

Lesson Plan
(Experimental – Class)

School : SMPN 160 Jakarta
 Subject : Bahasa Inggris
 Class/semester : VII C
 Topic : Describing People
 Time Allocation : 2 x 45 menit
 Teacher : Ester Sihombing
 Focus Skill : Speaking

I. Core Competency

- 1: Appreciating and practicing the devotion of their religion.
- 2: Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
- 3: Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

4: Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

II. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by stating and asking about the description of the person simply and in accordance with the context of its use.

4.12 Capturing meaning in simple oral descriptive text.

4.13 Prepare descriptive oral and written text, short and simple, about a person taking into account the social function, text structure, and linguistic elements, correctly and contextually.

III. Learning Indicators

1. Demonstrate the nature of the person in the form of physical characteristics and personality in a text through the listening activities carefully.
2. Declare the form of nominal and verbal sentences to question and respond to the physical cirri and the nature of people responsibly.
3. Express and respond to questions about the physical characteristics and the nature of people with polite.
4. Describe the physical characteristics and traits of people using Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare a written text to describe a family member or friend in an honest and responsible manner.

IV. Teaching Aims:

- a. Students' are able to describe and express people based on the pictures.
- b. To improve students' speaking ability by describing people using correct language structure.
- c. Students' are able to describe their family or their friends using pictures.

V. Teaching Method: Self – Directed Learning

Teaching Media: Pictures

VI. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the 	15 minutes

		<p>topic:</p> <ol style="list-style-type: none"> 1. What do you know about describing people? 2. Do you know how to describing someone? Like your friend or your family? 	
Main Activity	Exploration	<ul style="list-style-type: none"> - Teacher explains about Describing people. - Teacher gives example about it. - Teacher gives time for students to ask some question. 	15 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students' one by one to in front of the class and gives some pictures to student randomly. - Teacher gives time to students' experimental class to describe the people based on the random pictures. 	40 minutes

		<ul style="list-style-type: none"> - Teacher helps the students even if they have some difficulties in describing. - Students' describe the people based on the pictures in front of the class. 	
	Confirmation	<ul style="list-style-type: none"> - Teacher asks the students experimental class to find out one picture in the classroom and describe it in front of the class on 5 minutes. 	15 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the class to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

VII. Learning Material

1. 1. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

1. 2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.

1. 3. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense.

Adjectives about appearance and personalities:

Average = sedang
matang (kulit)

Fair = sawo

Pimple = jerawat

Strong = kuat

Bald = gundul

Fat = gemuk

Point = mancung

Tall = tinggi

Beard = janggut

Flat = pesek

Puff/ chubby = pipi besar

Thick = tebal

Big = besar
perempuan

Girl = anak

Round = bulat

Thin = tipis

Black = hitam
badan

Height = tinggi

Sharp = tajam
bergelombang

Blonde = pirang

Short = pendek

Boy = anak laki-laki
kumis

Slant = sipit
badan

Circle = bulat

Slim = ramping

Curly = keriting

Small = kecil

Dimple = lesung pipi

Straight = lurus

Wave =

Mole = tahi lalat

Weak = lemah

Moustache =

Weight = berat

Narrow = sempit

White = putih

Old = tua

Wide = lebar

Oval = lonjong

Young = muda

DESCRIBING PEOPLE:

S + to be + adjective

Example: He is tall.

They are tall.

S + have/has + noun

Example: He has slant eyes.

They have slant eyes.

S + wear(s) + noun

Example: He wears leather jacket.

They wear leather jacket.

S + noun + to be + Adjective

Example: His nose is flat.

Their noses are flat.

S + bring(s) + noun

Example: She brings an umbrella.
They bring umbrellas.

<http://bahasainggrismtsncontrol.blogspot.co.id/2015/10/describing-people.html>

My Dad

My father name is Togap. He is 58 years old. He is very handsome and dashing man. He has a sturdy body and wide chest. My dad's tall is about 170 cm and his weigh is about 60 kg. My father has a pointed noose; unlike mine which is flat. His hair is black and short. His eyes are great and black. He has fair complexion and thick eyebrows. Although he looks terrible, my father is very friendly. He is happy to make other laugh with his jokes.

