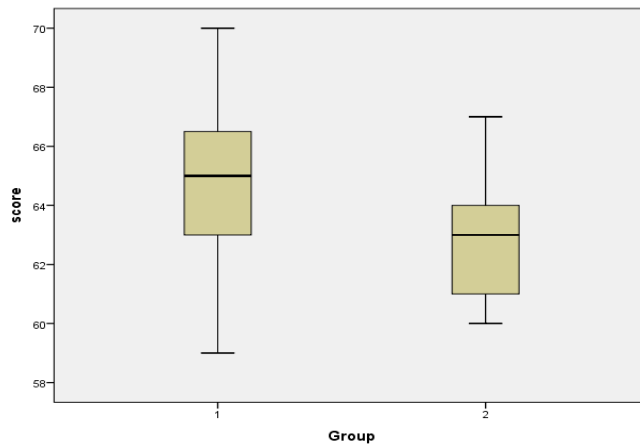
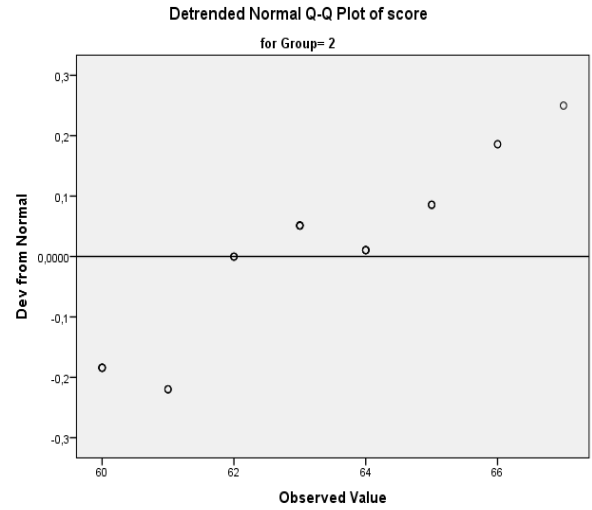
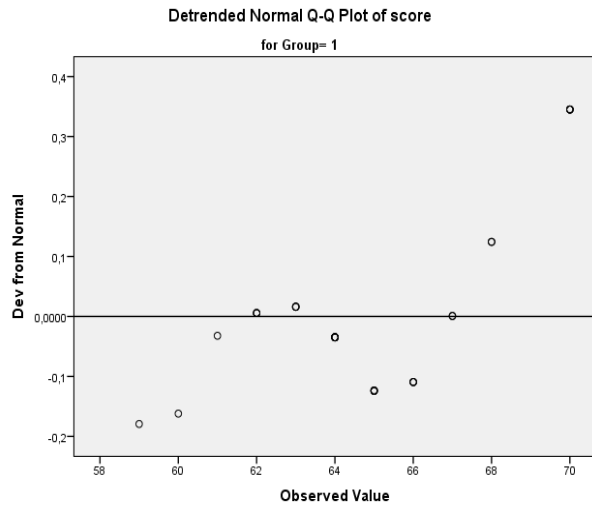
		Minimum	60	
		Maximum	67	
		Range	7	
		Interquartile Range	3	
		Skewness	,090	,427
		Kurtosis	-,637	,833

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	1	,132	31	,182	,959	31	,279
	2	,154	30	,068	,945	30	,121

a. Lilliefors Significance Correction

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
score	Based on Mean	3,227	1	59	,078
	Based on Median	3,363	1	59	,072
	Based on Median and with adjusted df	3,363	1	52,039	,072
	Based on trimmed mean	3,125	1	59	,082





* Data transformed using P = 1
Slope = ,500

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1	31	64,90	2,891	,519
	2	30	62,90	1,954	,357

		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	3,227	,078	3,160	59	,002	2,003	,634	,735	3,272
	Equal variances not assumed			3,180	52,828	,002	2,003	,630	,740	3,267

Appendix 4

LESSON PLAN

School : SMA Angkasa 1
Grade / Semester : XI (Genap)
Subject : English
Class : XI MIA 1

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (why should student wear school uniform?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (why should students wear school uniform?) and interpersonal (why should students wear school uniforms?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2 x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

TThe Value of national culture and character education

- Being polite
- Courage diligence
- Respect

- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : why should students wear school uniform?

