

Research Matrix

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hypothesis
The use of Small Group Discussion in Improving the X class Students' speaking ability at SMK Berdikari Jember.	How can Small Group Discussion method improve the X class Students' speaking ability at SMK Berdikari Jember?	<p><u>Independent Variable:</u> Small Group Discussion</p> <p><u>Dependent Variable:</u> The students' speaking ability</p>	<p><u>Small Group Discussion</u></p> <ol style="list-style-type: none"> 1. Task orientation with achievable specific aims 2. Active and involvement of student 3. Objective in a given time 4. Experience reflection 5. deep learning <p><u>The Score of students' speaking test covering :</u></p> <ol style="list-style-type: none"> 1. Pronunciation 2. fluency 3. Vocabulary 4. Grammar 	<p><u>Participant:</u> The X class Students' speaking ability at SMK Berdikari Jember in the 2017/2018 academic year.</p> <p><u>Informant:</u> The English teacher of The X class Students' speaking ability at SMK Berdikari Jember.</p> <p><u>The school document</u></p> <ul style="list-style-type: none"> - the names of respondents - the students score in speaking ability 	<p><u>1. Research Design:</u> The steps are:</p> <ol style="list-style-type: none"> a. Preliminary study. b. Planning. c. Acting d. observing e. Reflection. <p><u>2. Research Subject:</u> X class students' speaking ability</p> <p><u>3. Data Collection</u></p> <ul style="list-style-type: none"> • Test • Observation Checklist <p><u>4. Data analysis</u></p> $\bar{X} = \frac{\sum x}{n}$ <p>Where: \bar{X}: The average score $\sum x$: Total of student score n: The number of the students (Furqon, 2003:42)</p>	The use of Small Group Discussion can improve the X class Students' speaking ability at SMK Berdikari Jember in the 2017/2018 academic year.

The list of interview

The list of interview by the English teacher to conducted 5th October 2017

for collecting data or preliminary study:

1. How the students' speaking ability in Xclass ?

The teacher said that the ability of the students in Xclass the standart score 70 and KKM 75 .

2. What was the method used in teaching speaking skill ?

The method which taught by teacher in the class is conventional method .

3. How the standart score ?

The standart score is 75, the students achieve the standart score is 35% (12 from 35 students) .

4. How many students did not achieve the standart score ?

The students did not achieve the standart score that 65% (23 from 35 students) .

5. What are the students' problem in the speaking skill ?

The students' problem in speaking are grammar, pronunciation, fluency and vocabulary. .

6. How they response when they taught about speaking?

The students' responses about speaking is very enthusiastic, but they must be passive when they are speaking in the class.

THE VARIANT OF THE SPEAKING TRY OUT TEST

$$1. \sigma^2(1) = \frac{4510 - \frac{136^2}{37}}{37} = 0,273$$

$$2. \sigma^2(2) = \frac{482 - \frac{132^2}{37}}{37} = 0,299$$

$$3. \sigma^2(3) = \frac{572 - \frac{144^2}{37}}{37} = 0,313$$

$$4. \sigma^2(4) = \frac{395 - \frac{119^2}{37}}{37} = 0,332$$

$$\sum \sigma b^2 = 0,273 + 0,299 + 0,313 + 0,332 = 1,216$$

$$\sigma^2 \tau = \frac{7721 - \frac{531^2}{37}}{37} = 2,714$$

THE RELIABILITY OF THE TRY OUT TEST

$$r_{11} = \frac{4}{4-1} \times \left(1 - \frac{1,216}{2,714} \right) = \frac{4}{3} \times 0,552 = 0,736$$

r table for N = 37 is 0.681 ($r_{11} > r$ table)

Case Processing Summary

		N	%
Cases	Valid	37	100.0
	Excluded ^a	0	.0
	Total	37	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.736	.739	4

Inter-Item Correlation Matrix

	Fluency	pronunciation	Vocabulary	Grammar
Fluency	1.000	.549	.527	.323
pronunciation	.549	1.000	.466	.211
Vocabulary	.527	.466	1.000	.408
Grammar	.323	.211	.408	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Variances	.313	.281	.341	.060	1.214	.001	4
Inter-Item Correlations	.414	.211	.549	.338	2.603	.015	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Fluency	10.68	1.670	.613	.408	.629
pronunciation	10.78	1.730	.515	.345	.682
Vocabulary	10.46	1.589	.616	.381	.622
Grammar	11.14	1.842	.383	.184	.759

Correlations

		Fluency	pronunciation	Vocabulary	Grammar
Fluency	Pearson Correlation	1	.549**	.527**	.323
	Sig. (2-tailed)		.000	.001	.051
	N	37	37	37	37
pronunciation	Pearson Correlation	.549**	1	.466**	.211
	Sig. (2-tailed)	.000		.004	.210
	N	37	37	37	37
Vocabulary	Pearson Correlation	.527**	.466**	1	.408*
	Sig. (2-tailed)	.001	.004		.012
	N	37	37	37	37
Grammar	Pearson Correlation	.323	.211	.408*	1
	Sig. (2-tailed)	.051	.210	.012	
	N	37	37	37	37

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

No	Name	Indicator				Active	Passive
		1	2	3	4		
1	Deni Juni A.	✓	✓		✓	✓	
2	Dheny Bayu G.	✓	✓		✓	✓	
3	Dhofir	✓		✓			✓
4	Doni Rian A.	✓		✓			✓
5	Doni Tri L.		✓	✓			✓
6	Dwi Sandi B.	✓	✓		✓	✓	
7	Ekiq Putra F.		✓		✓		✓
8	Endi Ristian	✓	✓	✓	✓	✓	
9	Ery Firman	✓	✓	✓	✓	✓	
10	Fathorosi	✓		✓	✓	✓	
11	Fathurosi	✓	✓	✓	✓	✓	
12	Febri Ramadhan		✓	✓	✓	✓	
13	Fendi Efendi		✓		✓	✓	
14	Fendi Setiawan	✓	✓				✓
15	Feri Supriyadi		✓	✓	✓	✓	
16	Fio Kurniasis	✓		✓		✓	
17	Haris Hidayat	✓		✓	✓	✓	
18	Helmi Aldad	✓	✓	✓	✓	✓	
19	Hengki F.	✓	✓	✓	✓	✓	
20	Imam Hanafi	✓		✓	✓	✓	
21	Imam Qurtubi	✓		✓			✓
22	Irvan	✓	✓	✓	✓	✓	
23	Irwan Felani			✓	✓		✓
24	Ifan Muktazim	✓	✓	✓	✓	✓	
25	Jadal Ubaid	✓	✓	✓	✓	✓	
26	Jamal Luddin	✓	✓	✓	✓	✓	
27	Juhari	✓	✓	✓	✓	✓	
28	Kiki Kurniawan	✓	✓	✓	✓	✓	
29	Lucky D.		✓		✓		✓
30	Lukmanul H.		✓		✓		✓
31	Lukman Nur H		✓	✓			✓
32	M. Handoko	✓	✓		✓	✓	
33	M.Kholifurahma	✓	✓	✓	✓	✓	
34	Maulana Arifin	✓	✓		✓	✓	
35	Miftahul Ulum	✓		✓	✓	✓	
		TOTAL				25	10

NOTE:

1. Student pay attention to the teacher
2. Student asking a question
3. Student collaborates in group
4. Student give question and answer

The participan of the Xclass at SMK Berdikari Jember in the 2017/2018
academic year