My father is a very great man. He could be a father and a best friend for his children. Unlike the other dad, my father is always open to his children. He always understands condition and needs of his children. My father is a hard worker. He works as a mathematics teacher at the school. As a mathematics teacher, he is very loved by his students. A friendly personality makes him a favorite teacher for the students and his friends. Even though my father is a math teacher, I still don't like math. I prefer English language than math. My dad and I have a same hobby. We particularly love traveling and going to new place which is new for us. My father is very concerned with time for family. He considers his family a priceless treasure. When the holidays come, he always invites us to travel and spend time together. I'm very thankful to have a father who could be the father and best friend for me.

Describe the pictures below:





Cognitive Assessment

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Control – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII B
Topic	: Describing People
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

III. Core Competency

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

IV. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by stating and asking about the description of the person simply and in accordance with the context of its use.

4.12 Capturing meaning in simple oral descriptive text.

4.13 Prepare descriptive oral and written text, short and simple, about a person taking into account the social function, text structure, and linguistic elements, correctly and contextually.

V. Learning indicators

1. Demonstrate the nature of the person in the form of physical characteristics and personality in a text through the listening activities carefully.
2. Declare the form of nominal and verbal sentences to question and respond to the physical characteristics and the nature of people responsibly.
3. Express and respond to questions about the physical characteristics and the nature of people with polite.
4. Describe the physical characteristics and traits of people using Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare a written text to describe a family member or friend in an honest and responsible manner.

D. Teaching Aims:

- d. Students' are able to describe and express someone/people.
- e. To improve students' speaking ability by describing people using correct language structure.

- f. Students' are able to describe their family or their friends.

E. Teaching Method: Self – Directed Learning

Teaching Media : book and Worksheet

F. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the topic: <ol style="list-style-type: none"> 3. What do you know about describing people? 4. Do you how to describe someone? Like your friend or your family? 	15 minutes

Main Activity	Exploration	<ul style="list-style-type: none"> - Teacher explains about Describing people. - Teacher gives example about it. - Teacher gives time for students to ask some question. 	15 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students' one by one to in front of the class to describe someone/people. - Teacher gives time to students' control class to prepare and describe the people. - Teacher helps the students even if they have some difficulties in describing. - Students' describing someone/people in front of the class. 	40 minutes
	Confirmation	<ul style="list-style-type: none"> - Teacher asks the students control class to find out one of person (their friends or teacher) in the classroom and describe it in front of 	15 minutes

		the class on 5 minutes.	
Post-Activity		<ul style="list-style-type: none"> - Asking the class to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

E. MATERI AJAR

2. 1. The Definition and Purpose of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. 2. The Generic Structure of Descriptive Text

Descriptive text has structure as below:

- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or/and characteristics.

2. 3. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense.

Adjectives about appearance and personalities:

Average = sedang
matang (kulit)

Fair = sawo

Pimple = jerawat

Bald = gundul

Point = mancung

Beard = janggut

Puff/ chubby = pipi besar

Big = besar
perempuan

Round = bulat

Black = hitam
badan

Sharp = tajam
bergelombang

Blonde = pirang

Short = pendek

Boy = anak laki-laki
kumis

Slant = sipit
badan

Circle = bulat

Slim = ramping

Curly = keriting

Small = kecil

Dimple = lesung pipi

Straight = lurus

Strong = kuat

Fat = gemuk

Tall = tinggi

Flat = pesek

Thick = tebal

Girl = anak

Thin = tipis

Height = tinggi

Wave =

Mole = tahi lalat

Weak = lemah

Moustache =

Weight = berat

Narrow = sempit

White = putih

Old = tua

Wide = lebar

Oval = lonjong

Young = muda

DESCRIBING PEOPLE:

S + to be + adjective	Example: He is tall. They are tall.
S + have/has + noun	Example: He has slant eyes. They have slant eyes.
S + wear(s) + noun	Example: He wears leather jacket. They wear leather jacket.
S + noun + to be + Adjective	Example: His nose is flat. Their noses are flat.
S + bring(s) + noun	Example: She brings an umbrella. They bring umbrellas.

<http://bahasainggrisniscisontrol.blogspot.co.id/2015/10/describing-people.html>

Example of describe someone:

My Daddy

My father name is Togap. He is 58 years old. He is very handsome and dashing man. He has a sturdy body and wide chest. My dad's tall is about 170 cm and his weigh is about 60 kg. My father has a pointed noose; unlike mine which is flat. His hair is black and short. His eyes are great and black. He has fair complexion and thick eyebrows. Although he looks terrible, my father is very friendly. He is happy to make other laugh with his jokes.