H. Teaching Method

Traditional Technique

1. Opening

Greeting

Aperseption:

- Ask answer about the topic
- listen to the argumentations

2. Main Activities

Eksploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Eksboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilities students to perform their opition individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclutuion

3. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric of Cognitif/Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/or creativity.	20
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations.	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with	Some problem with pronunciation or intonation that may interfere with	There are a few problems with pronunciation or intonation but it does not interfere with	There is no problem with pronunciation and intonation.	20

	communicatio n.	communicatio n.	communicatio n.		
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition may be frequent.	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocutio n may be frequent.	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocutio n may occur.	Vocabulary is consistently accurate and appropriate to the task.	20
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Jakarta , May 2018

Approved,
English Teacher

Researcher

(Wahzun Agus Susilowati, S.pd)

(MorinaFaraeraSitanggang)

Approved,
Headmaster

(Any Adhayani, S.pd)

LESSON PLAN

School : SMA Angkasa 1

Grade / Semester : XI (Genap)

Subject : English

Class : XI MIA 1

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (should students bring mobile phone to school?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (Should students bring mobile phone to school?) and interpersonal (Should students bring mobile phone to school?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

TThe Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : should students bring mobile phone to school?

H. Teaching Method

Traditional Technique

2. Opening

Greeting

Aperseption:

- Ask answer about the topic
- listen to the argumentations

3. Main Activities

Eksploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Eksboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilities students to perform their opition individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclutuion

4. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet

H. Rubric of Cognitif/Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/or creativity.	20
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations.	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with communication.	Some problem with pronunciation or intonation that may interfere with communication.	There are a few problems with pronunciation or intonation but it does not interfere with	There is no problem with pronunciation and intonation.	20

			communicatio n.		
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition may be frequent.	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocutio n may be frequent.	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocutio n may occur.	Vocabulary is consistently accurate and appropriate to the task.	20
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Jakarta , May 2018

Approved,

Guru Pamong

(Wahzun Agus Susilowati, S.pd)

Researcher

(MorinaFaraeraSitanggang)

Approved,

Headmaster

(Any Adhayani, S.pd)

LESSON PLAN

School : SMA Angkasa 1

Grade / Semester : XI (Genap)

Subject : English

Class : XI MIA 1

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description(What does the impact of social networking?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (What does the impact of social networking?) and interpersonal (What does the impact of social networking?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

TThe Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : What does the impact of social networking?

H. Teaching Method

Traditional Technique

3. Opening

Greeting

Aperseption:

- Ask answer about the topic
- listen to the argumentations

4. Main Activities

Eksploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Eksboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilities students to perform their opition individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclutuion

5. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric of Cognitif/ Knowledge

	1 Does Not Approach Expectations	2 Approaching Expectations	3 Meets Expectations	4 Exceeds Expectations	score
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/ or creativity.	20
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations.	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with	Some problem with pronunciation or intonation that may interfere with	There are a few problems with pronunciation or intonation but it does not interfere with	There is no problem with pronunciation and intonation.	20

	communicatio n.	communicatio n.	communicatio n.		
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition may be frequent.	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocutio n may be frequent.	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocutio n may occur.	Vocabulary is consistently accurate and appropriate to the task.	20
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Jakarta , May 2018

Approved,

English Reacher

(Wahzun Agus Susilowati, S.pd)

Researcher

(MorinaFaraeraSitanggang)

Approved,

Headmaster

(Any Adhayani, S.pd)

LESSON PLAN

School : SMA Angkasa 1
Grade / Semester : XI (Genap)
Subject : English
Class : XI MIA 1

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (Does Technology Make Us More Alone?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (Does Technology Make Us More Alone?) and interpersonal (Does Technology Make Us More Alone?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

TThe Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : Does Technology Make Us More Alone?

H. Teaching Method

Traditional Technique

4. Opening

Greeting

Aperseption:

- Ask answer about the topic
- listen to the argumentations

5. Main Activities

Eksploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Eksboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilities students to perform their opition individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclutuion

6. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric Of Cognitif/ Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/ or creativity.	20
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations.	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with communication.	Some problem with pronunciation or intonation that may interfere with communication.	There are a few problems with pronunciation or intonation but it does not interfere with communication.	There is no problem with pronunciation and intonation.	20

VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition may be frequent.	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocution may be frequent.	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocution may occur.	Vocabulary is consistently accurate and appropriate to the task.	20
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English Teacher

(Wahzun Agus Susilowati, S.Pd)

Jakarta , May 2018

Researcher

(MorinaFaraeraSitanggang)

Approved,
Headmaster

(Any Adhayani, S.Pd)

LESSON PLAN

School : SMA Angkasa 1

Grade / Semester : XI (Genap)

Subject : English

Class : XI MIA 2

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (why should student wear school uniform?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (why should students wear school uniform?) and interpersonal (why should students wear school uniforms?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2 x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

TThe Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : why should students wear school uniform?