No	Nama Siswa Kelas X	P/L
1	Deni Juni A.	L
2	Dheny Bayu G.	L
3	Dhofir	L
4	Doni Rian A.	L
5	Doni Tri L.	L
6	Dwi Sandi B.	L
7	Ekiq Putra F.	L
8	Endi Ristian	L
9	Ery Firman	L
10	Fathorosi	L
11	Fathurosi	L
12	Febri Ramadhan	L
13	Fendi Efendi	L
14	Fendi Setiawan	L
15	Feri Supriyadi	L
16	Fio Kurniasis	L
17	Haris Hidayat	L
18	Helmi Aldad	L
19	Hengki F.	L
20	Imam Hanafi	L
21	Imam Qurtubi	L
22	Irvan	L
23	Irwan Felani	L
24	Ifan Muktazim	L
25	Jadal Ubaid	L
26	Jamal Luddin	L
27	Juhari	L
28	Kiki Kurniawan	L
29	Lucky D.	L
30	Lukmanul H.	L
31	Lukman Nur H	L
32	M. Handoko	L
33	M.Kholifurahman	L
34	Maulana Arifin	L
35	Miftahul Ulum	L

Checklist 1

No	Name	Indicator				Active	Passive
		1	2	3	4		
1	Deni Juni A.	✓	✓		✓	✓	✓
2	Dheny Bayu G.	✓	✓		✓	✓	✓
3	Dhofir	✓		✓			✓
4	Doni Rian A.	✓		✓			✓
5	Doni Tri L.		✓	✓			✓
6	Dwi Sandi B.	✓	✓		✓	✓	
7	Ekiq Putra F.		✓		✓		✓
8	Endi Ristian	✓	✓	✓	✓	✓	
9	Ery Firman	✓	✓	✓	✓	✓	
10	Fathorosi	✓		✓	✓	✓	
11	Fathurosi	✓	✓	✓	✓	✓	
12	Febri Ramadhan		✓	✓	✓	✓	
13	Fendi Efendi		✓		✓		✓
14	Fendi Setiawan	✓	✓				✓
15	Feri Supriyadi		✓	✓	✓	✓	
16	Fio Kurniasis	✓		✓			✓
17	Haris Hidayat	✓		✓	✓	✓	
18	Helmi Aldad	✓	✓	✓	✓	✓	
19	Hengki F.	✓	✓	✓	✓	✓	
20	Imam Hanafi	✓		✓	✓	✓	
21	Imam Qurtubi	✓		✓			✓
22	Irvan	✓	✓	✓	✓	✓	
23	Irwan Felani			✓	✓		✓
24	Ifan Muktazim	✓	✓	✓	✓	✓	
25	Jadal Ubaid	✓	✓	✓	✓	✓	
26	Jamal Luddin	✓	✓	✓	✓	✓	
27	Juhari	✓	✓	✓	✓	✓	
28	Kiki Kurniawan	✓	✓	✓	✓	✓	
29	Lucky D.		✓		✓		✓
30	Lukmanul H.		✓		✓		✓
31	Lukman Nur H		✓	✓			✓
32	M. Handoko	✓	✓		✓	✓	
33	M.Kholifurahma	✓	✓	✓	✓	✓	
34	Maulana Arifin	✓	✓		✓	✓	
35	Miftahul Ulum	✓		✓	✓	✓	
		TOTAL				23	12

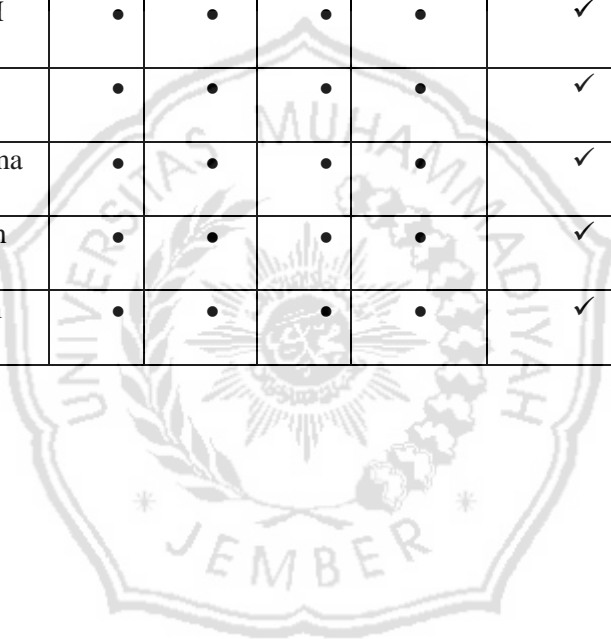
NOTE:

1. Student pay attention to the teacher
2. Student asking a question
3. Student collaborates in group
4. Student give question and answer

The attendance of the X class

No	Name	MEETING C 1 AND C2				PRESENT	ABSENT
		1	2	3	4		
1	Deni Juni A.	•	•	•	•	✓	
2	Dheny Bayu G.	•	•	•	•	✓	
3	Dhofir	•	•	•	•	✓	
4	Doni Rian A.	•	•	•	•	✓	
5	Doni Tri L.	•	•	•	•	✓	
6	Dwi Sandi B.	•	•	•	•	✓	
7	Ekiq Putra F.	•	•	•	•	✓	
8	Endi Ristian	•	•	•	•	✓	
9	Ery Firman	•	•	•	•	✓	
10	Fathorosi	•	•	•	•	✓	
11	Fathurosi	•	•	•	•	✓	
12	Febri Ramadhan	•	•	•	•	✓	
13	Fendi Efendi	•	•	•	•	✓	
14	Fendi Setiawan	•	•	•	•	✓	
15	Feri Supriyadi	•	•	•	•	✓	
16	Fio Kurniasis	•	•	•	•	✓	
17	Haris Hidayat	•	•	•	•	✓	
18	Helmi Aldad	•	•	•	•	✓	
19	Hengki F.	•	•	•	•	✓	
20	Imam Hanafi	•	•	•	•	✓	
21	Imam Qurtubi	•	•	•	•	✓	
22	Irvan	•	•	•	•	✓	

23	Irwan Felani	•	•	•	•	✓	
24	Ifan Muktaizim	•	•	•	•	✓	
25	Jadal Ubaid	•	•	•	•	✓	
26	Jamal Luddin	•	•	•	•	✓	
27	Juhari	•	•	•	•	✓	
28	Kiki Kurniawan	•	•	•	•	✓	
29	Lucky D.	•	•	•	•	✓	
30	Lukmanul H.	•	•	•	•	✓	
31	Lukman Nur H	•	•	•	•	✓	
32	M. Handoko	•	•	•	•	✓	
33	M.Kholifurahman	•	•	•	•	✓	
34	Maulana Arifin	•	•	•	•	✓	
35	Miftahul Ulum	•	•	•	•	✓	



Appendix 5

PRELIMINARY SCORE

No	Nama Siswa Kelas X	Nilai	P/L
1	Deni Juni A.	80	L
2	Dheny Bayu G.	70	L
3	Dhofir	80	L
4	Doni Rian A.	70	L
5	Doni Tri L.	70	L
6	Dwi Sandi B.	70	L
7	Ekiq Putra F.	70	L
8	Endi Ristian	75	L
9	Ery Firman	80	L
10	Fathorosi	70	L
11	Fathurosi	80	L
12	Febri Ramadhan	70	L
13	Fendi Efendi	80	L
14	Fendi Setiawan	75	L
15	Feri Supriyadi	70	L
16	Fio Kurniasis	80	L
17	Haris Hidayat	80	L
18	Helmi Aldad	70	L
19	Hengki F.	75	L
20	Imam Hanafi	70	L
21	Imam Qurtubi	70	L
22	Irvan	70	L
23	Irwan Felani	70	L
24	Ifan Muktaazim	80	L
25	Jadal Ubaid	75	L
26	Jamal Luddin	70	L
27	Juhari	85	L
28	Kiki Kurniawan	70	L
29	Lucky D.	80	L
30	Lukmanul H.	85	L
31	Lukman Nur H	75	L
32	M. Handoko	70	L
33	M.Kholifurahman	80	L
34	Maulana Arifin	70	L
35	Miftahul Ulum	75	L