My father is a very great man. He could be a father and a best friend for his children. Unlike the other dad, my father is always open to his children. He always understands condition and needs of his children. My father is a hard worker. He works as a mathematics teacher at the school. As a mathematics teacher, he is very loved by his students. A friendly personality makes him a favorite teacher for the students and his friends. Even though my father is a math teacher, I still don't like math. I prefer English language than math. My dad and I have a same hobby. We particularly love traveling and going to new place which is new for us. My father is very concerned with time for family. He considers his family a priceless treasure. When the holidays come, he always invites us to travel and spend time together. I'm very thankful to have a father who could be the father and best friend for me.

Assessment Technique: Spoken Test

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher

o



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Experimental – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII C
Topic	: Describing Place
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

I. Core Competency

- 1 : Appreciating and practicing the devotion of their religion.
- 2: Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
- 3: Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

4: Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

II. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by stating and asking about the description of the place simply and in accordance with the context of its use.

4.12 Capturing meaning in simple written and oral descriptive text.

4.13 Prepare descriptive oral, short and simple, about place taking into account the social function, text structure, and linguistic elements, correctly and contextually.

III. Learning indicators

1. Demonstrate and explain the characteristics and forms of a place through careful listening.
2. Declare the form of nominal and verbal sentences to question and respond to the characteristics and form of a place responsibly.
3. Expressing and responding to questions about the character and shape of the place with courtesy.
4. Describe the physical and form characteristics using Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare a written text to describe one place such as school, place of plunder and others with honest and responsible.

IV. Teaching Aims:

- a. Students' are able to describe and express a place based on the pictures.
- b. To improve students' speaking ability by describing places using correct language structure.
- c. Students' are able to describe their home or their school using pictures.

V. Teaching Method: Self – Directed Learning

Teaching Media: Pictures

VI. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the 	15 minutes

		<p>topic:</p> <p>5. What do you know about describing place?</p> <p>6. What place that often you visit with your family?</p>	
Main Activity	Exploration	<ul style="list-style-type: none"> - Teacher explains about Describing place. - Teacher gives example about it. - Teacher gives time for students to ask some question. 	15 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students' one by one to in front of the class and gives some pictures to student randomly. - Teacher gives time to students' experimental class to describe a place based on the random pictures that given by teacher. - Teacher helps the students even if they have some difficulties in describing. 	40 minutes

		- Students' describe the place based on the pictures in front of the class.	
	Confirmation	- Teacher asks the students experimental class to find out one picture in the classroom and describe it in front of the class on 5 minutes.	15 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the class to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

Teaching Material:

Vocabulary for Describing Places

Ancient = Kuno/langka

Beautiful = Indah

Boring = Membosankan
sesak

Crowded = Penuh

Charming = Indah
Menyenangkan

Exciting =

Expensive = Mahal
Terkenal

Fantastic = Fantastis
Menarik

Huge = Besar/luas
Bersejarah

Lively = Hidup
Terkenal

Polluted = Tercemar

Peaceful = Damai
Menakjubkan

Noisy = Berisik

Mountainous = Pegunungan
Sempurna

Fertile = Subur

Alive = Hidup
biasa

Calm = Tenang
Menyeramkan

Deserted = Area Gurun
Berbeda

Fresh = Segar

Incredible = Luar biasa
Menarik

Magnificent = Luar biasa

Mysterious = Misterius

Famous =

Fascinating =

Historic =

Popular =

Touristic = Wisata

Stunning =

Rural = Pedesaan

Perfect =

Dry = Kering

Amazing = Luar

Creepy =

Different =

Hot = Panas

Interesting =

Modern = Modern

Natural = Alami

Pleasant = Menyenangkan

Unique = Unik

Unusual = Tidak biasa

Warm = Hangat

Wild = Liar
Tradisional

Traditional =

Tropical = Tropis
Romantis

Romantic =

National Monument

National Monument or popularly called as Monas or obelisk monument is memorial tower which is shaped as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters from the ground and the width of its yard is 45 x 45 meters square. Monas stands very solid covered with white paint on its body and gold colors that light up on its top. It was built to commemorate the resistance and struggle of the people of Indonesia to gain independence from Dutch colonialism. National monument construction was began on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.