H. Teaching Method

Talking Chips Technique

5. Opening

Greeting

Aperseption:

- Ask answer about the topic
- listen to the argumentations

6. Main Activities

Eksploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Eksboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilities students to perform their opition individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclutuion

7. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric of Cognitif/Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/or creativity.	20
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PRONUNCIATION AND INTONATION	Multiple problems with pronunciation	Some problem with pronunciation or	There are a few problems with	There is no problem with	20

	n or intonation that may interfere with communication.	intonation that may interfere with communication.	pronunciation or intonation but it does not interfere with communication.	pronunciation and intonation.	
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition may be frequent.	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocution may be frequent.	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocution may occur.	Vocabulary is consistently accurate and appropriate to the task.	20
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Jakarta , May 2018

Approved,

English Teacher

Researcher

(Wahzun Agus Susilowati, S.pd)
Sitanggung)

(Morina Faraera

Approved,
Headmaster

(Any Adhayani, S.pd)

LESSON PLAN

School : SMA Angkasa 1

Grade / Semester : XI (Genap)

Subject : English

Class : XI MIA 2

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (should students bring mobile phone to school?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (Should students bring mobile phone to school?) and interpersonal (Should students bring mobile phone to school?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

TThe Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : should students bring mobile phone to school?

H. Teaching Method

Talking Chips Technique

6. Opening

Greeting

Aperseption:

- Ask answer about the topic
- listen to the argumentations

7. Main Activities

Eksploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Eksboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilities students to perform their opition individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclutuion

8. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assessment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric of Cognitif/Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/or creativity.	20
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or	20

		thoughts are complete.		hesitations .	
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with communication.	Some problem with pronunciation or intonation that may interfere with communication.	There are a few problems with pronunciation or intonation but it does not interfere with communication.	There is no problem with pronunciation and intonation.	20
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition may be frequent.	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocution may be frequent.	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocution may occur.	Vocabulary is consistently accurate and appropriate to the task.	20
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Jakarta , May 2018

Approved,

English Teacher

(Wahzun Agus Susilowati, S.pd)
Sitanggung)

Researcher

(Morina Faraera

Approved,

Headmaster

(Any Adhayani, S.pd)

LESSON PLAN

School : SMA Angkasa 1

Grade / Semester : XI (Genap)

Subject : English

Class : XI MIA 2

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (What does the impact of social networking?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (What does the impact of social networking?) and interpersonal (What does the impact of social networking?) and interpersonal

(to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

The Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : What does the impact of social networking?

H. Teaching Method

Talking Chips Technique

7. Opening

Greeting

Apperception:

- Ask answer about the topic
- listen to the argumentations

8. Main Activities

Exploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Elaboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilitates students to perform their opinion individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems

- teacher and students make a conclusion

9. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric of Cognitif/ Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the	Partial completion of the task; the learner inconsistentl	Completion of the task; the learner makes up a story based on the	Superior completion of the task; the learner makes up	20

	story but only describing the pictures given.	y makes up a story.	pictures given.	a story by elaborating on the theme, with high level of detail and/or creativity.	
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations.	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with communication.	Some problem with pronunciation or intonation that may interfere with communication.	There are a few problems with pronunciation or intonation but it does not interfere with communication.	There is no problem with pronunciation and intonation.	20
VOCABULARY	Vocabulary is not extensive enough for the task;	Vocabulary is sometimes accurate and appropriate to the task;	Vocabulary is mostly accurate and appropriate to the task;	Vocabulary is consistently accurate and	20

	inaccuracies and repetition may be frequent.	errors and circumlocution may be frequent.	minor errors and circumlocution may occur.	appropriate to the task.	
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Jakarta , May 2018

Approved,

English Teacher

(Wahzun Agus Susilowati, S.pd)
Sitanggang)

Researcher

(Morina Faraera

Approved,

Headmaster

(Any Adhayani, S.pd)

LESSON PLAN

School : SMA Angkasa 1

Grade / Semester : XI (Genap)

Subject : English

Class : XI MIA 2

A. Competency Standard:

9. Speaking : to express the argument in the simple short spoken description and interpersonal conversation and monologue in the form of description in the daily life context.

B. Basic Competency :

7.1 To respon the argument in the simple short description (Does Technology Make Us More Alone?) and interpersonal conversation accurately, fluently and acceptable to interact in the daily life context involving the speech of expressing politeness.

9.1. To express argument or opinion in the short simple description (Does Technology Make Us More Alone?) and interpersonal (Does Technology Make Us More Alone?) and interpersonal (to socialize) conversation using spoken language accurately Fluently, and acceptable to interact in daily life context involving the speech act of expressing politeness.

C. Indicator :

7.1 To show the argument and the functional of expressing politeness

9.1. To show main idea related to topic.

To identify some information of the topic.