The rubric score of speaking performance :

Grammar	Vocabulary	Fluency	Pronunciation
Error in grammar is frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	(No specific fluency description refers to other language areas for implied level of fluency).	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Has speaking vocabulary sufficient to express him circumlocutions.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about family, and autobiographical information.	Accent is intelligible though often quite faulty
Control of grammar is good .Able to speak the language with sufficient structural accuracy to participate effectively in most formal and practical, social, and professional topic.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical ,social, and professional topics, vocabulary is broad enough that rarely has to grope for a word.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for word.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
Able the use of language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
Equivalent to that of an educated native speaker.	Speech on all level is fully accepted by educated native speakers in all features including breadth of vocabulary and idioms, colloquialism, and pertinent culture references.	Has complete fluency in the language such that is speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers

SCORE TRY OUT

No	Name	F	P	V	G	Total Score	Max Score	Converted	Quadrat Score
1	ACHMAD	4	4	4	3	15	20	75	225
2	ADIS BAYU	3	3	3	2	11	20	55	121
3	AHMAD	4	4	4	4	16	20	80	256
4	AHMAD SAID	3	3	3	2	11	20	55	121
5	AHMAD	4	4	3	3	14	20	70	196
6	ALI Wafa	4	4	4	3	15	20	75	225
7	ALIF TRI	4	3	4	4	15	20	75	225
8	ANDI	4	3	4	4	15	20	75	225
9	ANDI S	4	4	4	3	15	20	75	225
10	ANGGI RIKO	4	3	4	3	14	20	70	196
11	DIMAS	4	4	4	3	15	20	75	225
12	DIMAS DWI	3	3	3	2	11	20	55	121
13	DWI ADJI	4	3	4	3	14	20	70	196
14	FAJAR	4	4	4	3	15	20	75	225
15	FELIK FAJAR	4	4	4	3	15	20	75	225
16	HAFIDATUL I	4	4	4	3	15	20	75	225
17	HASRULLOH	3	3	4	4	14	20	70	196
18	HOLIL	3	4	4	3	14	20	70	196
19	IBNU HAJAR	4	3	4	4	15	20	75	225
20	JEFRI	3	3	4	3	13	20	65	169
21	M. KRISNA	4	3	4	3	14	20	70	196
22	M. SULTON	3	3	3	3	12	20	60	144
23	MISBAHUL	3	4	4	3	14	20	70	196
24	MOCH. CHAU	3	3	4	3	13	20	65	169
25	MOCH. DIAS	4	4	4	3	15	20	75	225
26	MOH. MUHLIS	3	3	4	3	13	20	65	169
27	MOH. ANDI	4	4	5	4	17	20	85	289
28	MOH. BAM	3	3	3	3	12	20	60	144
29	MOH. AFIFUN	4	4	5	3	16	20	80	256
30	MOHAMMAD	4	4	5	4	17	20	85	289
31	MUHAMMAT	3	4	4	4	15	20	75	225
32	NUR ROFIK	4	4	4	3	15	20	75	225
33	NURUL	4	4	4	3	15	20	75	225
34	PRATAMA	4	3	4	3	14	20	70	196
35	RAGIL	4	4	3	4	15	20	75	225
36	RICKY	3	3	3	4	13	20	65	169
37	ROBBY ADE	5	5	5	4	19	20	95	361
	∑	136	132	144	119	531		2655	7721
	∑ 2	18496	17424	20736	14161	281961			

The result try out (quadrate)

Name	F	P	V	G
ACHMAD FAISAL AMINULLAH	16	16	16	9
ADIS BAYU RIFKI BAHARUDDIN	9	9	9	4
AHMAD RIFA'I	16	16	16	16
AHMAD SAID FAHMI BHRULLAH	9	9	9	4
AHMAD YUSFI MUDZAKKIR	16	16	9	9
ALI Wafa	16	16	16	9
ALIF TRI ALBANA	16	9	16	16
ANDI MAHESTA	16	9	16	16
ANDI SANTOSO	16	16	16	9
ANGGI RIKO APRIL YULIANTO	16	9	16	9
DIMAS ABDILAH	16	16	16	9
DIMAS DWI ADITYA	9	9	9	4
DWI ADJI SURYA INDRA PERMANA	16	9	16	9
FAJAR RAMADHAN PUTRA K	16	16	16	9
FELIK FAJAR ANGGARA	16	16	16	9
HAFIDATUL MAHMUDI	16	16	16	9
HASRULLOH	9	9	16	16
HOLIL	9	16	16	9
IBNU HAJAR	16	9	16	16
JEFRI MAULANA	9	9	16	9
M. KRISNA	16	9	16	9
M. SULTON RIADI HIRDA	9	9	9	9
MISBAHUL ROSID	9	16	16	9
MOCH. CHAUZEN DASUKI	9	9	16	9
MOCH. DIAS ROHIM	16	16	16	9
MOH. MUHLIS	9	9	16	9
MOH. ANDI PURNOMO HADI	16	16	25	16
MOH. BAMBANG HIDAYAT	9	9	9	9
MOH. AFIFUN	16	16	25	9
MOHAMMAD SHOLIHIN	16	16	25	16
MUHAMMAT SOFYAN SUBAIRI	9	16	16	16
NUR ROFIK HIDAYAT	16	16	16	9
NURUL MUSTOFA ISNANTO	16	16	16	9
PRATAMA SIGIET SETIAWAN	16	9	16	9
RAGIL TRIWAHYU PUTRA	16	16	9	16
RICKY CAHYA ADI PUTRA	9	9	9	16
ROBBY ADE WIBISONO	25	25	25	16
Total	526	457	572	395



Try out Test

A. Make short dialogs based on the following situations.

1. You meet your old friend on your way to school. You greet him/her cheerfully, but you cannot talk too long because you are in a hurry. Give a greeting to your friend.
2. You woke up late this morning. Now, you are having breakfast with your family, but can't finish it because you are in a hurry. Give greeting to your family.
3. You are fasting now, but you got your friend is not. Please give them an appropriate greeting.

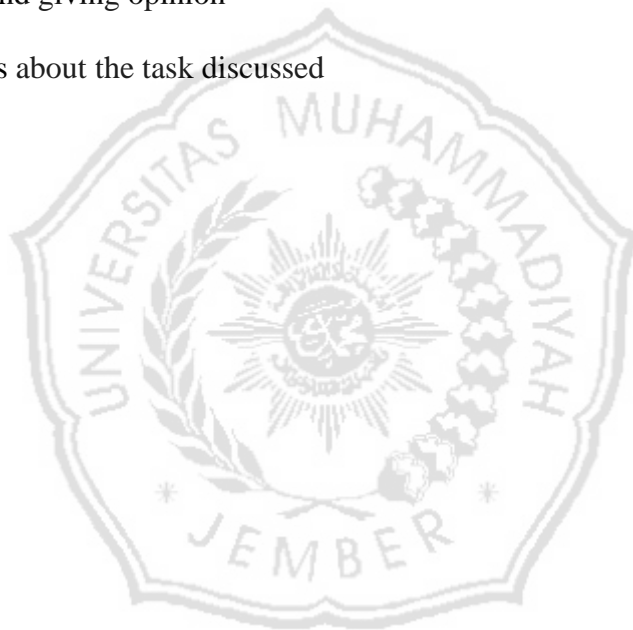


Checklist

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							

Notes :

1. Student pay attention to the lesson
2. Student collaborates in group
3. Students asking and giving opinion
4. Student concludes about the task discussed



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK Berdikari Jember

Mata Pelajaran : Bahasa Inggris

Kelas : X

Topik : Narrative text

A. Standar Kompetensi dan Kompetensi Dasar

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

1.1. Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan

B. Tujuan Pembelajaran :

1. Speaking

Siswa mampu mengungkapkan dan menceritakan kejadian yang terjadi dalam cerita.