Describe these pictures below:





Assessment Technique: Spoken Test

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher

o



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Control – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII B
Topic	: Describing Place
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

VI. Core Competency

2. Appreciating and practicing the devotion of their religion.
3. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
4. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
5. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

II. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by stating and asking about the description of the person simply and in accordance with the context of its use.

4.12 Capturing meaning in simple oral descriptive text.

4.13 Prepare descriptive oral and written text, short and simple, about a person taking into account the social function, text structure, and linguistic elements, correctly and contextually.

III. Learning indicators

1. Demonstrate the nature of the person in the form of physical characteristics and personality in a text through the listening activities carefully.
2. Declare the form of nominal and verbal sentences to question and respond to the physical cirri and the nature of people responsibly.
3. Express and respond to questions about the physical characteristics and the nature of people with polite.
4. Describe the physical characteristics and traits of people using Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare a written text to describe a family member or friend in an honest and responsible manner.

D. Teaching Aims:

- a. Students' are able to describe and express a place.

- b. To improve students' speaking ability by describing places using correct language structure.
- c. Students' are able to describe their home or their school.

E. Teaching Method: Self – Directed Learning

Teaching Media: book and Worksheet

F. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the topic: <ol style="list-style-type: none"> 1. What do you know describing place? 3. What place do you often visit with your family? 	15 minutes
Main Activity	Exploration	- Teacher explains about	15 minutes

		Describing place. - Teacher gives example about it. - Teacher gives time for students to ask some question.	
	Elaboration	- Teacher asks students' one by one to in front of the class to describing a place they ever visit. - Teacher gives time to students' control class to describing the place based on topic that given by teacher. - Teacher helps the students even if they have some difficulties in describing. - Students' describing a place front of the class.	40 minutes
	Confirmation	- Teacher asks the students control class to find out their favorite place and describe it in front of the class on 5 minutes.	15 minutes
Post-Activity		- Asking the class to ask some	5 minutes

	<p>question if there is still unclear information that they could ask.</p> <ul style="list-style-type: none"> - Closing the class and saying goodbye 	
--	---	--

Teaching Material:

Vocabulary for Describing Places

Ancient = Kuno/langka

Beautiful = Indah

Boring = Membosankan
sesak

Crowded = Penuh

Charming = Indah
Menyenangkan

Exciting =

Expensive = Mahal
Terkenal

Famous =

Fantastic = Fantastis
Menarik

Fascinating =

Huge = Besar/luas
Bersejarah

Historic =

Lively = Hidup
Terkenal

Popular =

Polluted = Tercemar

Touristic = Wisata

Peaceful = Damai
Menakjubkan

Stunning =

Noisy = Berisik

Rural = Pedesaan

Mountainous = Pegunungan
Sempurna

Fertile = Subur

Alive = Hidup
biasa

Calm = Tenang
Menyeramkan

Deserted = Area Gurun
Berbeda

Fresh = Segar

Incredible = Luar biasa
Menarik

Magnificent = Luar biasa

Mysterious = Misterius

Pleasant = Menyenangkan

Unusual = Tidak biasa

Wild = Liar
Tradisional

Tropical = Tropis
Romantis

Perfect =

Dry = Kering

Amazing = Luar

Creepy =

Different =

Hot = Panas

Interesting =

Modern = Modern

Natural = Alami

Unique = Unik

Warm = Hangat

Traditional =

Romantic =

Example of describing place:

National Monument

National Monument or popularly called as Monas or obelisk monument is memorial tower which is shaped as torch flame towering to the sky. The height is about 132 meters. While its crock is 17 meters from the ground and the width of its yard is 45 x 45 meters square. Monas stands very solid covered with white paint on its body and gold colors that light up on its top. It was built to commemorate the resistance and struggle of the people of Indonesia to gain independence from Dutch colonialism. National monument construction was began on 17th August, 1961 in the reign of the first Indonesian president, Sukarno. It was Completed and opened to the public on 12th July, 1975. This monument is crowned by flame which is covered by 35 kilogram of pure gold. The flames are placed on the top of the monument symbolized as the spirit of the fiery Indonesian struggle. We can see the beauty of the Monument national in the middle of Merdeka court, Central Jakarta.