D. Time Allocation : 2x 40 minutes (one meetings)

E. Skill : Speaking

F. The Purposes of Learning Activity

The Value of national culture and character education

- Being polite
- Courage diligence
- Respect
- Responsibility

G. Teaching and learning material

- Expressing politeness
- Debating class : Does Technology Make Us More Alone?

H. Teaching Method

Talking Chips Technique

8. Opening

Greeting

Apperception:

- Ask answer about the topic
- listen to the argumentations

9. Main Activities

Exploration

- The teacher giving the topic to debate
- Asking the students to look for the information about the topic.

Elaboration

- The ask the students to listen to the argument
- Teacher give a chance to think, analyze. Solve the problem
- Teacher facilitates students to perform their opinion individually or teamwork

Confirmation

- teacher ask and answer about the students difficulties
- teacher help the students solving the problems
- teacher and students make a conclusion

10. Closing

- teacher and students make a conclusion
- teacher do assesment

I. Learning Source

- Let's Talk
- Relevan Picture

J. Assesment

Instrument

Statement (statement from teacher's book and internet)

H. Rubric Of Cognitif/ Knowledge

	1	2	3	4	score
	Does Not Approach Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations	
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the	20

	the pictures given.			theme, with high level of detail and/or creativity.	
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations .	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with communication.	Some problem with pronunciation or intonation that may interfere with communication.	There are a few problems with pronunciation or intonation but it does not interfere with communication.	There is no problem with pronunciation and intonation.	20
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocuti	Vocabulary is mostly accurate and appropriate to the task; minor errors and circumlocuti	Vocabulary is consistently accurate and appropriate	20

	may be frequent.	on may be frequent.	on may occur.	e to the task.	
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Jakarta , May 2018

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Sitanggung)

Researcher

(Morina Faraera

Approved,

Headmaster

(Any Adhayani, S.pd)

Appendix 5

Rubric of Speaking

	1 Does Not Approach Expectations	2 Approaching Expectations	3 Meets Expectations	4 Exceeds Expectations	score
TASK COMPLETION	Minimal completion of the task; the learner does not make up the story but only describing the pictures given.	Partial completion of the task; the learner inconsistently makes up a story.	Completion of the task; the learner makes up a story based on the pictures given.	Superior completion of the task; the learner makes up a story by elaborating on the theme, with high level of detail and/or creativity.	20
FLUENCY	Speech is halting and uneven with long pauses or incomplete thoughts.	Speech is choppy and/or slow with frequent pauses. Most thoughts are complete.	Some hesitation but manages to continue and complete thoughts.	Thoughts are expressed completely with very few pauses or hesitations.	20
PRONUNCIATION AND INTONATION	Multiple problems with pronunciation or intonation that may interfere with communication.	Some problem with pronunciation or intonation that may interfere with communication.	There are a few problems with pronunciation or intonation but it does not interfere with communication.	There is no problem with pronunciation and intonation.	20
VOCABULARY	Vocabulary is not extensive enough for the task; inaccuracies and repetition	Vocabulary is sometimes accurate and appropriate to the task; errors and circumlocution	Vocabulary is mostly accurate and appropriate to the task; minor errors and	Vocabulary is consistently accurate and appropriate to the task.	20

	may be frequent.	n may be frequent.	circumlocution may occur.		
GRAMMAR	Grammar is rarely accurate or not appropriate for the level.	Grammar is sometimes accurate and appropriate for the level.	Grammar is mostly accurate and appropriate for the level.	Grammar is consistently accurate and appropriate for the level.	20

Appendix 6

Pre Test and Post Test Score

Score of Pre Test and Post Test Control Class

Participants	Pre Test	Post Test
1	64	67
2	65	66
3	63	64
4	62	63
5	63	65
6	63	63
7	66	70
8	62	64
9	63	64
10	63	64
11	59	60
12	60	62
13	60	63
14	62	64
15	62	64
16	59	63
17	64	63
18	57	59

19	55	56
20	63	65
21	61	62
22	60	61
23	58	59
24	60	60
25	66	67
26	65	67
27	63	65
28	60	62
29	58	60
30	57	58
31	60	67

Score of Pre Test and Post Test Control Class

Participants	Score Pre Test	Score Post Test
1	63	70
2	62	63
3	60	64
4	63	67
5	64	66
6	62	65
7	62	68
8	61	65
9	65	66
10	63	66
11	61	65
12	60	62
13	62	63
14	60	64
15	58	63
16	58	61
17	62	61
18	60	62
19	61	62
20	63	64

21	63	63
22	62	62
23	62	63
24	62	63
25	64	68
26	63	65
27	62	63
28	60	64
29	60	61
30	63	62