Pendekatan dan Metode Pembelajaran

1. Pendekatan : Cooperative Learning

Metode : Small Group Discussion

C. Sumber, Alat dan Bahan Pembelajaran LKS

D. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

Eksplorasi

1. Teacher and student pray together
2. Checking attendance list of student
3. Teacher is giving understanding about subject will be taught
4. Students are asked by some questions related to the material (example of short story). Teacher begins to lead student how to answer.

2. Kegiatan Inti

Elaborasi

1. Divide the class into small groups (maximum 5 students) by appointing the chairman and secretary
2. Provide a case studying accordance with the Achievement of Learning and Final Ability Planned.
3. Make sure each member participates actively in the discussion.
4. Make conclusion based on the situations story.
5. Instruct each group to discuss the answer to the question.
6. Instruct each group through a designated spoken person to present the results of his discussion in the class forum.

Konfirmasi

1. Provide feedback to students with strengthening members in oral form to students who have completed their tasks.
2. Provide confirmation of the work done by the students through other book sources.
3. Facilitate students to reflect to get the learning experience that has been done.

3. Kegiatan Akhir (Penutup)

1. Students hand in their tasks;
2. Clarification, inference and follow-up (Teacher).
3. He gives them an assignment;
4. He tells them of the next meeting lesson;
5. He suggests to the students that they keep studying hard.

B. Penilaian

1. performance test (oral test)

Example of Instrument:

A. Make conclusion based on the situations of the story.

Monkey and Crocodile”

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river. Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again." The monkey thought for a while.

Then he told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts." So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Jember, 19 Juli 2018

English teacher

Praktikan

Muhammad Muhlis, S.Pd

Yahya Setia Darma
NIM : 1310231092

Approved by
Principle of SMK Berdikari Jember

H. Pradoto, SH

The Avarage score CYCLE 1

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2655}{35} = 73$$

$$(\bar{X} = 73)$$





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SILABUS

NAMA SEKOLAH : SMK BERDIKARI Jember
MATA PELAJARAN : **BAHASA INGGRIS**
KELAS/SEMESTER : X / 1 – 2
STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*
ALOKASI WAKTU : 148 jam X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1. Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	<ul style="list-style-type: none"> Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat Berbagai 	<ul style="list-style-type: none"> Greetings and leave takings <ul style="list-style-type: none"> Good morning. How are you? I'm fine, thanks See you later. Introducing <ul style="list-style-type: none"> May I 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> About greetings, introducing, thanking, leave takings, and apologizing Listening for information Dictation Speaking 	<ul style="list-style-type: none"> Tes lisan: <ul style="list-style-type: none"> Memperagakan dialog secara berpasangan Tes tertulis: <ul style="list-style-type: none"> Melengkapi dialog 	9			<ul style="list-style-type: none"> Global Access to the World of Work English for Hotel Services Grammar in Use



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	<p>ungkapan terima kasih dan responnya digunakan secara tepat</p> <ul style="list-style-type: none"> • Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat 	<p>introduce myself. I am Budi.</p> <ul style="list-style-type: none"> – Ani, this is Ida. – Nice to meet you. • Thanking <ul style="list-style-type: none"> – Thank you very much. – You are welcome. • Apologizing <ul style="list-style-type: none"> – I am sorry for ... – Please forgive me .. • Grammar Review <ul style="list-style-type: none"> – Personal Pronoun (Subject & possessive) <ul style="list-style-type: none"> ❖ I – my ❖ You – your 	<ul style="list-style-type: none"> – Saying greetings, introducing, thanking, leave takings, and apologizing – Role playing, dialogues, introducing, thanking, leave takings, and apologizing – Telling one’s self • Reading for information <ul style="list-style-type: none"> – Short passages – Dialogues • Writing <ul style="list-style-type: none"> – Completing dialogues – Arranging jumbled 					
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		– Simple Present Tense : to be & Verb 1	dialogues – Composing dialogues					
1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> • Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat. • Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan 	<ul style="list-style-type: none"> • Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden,</i> dsb. • Profession, nationality • Adjectives showing physical (appearance), non-physical (characteristic) 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – Matching pictures with words – Dictation – Listening for information • Speaking: <ul style="list-style-type: none"> – Naming objects, quality of objects and persons, professions, nationalities, and time of the day. • Reading: <ul style="list-style-type: none"> – Reading for information • Writing: 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> – Mendeskripsikan gambar secara lisan • Tes tertulis <ul style="list-style-type: none"> – Melengkapi kalimat – Pilihan Ganda – Memberi label pada gambar – Menjawab pertanyaan cerita. 	12			<ul style="list-style-type: none"> ❖ Breakthrough ❖ Global Access to the World of Work ❖ Person to Person ❖ Grammar in Use



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	<p>aktifitasnya disebutkan dengan tepat.</p> <ul style="list-style-type: none"> • Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat. 	<p>- beautiful, humorous dsb</p> <ul style="list-style-type: none"> • Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1st of May, July, 2006</i> • Grammar review: – Singular – plural nouns. (<i>book – books</i> <i>box - boxes</i> <i>child – children</i> <i>fish – fish</i>) 	<p>– Completing passages with suitable words</p>				
1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> • Bilangan (<i>cardinal / ordinal</i>) digunakan dengan tepat dalam berbagai 	<ul style="list-style-type: none"> • Cardinal and ordinal numbers – ten, twenty, first, fifth, dsb • Adjectives of 	<ul style="list-style-type: none"> • Listening: – Matching pictures with words. – Dictation – Listening for 	<ul style="list-style-type: none"> • Tes lisan – Mendeskripsikan gambar – Menyebutkan waktu, 	21		<ul style="list-style-type: none"> ❖ English for Hotel Services ❖ International Hotel English



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	<p>konteks.</p> <ul style="list-style-type: none"> • Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas. • Kata- kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya. • Kata-kata dirangkai dengan tepat untuk 	<p>quality: good, beautiful, dsb</p> <ul style="list-style-type: none"> • Adjectives of size: big, small, dsb. • Adjectives of shape: round, straight, dsb. • Adjectives of age: old, new, dsb. • Adjectives of colour: blue, red, dsb. • Nationality, profession <ul style="list-style-type: none"> – John is an American. – He is a very busy chef • Adjective in series: A beautiful big U-shaped wooden house. • Description of 	<p>information</p> <ul style="list-style-type: none"> • Speaking: <ul style="list-style-type: none"> – Describing things, people, profession, and nationalities – Telling numbers, responding to questions about numbers. – Discussing things based on physical appearance. – Role playing dialogues • Reading: <ul style="list-style-type: none"> – Understanding and discussing passages. 	<p>bilangan.</p> <ul style="list-style-type: none"> – Menceritakan kejadian secara lisan. • Tes tertulis: <ul style="list-style-type: none"> - Pilihan ganda - Menjodohkan gambar. - Menyusun paragraph pendek. 				<ul style="list-style-type: none"> ❖ Person to Person ❖ Grammar in Use ❖ Posters or pictures from magazines or newspapers
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	mendesripsikan suatu kejadian berdasarkan waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun.	<p>events: The accident happened at nine PM on Monday, the 26th of July 2006.</p> <ul style="list-style-type: none"> • Antonym / synonym 	<ul style="list-style-type: none"> • Writing: <ul style="list-style-type: none"> – Describing things – Matching numbers and the way they are said. – Arranging jumbled paragraphs. – Composing dialogues involving the use of numbers in various contexts – Writing paragraphs based on pictures. 					
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi	<ul style="list-style-type: none"> • Ungkapan penyesalan dan permintaan maaf serta pemberian responnya 	<ul style="list-style-type: none"> • Words and expressions used to show regrets and apologies: 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> – Dictation – Listening for information – Completing 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> – Dialog – Merespon pernyataan • Tes tertulis 	22			<ul style="list-style-type: none"> ❖ Global Access to the World of Work ❖ American