Cognitive Assessment

Assessment Technique: Spoken Test

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Experiment – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII C
Topic	: Describing animal
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

I. Core Competency

- 1: Appreciating and practicing the devotion of their religion.
- 2: Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
- 3: Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also

applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

KI 4: Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

II. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by declaring and inquiring about the description of the animal simply and in accordance with the context of its use.

4.12 Capturing meaning in simple descriptive oral and written text.

4.13 Prepare descriptive text of oral and written, short and simple, about animals with respect to social functions, text structures, and linguistic elements, correctly and contextually.

III. Learning indicators

1. Demonstrate and explain the characteristics and shapes of an animal through careful listening.
2. Defining the form of nominal and verbal sentences to question and respond to the animal and animal characteristics and forms in a responsible manner.
3. Express and respond to questions about the characteristics and forms of animals / animals with polite.
4. Explain the physical characteristics and shape of an animal using Simple Present to be (is, am, are) verbally and in writing with confidence.

5. Prepare a written text to describe one of the animals such as elephants, tigers and others honestly and responsibly.

IV. Teaching Aims:

- a. Students' are able to describe and express an animal based on the pictures.
- b. To improve students' speaking ability by describing Animals using correct language structure.
- c. Students' are able to describe their favorite pats or their animal they like using pictures.

V. Teaching Method: Self – Directed Learning

Teaching Media: Pictures

VI. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some 	15 minutes

		<p>question related to the topic:</p> <p>d. What do you know about describing animal?</p> <p>e. What animal do you like?</p>	
Main Activity	Exploration	<ul style="list-style-type: none"> - Teacher explains about Describing animal. - Teacher gives example about it. - Teacher gives time for students to ask some question. 	15 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students' one by one to in front of the class and gives some pictures to students' randomly. - Teacher gives time to students' experimental class to describe the animal based on the random pictures given by the 	40 minutes

		<p>teacher.</p> <ul style="list-style-type: none"> - Teacher helps the students even if they have some difficulties in describing. - Students' describe the animal based on the pictures in front of the class. 	
	Confirmation	<ul style="list-style-type: none"> - Teacher asks the students experimental class to find out one picture in the classroom and describe it in front of the class on 5 minutes. 	15 minutes
Post-Activity		<ul style="list-style-type: none"> - Asking the class to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes

Teaching Material:

Vocabularies for describing Animal:

Big	: Besar	small	:
kecil			
hairy	: berbulu	amphibians	:
Amfibi			
breastfeeding	: Menyusui	long	:
Panjang			
Rolling	: menggelinding	Tail	:
Ekor			
Unique	: unik	Tall	:
tinggi			
Shell	: cangkang	Venomous	:
berbisa			

KOMODO

Komodo is the biggest lizard in the world. This animal lives in Komodo Island. It has four legs. It has 10 centimeters claws. Komodo eats small birds and big mammals. It uses its tongue to track their prey's smell in the air. Its long thick tail could be used as a whip that could shatter even bones. Its mouth has very toxic saliva that can kill its prey.



Describe these animals:







Cognitive Assessment

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
----	-------	--------------	-------

1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher

o



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Control – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII B
Topic	: Describing animal
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

f. Core Competency

1. Appreciating and practicing the devotion of their religion.
3. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
4. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
5. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

II. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by stating and asking about the description of the person simply and in accordance with the context of its use.

4.12 Capturing meaning in simple oral descriptive text.

4.13 Prepare descriptive oral and written text, short and simple, about a person taking into account the social function, text structure, and linguistic elements, correctly and contextually.

III. Learning indicators

1. Demonstrate the nature of the person in the form of physical characteristics and personality in a text through the listening activities carefully.
2. Declare the form of nominal and verbal sentences to question and respond to the physical cirri and the nature of people responsibly.
3. Express and respond to questions about the physical characteristics and the nature of people with polite.
4. Describe the physical characteristics and traits of people using Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare a written text to describe a family member or friend in an honest and responsible manner.

D. Teaching Aims:

- a. Students' are able to describe and express an animal.
- b. To improve students' speaking ability by describing Animals using correct language structure.
- c. Students' are able to describe their favorite pats or their animal they like.

E. Teaching Method: Self – Directed Learning

Teaching Media : Book and Worksheet

F. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the topic: <ul style="list-style-type: none"> d. What do you know about describing animal? e. What animal do you like? 	15 minutes
Main Activity	Exploration	- Teacher explains about	15 minutes

		Describing animal. - Teacher gives example about it. - Teacher gives time for students to ask some question.	
	Elaboration	- Teacher asks students' one by one to in front of the class to describing an animal that they know. - Teacher gives time to students' control class to describe the animal based on the topic that teacher given to students. - Teacher helps the students even if they have some difficulties in describing. - Students' describe the animal in front of the class.	40 minutes
	Confirmation	- Teacher asks the students control class to find out one their favorite animal and describe it in front of the class on 5 minutes.	15 minutes

Post-Activity	<ul style="list-style-type: none"> - Asking the class to ask some question if there is still unclear information that they could ask. - Closing the class and saying goodbye 	5 minutes
---------------	--	-----------

Teaching Material:

Vocabularies for describing Animal:

Big : Besar
kecil

hairy : berbulu

Amfibi

breastfeeding : Menyusui

Panjang

Rolling : menggelinding
Ekor

Unique :unik
tinggi

Shell : cangkang
berbisa

small :

amphibians :

long :

Tail :

Tall :

Venomous :

Example of describing Animal:

PENGUIN

My favorite animal is the penguin, because when penguin walk is very funny and cute and seems to have tuxedos. They've got yellow and black peak, their bodies are black, white and in the neck of the penguin there are yellow. They haven't got ears. They are birds but they can not fly but can swim very well. They've got very black small tail.

KOMODO

Komodo is the biggest lizard in the world. This animal lives in Komodo Island. It has four legs. It has 10 centimeters claws. Komodo eats small birds and big mammals. It uses its tongue to track their prey's smell in the air. Its long thick tail could be used as a whip that could shatter even bones. Its mouth has very toxic saliva that can kill its prey.

Cognitive Assessment

Assessment Technique: Spoken Test

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Experimental – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII C
Topic	: Describing Things
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

I. Core Competency

- 1: Appreciating and practicing the devotion of their religion.
- 2: Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
- 3: Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.

- 4: Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in the school independently and be able to use the method according to the rules of science.

I. Basic Competence and Indicators of Competence Achievement

- 3.10 Understand the social function, text structure, and linguistic elements of descriptive text by declaring and asking about the description and form of a simple and appropriate context of its use.
- 4.12 Capturing meaning in simple written and oral descriptive text.
- 4.13 Prepare descriptive oral and written text, short and simple, about objects with respect to social functions, text structures, and linguistic elements, correctly and contextually.

III. Learning indicators

1. Demonstrate and explain the characteristics and the shape of an individual object through careful listening.
2. Declare the form of nominal and verbal sentences to question and respond to the character and shape of an object responsibly.
3. Disclose and respond to questions about the characteristics and the shape of the object with polite.
4. Describe the physical and deformity of an object using the Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare oral text to describe one of the objects they normally use from each student honestly and responsibly.

IV. Teaching Aims:

- a. Students' are able to describe and express the things based on the pictures.
- b. To improve students' speaking ability by describing things using correct language structure.
- c. Students' are able to describe the things that usually they wear using pictures.

V. Teaching Method: Self – Directed Learning

Teaching Media: Pictures

VI. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the topic: <ol style="list-style-type: none"> a. Mention 5 things 	15 minutes

		<p>that you know in this class.</p> <p>b. What things do you often wear every day?</p>	
Main Activity	Exploration	<ul style="list-style-type: none"> - Teacher explains how to Describing things - Teacher gives example about it. - Teacher gives time for students to ask some question. 	15 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students' one by one to in front of the class and gives some pictures to student randomly. - Teacher gives time to students' experimental class to describe the things based on the random to pictures. It can be book, pen, table, chair, and act. - Teacher helps the students even if they have some difficulties in describing. 	40 minutes

	Post- Activity	<ul style="list-style-type: none">- Students' describing the things that they often wear every day using pictures in front of the class.- Asking the students' to ask some question if there is still unclear information that they could ask.- Closing the class and saying goodbye	
--	----------------	--	--

Teaching Material:**Vocabulary in describe things**

cylindrical,

flat

*round, square,
rectangular*

black

brown

grey

white

yellow

gold

silver

glass

gold,

metal

paper

plastic

silver

wood

Strong

Weak

My Laptop



I have a laptop. My father bought it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus.

The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can type using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop.