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<p>dasar</p>	<p>disampaikan dengan tepat.</p> <ul style="list-style-type: none"> • Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat • Ungkapan berbagai perasaan disampaikan dengan tepat • Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat • Ungkapan perintah dan permintaan digunakan secara tepat. • Ungkapan penawaran 	<p>- I'm sorry that ...</p> <ul style="list-style-type: none"> • Words and expressions used to express sympathy: <ul style="list-style-type: none"> - I'm sorry to hear that .. • Adjectives for expressing feelings: <ul style="list-style-type: none"> - happy, terrible, sad, etc • Adjectives ' - ing' vs ' -ed' <ul style="list-style-type: none"> - boring >> bored • Adjective set expressions <ul style="list-style-type: none"> - get bored; turn bad, etc, • Subject – verb agreement: <ul style="list-style-type: none"> - John is very happy to see 	<p>passages</p> <ul style="list-style-type: none"> • Speaking: <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice - In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services. - Expressing feelings about certain events • Reading: 	<ul style="list-style-type: none"> - Melengkapi kalimat - Membuat kalimat berdasarkan gambar. - Menyusun cerita. 				<p>Business English</p> <ul style="list-style-type: none"> ❖ Person to Person ❖ Grammar in Use
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	<p>barang dan jasa digunakan secara tepat.</p>	<p>you.</p> <ul style="list-style-type: none"> • Words and expressions used in asking for and giving permission: <ul style="list-style-type: none"> - May I use the phone? - You can leave now. • Grammar: Modals + Auxiliary • Expressions and verb forms used in commands and requests: <ul style="list-style-type: none"> - Can you lend me a pen, please? - Come here!; Stand up! • Responses to commands: <ul style="list-style-type: none"> - Yes, I will. 	<p>Reading for information:</p> <ul style="list-style-type: none"> - Dialogues - Stories which stimulate readers' emotion <p>• Writing:</p> <ul style="list-style-type: none"> - Completing Dialogues - Rearranging jumbled dialogues - Composing short stories (good or bad experiences) 					
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		<ul style="list-style-type: none"> - Certainly. • Expressions used for offering things and services. - Would you like to have some tea? - Would you like to taste this food? 					
1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi	<ul style="list-style-type: none"> • Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan 	<ul style="list-style-type: none"> • Words and expressions used in the context of telling or describing events. - The students are cleaning the floor. - When you arrive, the guests will be travelling around the 	<ul style="list-style-type: none"> • Listening: <ul style="list-style-type: none"> - Matching pictures and sentences. - Completing passages • Speaking: <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice telling what's happening in pictures. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menceritakan gambar - Dialog • Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Menjawab soal cerita. - Membuat kalimat berdasarkan gambar. 	22		<ul style="list-style-type: none"> ❖ American Business English ❖ Person to Person ❖ Pictures from newspapers or magazines ❖ Breakthrough



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	<p>tempat kejadian.</p> <ul style="list-style-type: none"> • Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat • Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat 	<p>city.</p> <ul style="list-style-type: none"> • Grammar: Present continuous, future continuous. • Sentences using ‘there + be’ • Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> - There is a napkin on the table • Questions about events: <ul style="list-style-type: none"> - How/When did it happen? • Expressions of feelings / opinions concerning an event <ul style="list-style-type: none"> - I was very shocked to 	<ul style="list-style-type: none"> - Giving responses to the events shown in pictures, films, or dramas. - Dialogue practice using “there” • Writing: <ul style="list-style-type: none"> - Writing short paragraphs based on pictures. 					
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		learn about the number of the victims.						
1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<ul style="list-style-type: none"> • Pesan ditulis dalam bentuk memo dengan benar. • Memo yang sudah ada dijelaskan dengan tepat. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar. • Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar. 	<ul style="list-style-type: none"> • Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> - That “P” sign means that you can park here. - The symbol “Lady” means that the toilet is for women. - “No smoking” means that you are not allowed to smoke in that 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – Dictation – Completing memos and menus – Matching pictures based on signs, symbols, time tables and schedules given. • Speaking <ul style="list-style-type: none"> – Pronunciation practice – Dialogue practice involving memos, menus, signs, 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> – Menjawab pertanyaan secara lisan – Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda. • Tes tertulis <ul style="list-style-type: none"> – Membuat memo – Menulis menu – Menulis jadwal – Menjawab pertanyaan tentang menu, jadwal, memo, rambu 	22			<ul style="list-style-type: none"> ❖ Various kinds of memos and menus, time tables and schedules from different sources ❖ Person to Person ❖ American Business English ❖ Breakthrough



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	<ul style="list-style-type: none"> • Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu. 	<p>area.</p> <ul style="list-style-type: none"> • Samples of time table and schedule • Degrees of comparison: <ul style="list-style-type: none"> - Bus is fast. - Train is faster than the bus. - Plane is the fastest of all. - Travelling by plane is more convenient than travelling by bus. • Pronouns and Reported Speech 	<p>symbols, time tables and schedules</p> <ul style="list-style-type: none"> - Making sentences using degrees of comparison, pronouns and reported speech. • Writing <ul style="list-style-type: none"> - Completing time tables and schedules - Writing sentences using comparative degree, pronouns and reported speech. - ,Composing memos and menus. 	<p>lalu lintas.</p>				
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<p>1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus</p>	<ul style="list-style-type: none"> • Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat. • Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat. • Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat. • Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan 	<ul style="list-style-type: none"> • Words and expressions used in expressing preference: <ul style="list-style-type: none"> - I prefer coffee to soft drink at this time of the day. - I'd rather stay home over the weekend than go to movies. - I like badminton better than volley ball. • Conditional sentence type 1: <ul style="list-style-type: none"> - If the weather is nice this morning, we 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> – Dictation – Listening for information: dialogues – Listening and completing maps. • Speaking <ul style="list-style-type: none"> – Interviewing for one's preferences and capabilities, asking and giving directions based on maps given. – Responding to questions using conditional sentences type 1. • Reading 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> – Dialog tentang preference, direction, capabilities, conditional. • Tes tertulis <ul style="list-style-type: none"> – Melengkapi dialog – Menuliskan arah / petunjuk. – pilihan ganda 	22		<ul style="list-style-type: none"> ❖ Person to Person ❖ Grammar in Use ❖ Maps ❖ Breakthrough ❖ English for Hotel Services ❖ Global Access to the World of Work
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	<p>dengan tepat.</p>	<p>can go to the beach.</p> <ul style="list-style-type: none"> • Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> - Can you swim to cross this river? - When I was a child, I could (was able to) climb that tree. • Words and expressing used in asking for and giving direction (location): <ul style="list-style-type: none"> - Could you tell me the way to the Zoo, please? 	<ul style="list-style-type: none"> - Reading for information: passages, dialogues, etc. - Identifying skills and capabilities from reading passages. - Reading and finding a location on the map • Writing <ul style="list-style-type: none"> - Writing sentences expressing preferences and capabilities, directions or locations. - Writing sentences using 				
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		<ul style="list-style-type: none"> - Go straight on as far as the junction, then turn left. The Zoo is on your left ... • Prepositions of place: in front of, behind, beside, dsb. 	<p>conditional type 1.</p> <ul style="list-style-type: none"> - Composing dialogues involving preferences and capabilities and giving directions. 				
1.8 Menuliskan undangan sederhana	<ul style="list-style-type: none"> • Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan • Kalimat dirangkai dengan benar untuk membentuk undangan • Undangan sederhana (misalnya: undangan ulang 	<ul style="list-style-type: none"> • Grammar review: “will”, “could”, “would” and prepositions: in, on at. • Samples of invitation (personal invitation). • Parts of personal invitations. • Contents, style, spelling and 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Completing invitations - Listening for information • Speaking <ul style="list-style-type: none"> - Pronunciation practice - Dialogue practice - Responding to questions dealing with invitations 	<ul style="list-style-type: none"> • Test Lisan <ul style="list-style-type: none"> - Mengundang secara lisan - Dialog • Test tertulis <ul style="list-style-type: none"> - Membuat undangan 	18		<ul style="list-style-type: none"> ❖ Different kinds of invitations ❖ Person to Person ❖ Breakthrough ❖ Global Access to the World of Work



**YAYASAN BERDIKARI JEMBER
SMK BERDIKARI**

Terakreditasi BAS Peringkat B NO:073/BAP-SM/TU/XI/2012

Jl. Jambu 05 Telp. 0331 – 421754 Patrang 68118 Jember

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	<p>tahun) dituliskan dengan benar.</p>	<p>punctuation.</p>	<p>using “yes-no” and “wh-” questions.</p> <ul style="list-style-type: none"> - Telling about invitations, - Creating dialogues in pairs • Reading <ul style="list-style-type: none"> - Reading for information: invitations • Writing <ul style="list-style-type: none"> - Rearranging jumbled sentences to create invitation - Writing personal invitations. 					
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**YAYASAN BERDIKARI JEMBER
SMK BERDIKARI**

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E-Mail : berdikarijbr@hotmail.com Website : <http://smkberdikari.com>

Mengetahui
Kepala Sekolah
SMK BERDIKARI Jember

H Pradoto, SH

Jember, 25 Oktober 2016

Guru Mata Pelajaran

Muhammad Muhlis, S.Pd



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK Berdikari Jember

Mata Pelajaran : Bahasa Inggris

Kelas : X

Topik : Narrative Text

A. Standar Kompetensi dan Kompetensi Dasar

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

1.1. Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan

B. Tujuan Pembelajaran :

1. *Speaking*

Siswa mampu mengungkapkan dan menceritakan kejadian yang terjadi dalam cerita.

C. Pendekatan dan Metode Pembelajaran

1. Pendekatan : Cooperative Learning

Metode : Small Group Discussion

D. Sumber, Alat dan Bahan Pembelajaran LKS

E. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

Eksplorasi

1. Teacher and student pray together
2. Checking attendance list of student
3. Teacher is giving understanding about subject will be taught
4. Students are asked by some questions related to the material (example of short story). Teacher begins to lead student how to answer.

5. Teacher begins to lead student how to answer.

2. Kegiatan Inti

Elaborasi

1. Divide the class into small groups (maximum 5 students) by appointing the chairman and secretary
2. Provide a case studying accordance with the Achievement of Learning and Final Ability Planned.
3. Make sure each member participates actively in the discussion.
4. Make conclusion based on the situations story.
5. Instruct each group to discuss the answer to the question.
6. Instruct each group through a designated spoken person to present the results of his discussion in the class forum.

Konfirmasi

1. Provide feedback to students with strengthening members in oral form to students who have completed their tasks.
2. Provide confirmation of the work done by the students through other book sources.
3. Facilitate students to reflect to get the learning experience that has been done.

3. Kegiatan Akhir (Penutup)

1. Students hand in their tasks;
2. Clarification, inference and follow-up (Teacher).
3. He gives them an assignment;
4. He tells them of the next meeting lesson;
5. He suggests to the students that they keep studying hard.

B. Penilaian

1. performance test (oral test)

Example of Instrument:

A. Make conclusion based on the situations of the story.

The Goose and The Golden Eggs

Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock. 1 He was about to throw it away because he thought that someone was playing a trick on him. 2 But on second thought, he took it home, and discovered to his delight that it was an egg of pure gold!

He sold the egg for a lot of money. Every morning the goose laid another golden egg, and the farmer soon became rich by selling the eggs.

As he grew rich, he also grew greedy. 6 “Why should I have to wait to get only one egg a day?” he thought. “I will cut open the goose and take all the eggs out of her at once.”

When the goose heard the farmer’s plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose’s nest? 8 Nothing.

Moral: Someone who wants more often loses all. When you want something, be patient. If you are greedy, you might lose what you already have.

Jember, 20 Juli 2018

English teacher

Praktikan

Muhammad Muhlis, S.Pd

Yahya Setia Darma
NIM : 1310231092

Approved by
Principle of SMK BerdikariJember

H. Pradoto, SH



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK Berdikari Jember

Mata Pelajaran : Bahasa Inggris

Kelas : X

Topik : Narrative Text

A. Standar Kompetensi dan Kompetensi Dasar

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

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1. *Speaking*

Siswa mampu mengungkapkan dan menceritakan kejadian yang terjadi dalam cerita.

C. Pendekatan dan Metode Pembelajaran

1. Pendekatan : Cooperative Learning

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D. Sumber, Alat dan Bahan Pembelajaran

LKS

E. Langkah-Langkah Pembelajaran

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Eksplorasi

1. Teacher and student pray together
2. Checking attendance list of student
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4. Students are asked by some questions related to the material (example of short story). Teacher begins to lead student how to answer.

5. Teacher begins to lead student how to answer.

2. Kegiatan Inti

Elaborasi

1. Divide the class into small groups (maximum 5 students) by appointing the chairman and secretary
2. Provide a case studying accordance with the Achievement of Learning and Final Ability Planned.
3. Giving more explanation about the material will be given
4. Reviewing the strategy in teaching (Small Group Discussion)
5. Changing the seat and the team or number of students in groups
6. The teacher controls and facilitate the student's learning process.
7. Giving the student more motivation in learning process.
8. Make sure each member participates actively in the discussion.
9. Make conclusion based on the situations story.
10. Instruct each group to discuss the answer to the question.
11. Instruct each group through a designated spoken person to present the results of his discussion in the class forum.

Konfirmasi

1. Provide feedback to students with strengthening members in oral form to students who have completed their tasks.
2. Provide confirmation of the work done by the students through other book sources.
3. Facilitate students to reflect to get the learning experience that has been done.

3. Kegiatan Akhir (Penutup)

1. Students hand in their tasks;

2. Clarification, inference and follow-up (Teacher).
3. He gives them an assignment;
4. He tells them of the next meeting lesson;
5. He suggests to the students that they keep studying hard.

B. Penilaian

1. performance test (oral test)

Example of Instrument:

A. Make conclusion based on the situations of the story.

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend.