I really like this new laptop because it always is helpful to me in various situations.



www.TeakPalace.com



Assessment Technique: Spoken Test

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Lesson Plan

(Control – Class)

School	: SMPN 160 Jakarta
Subject	: Bahasa Inggris
Class/semester	: VII B
Topic	: Describing Things
Time Allocation	: 2 x 45 menit
Teacher	: Ester Sihombing
Focus Skill	: Speaking

a. Core Competency

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with development of what they have learned in

the school independently and be able to use the method according to the rules of science.

b. Basic Competence and Indicators of Competence Achievement

3.10 Understand the social function, text structure, and linguistic elements of the descriptive text by stating and asking about the description of the person simply and in accordance with the context of its use.

4.12 Capturing meaning in simple oral descriptive text.

4.13 Prepare descriptive oral and written text, short and simple, about a person taking into account the social function, text structure, and linguistic elements, correctly and contextually.

III. Learning indicators

1. Demonstrate the nature of the person in the form of physical characteristics and personality in a text through the listening activities carefully.
2. Declare the form of nominal and verbal sentences to question and respond to the physical cirri and the nature of people responsibly.
3. Express and respond to questions about the physical characteristics and the nature of people with polite.
4. Describe the physical characteristics and traits of people using Simple Present to be (is, am, are) verbally and in writing with confidence.
5. Prepare a written text to describe a family member or friend in an honest and responsible manner.

D. Teaching Aims:

- d. Students' are able to describe and express the things.

- e. To improve students' speaking ability by describing things using correct language structure.
- f. Students' are able to describe the things that usually they wearing.

E. Teaching Method: Self – Directed Learning

Teaching Media: Book and Worksheet

F. Teaching-Learning Activity

Teaching - Learning Activity			
Learning Steps	Teaching Model	Description	Time Allocation
Pre-Activity		<ul style="list-style-type: none"> - Greeting Students - Praying - Checking student's attendance and asking "Who is absent today?" - ask students about some question related to the topic: <ul style="list-style-type: none"> a. Mention 5 things that you know in this class. b. Why things the often you wear 	15 minutes

		every day?	
Main Activity	Exploration	<ul style="list-style-type: none"> - Teacher explains how to Describe things - Teacher gives example about it. - Teacher gives time for students to ask some question. 	15 minutes
	Elaboration	<ul style="list-style-type: none"> - Teacher asks students' one by one to in front of the class and gives some topic about things to student randomly. - Teacher gives time to students' experimental class to describe the things based on the random to topic. It can be book, pen, table, chair, and act. - Teacher helps the students even if they have some difficulties in describing. - Students' describing the things that they often wear every day in front of the class. 	40 minutes

	Post- Activity	<ul style="list-style-type: none">- Asking the students' to ask some question if there is still unclear information that they could ask.- Closing the class and saying goodbye	
--	----------------	---	--

Teaching Material:**Vocabulary in describe things**

<i>cylindrical,</i>	<i>flat</i>
<i>round, square,</i>	
<i>rectangular</i>	
<i>black</i>	<i>brown</i>
<i>grey</i>	<i>white</i>
<i>yellow</i>	<i>gold</i>
<i>silver</i>	<i>glass</i>
<i>gold,</i>	<i>metal</i>
<i>paper</i>	<i>plastic</i>
<i>silver</i>	<i>wood</i>
Strong	Weak

My Laptop

I have a laptop. My father bought it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus. The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can type using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop. I really like this new laptop because it always is helpful to me in various situations.

Cognitive Assessment

Assessment Technique: Spoken Test

Rubric of Cognitive/Knowledge

No	Items	Descriptions	Score
1.	Word Selection	Really variable	5
		Variable	4
		Quiet variable	3
		Less variable	2
		Very less variable	1
2.	Thoroughness	Very carefully	5
		Carefully	4
		Quiet carefully	3
		Less carefully	2
		Very less carefully	1
3.	Comprehension	Very understanding	5
		Understanding	4
		Quiet understanding	3
		Less understanding	2
		Very less understanding	1

Rubric of Psychomotor/Skill

Categories	4	3	2	1
Clearly communicate own ideas				
Respect others' ideas				
Do fair share of the work				

Source:

Wachidah, S., Gunawan, A., & Khatimah, Y. R. (2016). *When English ring a bell*. Jakarta: Balitbang Kemendikbud.