Jember, 23 Juli 2018

English teacher

Praktikan

Muhammad Muhlis, S.Pd

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NIM : 1310231092

Approved by
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H. Pradoto, SH



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMK Berdikari Jember

Mata Pelajaran : Bahasa Inggris

Kelas : X

Topik : Narrative text

A. Standar Kompetensi dan Kompetensi Dasar

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

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1. Pendekatan : Cooperative Learning

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LKS

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2. Kegiatan Inti

Elaborasi

1. Divide the class into small groups (maximum 5 students) by appointing the chairman and secretary
2. Provide a case studying accordance with the Achievement of Learning and Final Ability Planned.
3. Giving more explanation about the material will be given
4. Reviewing the strategy in teaching (Small Group Discussion)
5. Changing the seat and the team or number of students in groups
6. The teacher controls and facilitate the student's learning process.
7. Giving the student more motivation in learning process.
8. Make sure each member participates actively in the discussion.
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2. Provide confirmation of the work done by the students through other book sources.
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3. Kegiatan Akhir (Penutup)

1. Students hand in their tasks;

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3. He gives them an assignment;
4. He tells them of the next meeting lesson;
5. He suggests to the students that they keep studying hard.

B. Penilaian

1. performance test (oral test)

Example of Instrument:

A. Make conclusion based on the situations of the story.

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Jember, 24 Juli 2018

English teacher

Praktikan

Muhammad Muhlis, S.Pd

Yahya Setia Darma
NIM : 1310231092

Approved by
Principle of SMK BerdikariJember

H. Pradoto, SH



No	Name	Indicator				Active	Passive
		1	2	3	4		
1	Deni Juni A.	✓	✓		✓	✓	
2	Dheny Bayu G.	✓	✓		✓	✓	
3	Dhofir	✓	✓	✓		✓	
4	Doni Rian A.	✓	✓	✓		✓	
5	Doni Tri L.	✓	✓	✓		✓	
6	Dwi Sandi B.	✓	✓	✓	✓	✓	
7	Ekiq Putra F.	✓			✓		✓
8	Endi Ristian	✓	✓	✓	✓	✓	
9	Ery Firman	✓	✓	✓	✓	✓	
10	Fathorosi	✓	✓	✓	✓	✓	
11	Fathurosi	✓	✓	✓	✓	✓	
12	Febri Ramadhan	✓		✓		✓	
13	Fendi Efendi	✓	✓	✓	✓	✓	
14	Fendi Setiawan	✓	✓	✓		✓	
15	Feri Supriyadi	✓	✓		✓	✓	
16	Fio Kurniasis	✓	✓		✓	✓	
17	Haris Hidayat	✓	✓	✓	✓	✓	✓
18	Helmi Aldad	✓	✓	✓	✓	✓	
19	Hengki F.	✓			✓	✓	
20	Imam Hanafi			✓	✓		✓
21	Imam Qurtubi	✓			✓	✓	✓
22	Irvan	✓	✓	✓	✓	✓	
23	Irwan Felani	✓		✓	✓	✓	
24	Ifan Muktazim	✓	✓	✓	✓	✓	
25	Jadal Ubaid	✓	✓	✓	✓	✓	
26	Jamal Luddin	✓	✓	✓	✓	✓	
27	Juhari	✓	✓	✓	✓	✓	
28	Kiki Kurniawan	✓	✓	✓	✓	✓	
29	Lucky D.	✓	✓		✓	✓	
30	Lukmanul H.	✓		✓	✓	✓	
31	Lukman Nur H	✓	✓		✓	✓	
32	M. Handoko	✓	✓	✓	✓	✓	
33	M.Kholifurahma	✓	✓	✓	✓	✓	
34	Maulana Arifin	✓		✓	✓	✓	
35	Miftahul Ulum	✓	✓		✓	✓	
		TOTAL				31	4

NOTES :

1. Student pay attention to the teacher
2. Student asking a question
3. Student collaborates in group
4. Student gives question and answer

No	Name	Indicator				Active	Passive
		1	2	3	4		
1	Deni Juni A.	✓	✓		✓	✓	
2	Dheny Bayu G.	✓	✓		✓	✓	
3	Dhofir	✓	✓	✓		✓	
4	Doni Rian A.	✓	✓	✓		✓	
5	Doni Tri L.	✓	✓	✓		✓	
6	Dwi Sandi B.	✓	✓	✓	✓	✓	
7	Ekiq Putra F.	✓			✓		✓
8	Endi Ristian	✓	✓	✓	✓	✓	
9	Ery Firman	✓	✓	✓	✓	✓	
10	Fathorosi	✓	✓	✓	✓	✓	
11	Fathurosi	✓	✓	✓	✓	✓	
12	Febri Ramadhan	✓		✓			✓
13	Fendi Efendi	✓	✓	✓	✓	✓	
14	Fendi Setiawan	✓	✓	✓		✓	
15	Feri Supriyadi	✓	✓		✓	✓	
16	Fio Kurniasis	✓	✓		✓	✓	
17	Haris Hidayat	✓	✓	✓	✓	✓	✓
18	Helmi Aldad	✓	✓	✓	✓	✓	
19	Hengki F.	✓			✓		✓
20	Imam Hanafi			✓	✓		✓
21	Imam Qurtubi	✓			✓	✓	✓
22	Irvan	✓	✓	✓	✓	✓	
23	Irwan Felani	✓		✓	✓	✓	
24	Ifan Muktaazim	✓	✓	✓	✓	✓	
25	Jadal Ubaid	✓	✓	✓	✓	✓	
26	Jamal Luddin	✓	✓	✓	✓	✓	
27	Juhari	✓	✓	✓	✓	✓	
28	Kiki Kurniawan	✓	✓	✓	✓	✓	
29	Lucky D.	✓	✓		✓	✓	
30	Lukmanul H.	✓		✓	✓	✓	
31	Lukman Nur H	✓	✓		✓	✓	
32	M. Handoko	✓	✓	✓	✓	✓	
33	M.Kholifurahma	✓	✓	✓	✓	✓	
34	Maulana Arifin	✓		✓	✓	✓	
35	Miftahul Ulum	✓	✓		✓	✓	
TOTAL						29	6

NOTES :

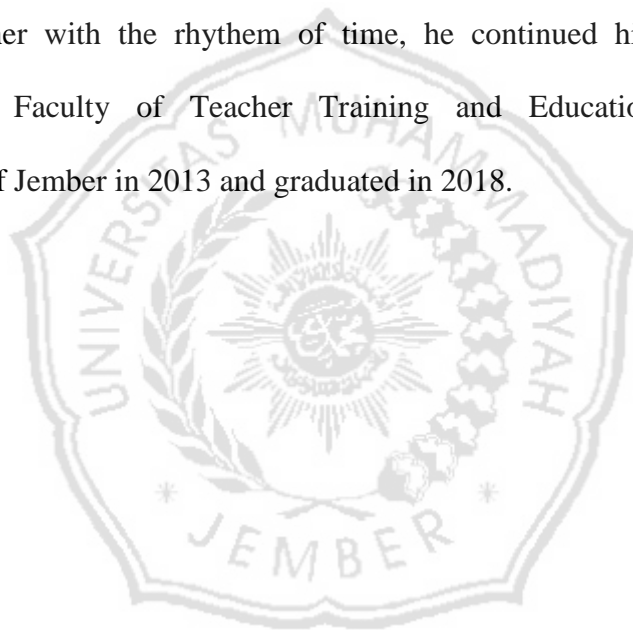
1. Student pay attention to the teacher
2. Student asking a question
3. Student collaborates in group
4. Student gives question and answer

CURRICULUM VITAE

Yahya Setia Darma is a son of Bpk.Abd, Razaq and Ibu Sri Sundari. He was born on November 16th,1992 in Probolinggo.