Jakarta, 21 May 2018

English Teacher



(Bambang P, S.pd)

Researcher



(Ester Sihombing)

Headmaster



(Herda Linda Sirait, M.Pd)

Tests of Normality of Post Test

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score	1	.143	30	.122	.946	30	.134
	2	.163	30	.040	.944	30	.120

a. Lilliefors Significance Correction

Tests of Normality of Pre Test

	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score	1	.143	30	.122	.946	30	.134
	2	.163	30	.040	.944	30	.120

a. Lilliefors Significance Correction

Test of Homogeneity of Variance of Post Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.650	1	58	.204
	Based on Median	1.747	1	58	.191
	Based on Median and with adjusted df	1.747	1	53.085	.192
	Based on trimmed mean	1.703	1	58	.197

Test of Homogeneity of Variance of Pre Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.276	1	58	.601
	Based on Median	.361	1	58	.550
	Based on Median and with adjusted df	.361	1	56.851	.550
	Based on trimmed mean	.349	1	58	.557

Hypotheses 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 Differenc e	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.650	.204	3.403	58	.001	3.733	1.097	1.537	5.929
	Equal variances not assumed			3.403	51.49 8	.001	3.733	1.097	1.532	5.935

Daftar Partisipan Kelas VII B (Control Class)

No.	(Control Class)	Pre Test	Post Test
1	P1	39	42
2	P2	40	42
3	P3	40	45
4	P4	42	40
5	P5	43	38
6	P6	38	45
7	P7	35	42
8	P8	43	44
9	P9	40	42
10	P10	43	45
11	P11	42	44
12	P12	40	42
13	P13	35	40
14	P14	40	42
15	P15	35	38
16	P16	45	47
17	P17	48	52
18	P18	42	43

19	P19	40	42
20	P20	42	44
21	P21	35	40
22	P22	45	47
23	P23	38	40
24	P24	43	45
25	P25	46	48
26	P26	40	42
27	P27	38	40
28	P28	36	38
29	P29	40	42
30	P30	48	50

Approved by:

Judge I

A handwritten signature in black ink, appearing to read 'Bambang' with a stylized flourish at the end.

(Bambang P. S.Pd.)

Researcher

A handwritten signature in black ink, appearing to read 'Ester Sihombing' with a stylized flourish at the end.

(Ester Sihombing)

Judge II

A handwritten signature in black ink, appearing to read 'Hendrikus' with a stylized flourish at the end.

(Hendrikus Male, M.Hum.)

Daftar Partisipan Kelas VII C (Experimental Class)

No	Experimental Group	Pre Test	Post Test
1	P1	48	53
2	P2	39	45
3	P3	43	46
4	P4	44	48
5	P5	42	45
6	P6	35	39
7	P7	42	47
8	P8	44	50
9	P9	42	46
10	P10	35	43
11	P11	42	48
12	P12	44	47
13	P13	52	62
14	P14	35	42
15	P15	42	46
16	P16	38	39
17	P17	42	48
18	P18	47	53

19	P19	35	38
20	P20	43	45
21	P21	42	48
22	P22	40	45
23	P23	38	42
24	P24	40	46
25	P25	44	50
26	P26	48	53
27	P27	47	52
28	P28	40	48
29	P29	46	50
30	P30	38	42

Approved by:

Judge I

A handwritten signature in black ink, appearing to read 'Bambang' with a stylized flourish at the end.

(Bambang P. S.Pd.)

Researcher

A handwritten signature in black ink, appearing to read 'Ester Sihombing' with a stylized flourish at the end.

(Ester Sihombing)

Judge II

A handwritten signature in black ink, appearing to read 'Hendrikus Male' with a stylized flourish at the end.

(Hendrikus Male, M.Hum.)









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>

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

Nomor : 398/FKIP/Wadek/Genap/2018

19 April 2018

Perihal : Permohonan Izin Melaksanakan Penelitian

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


Dengan hormat,

Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami:

Nama	: Ester Sihombing
NIM	: 1412150011
Semester/ Program Studi	: VIII/ Pendidikan Bahasa Inggris
Judul Skripsi	: <i>"The Effect of Using Pictures On Students Speaking 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 : 164/082.74/2018

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

nama	: Ester Sihombing
Nomor Induk Registrasi	: 1412150011
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 Effect of Using Pictures On Student Speaking 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


Herda Linda Sirait, M.Pd.
NIP.196206301987032006