He began his study at SDN Jrebeng Lor I Probolinggo (graduated in 2007) then SMPN 4 Probolinggo (graduated in 2009) and SMKN 1 Probolinggo (graduated in 2011).

Together with the rhythm of time, he continued his study in English Department Faculty of Teacher Training and Education Muhammadiyah University of Jember in 2013 and graduated in 2018.



CYCLE 1 TEST

A. Make conclusion based on the situations of the story.

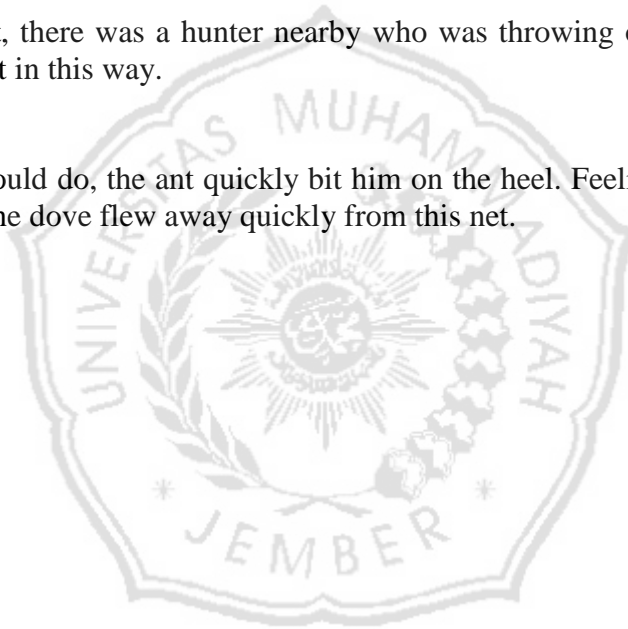
The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.



The result of cycle 1

No	Name	F	P	V	G	Total Score	Max Score	Converted	Quadrat Score
1	Deni Juni A.	4	4	4	3	15	20	73	225
2	Dheny Bayu G.	3	3	3	2	11	20	55	121
3	Dhofir	4	4	4	4	16	20	80	256
4	Doni Rian A.	3	3	3	2	11	20	55	121
5	Doni Tri L.	4	4	3	3	14	20	70	196
6	Dwi Sandi B.	4	4	4	3	15	20	73	225
7	Ekiq Putra F.	4	3	4	4	15	20	73	225
8	Endi Ristian	4	3	4	4	15	20	73	225
9	Ery Firman	4	4	4	3	15	20	73	225
10	Fathorosi	4	3	4	3	14	20	70	196
11	Fathurosi	4	4	4	3	15	20	73	225
12	Febri Ramadhan	3	3	3	2	11	20	55	121
13	Fendi Efendi	4	3	4	3	14	20	70	196
14	Fendi Setiawan	4	4	4	3	15	20	73	225
15	Feri Supriyadi	4	4	4	3	15	20	73	225
16	Fio Kurniasis	4	4	4	3	15	20	73	225
17	Haris Hidayat	3	3	4	4	14	20	70	196
18	Helmi Aldad	3	4	4	3	14	20	70	196
19	Hengki F.	4	3	4	4	15	20	73	225
20	Imam Hanafi	3	3	4	3	13	20	65	169
21	Imam Qurtubi	4	3	4	3	14	20	70	196
22	Irvan	3	3	3	3	12	20	60	144
23	Irwan Felani	3	4	4	3	14	20	70	196
24	Ifan Muktaazim	3	3	4	3	13	20	65	169
25	Jadal Ubaid	4	4	4	3	15	20	73	225
26	Jamal Luddin	3	3	4	3	13	20	65	169
27	Juhari	4	4	5	4	17	20	85	289
28	Kiki Kurniawan	3	3	3	3	12	20	60	144
29	Lucky D.	4	4	5	3	16	20	80	256
30	Lukmanul H.	4	4	5	4	17	20	85	289
31	Lukman Nur H	3	4	4	4	15	20	73	225
32	M. Handoko	4	4	4	3	15	20	73	225
33	M.Kholifurahma	4	4	4	3	15	20	73	225
34	Maulana Arifin	4	3	4	3	14	20	70	196
35	Miftahul Ulum	4	4	3	4	15	20	73	225
	Σ	136	132	144	119	531		2655	7721
	$\Sigma 2$	18496	17424	20736	14161	281961			

CYCLE 2 TEST

A. Make conclusion based on the situations of the story.

The Legend of Surabaya

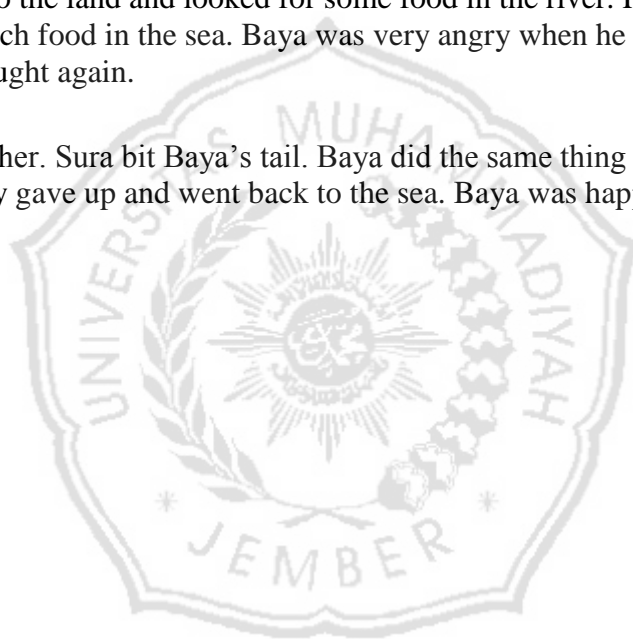
A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.



The score of the test in cycle 2

No	Name	F	P	V	G	Total Score	Max Score	Converted	Quadrat Score
1	Deni Juni A.	5	4	4	4	17	20	85	289
2	Dheny Bayu G.	4	5	4	4	17	20	85	289
3	Dhofir	5	4	4	5	18	20	80	324
4	Doni Rian A.	5	4	4	4	17	20	85	289
5	Doni Tri L.	4	4	4	4	16	20	80	256
6	Dwi Sandi B.	4	4	4	4	16	20	80	256
7	Ekiq Putra F.	4	4	3	4	15	20	75	225
8	Endi Ristian	4	5	5	5	19	20	95	361
9	Ery Firman	4	5	4	5	18	20	90	324
10	Fathorosi	4	4	4	5	17	20	85	289
11	Fathurosi	4	4	4	4	16	20	80	256
12	Febri Ramadhan	4	4	4	3	15	20	75	225
13	Fendi Efendi	5	5	4	5	19	20	95	361
14	Fendi Setiawan	4	4	4	4	16	20	80	256
15	Feri Supriyadi	4	4	4	4	16	20	80	256
16	Fio Kurniasis	4	5	4	5	18	20	90	324
17	Haris Hidayat	4	4	4	4	16	20	80	256
18	Helmi Aldad	5	5	4	5	19	20	95	361
19	Hengki F.	5	4	4	5	18	20	90	324
20	Imam Hanafi	4	5	4	4	17	20	85	289
21	Imam Qurtubi	4	4	4	4	16	20	80	256
22	Irvan	5	5	4	5	19	20	95	361
23	Irwan Felani	4	4	4	3	15	20	75	225
24	Ifan Muktaazim	4	4	4	4	16	20	80	256
25	Jadal Ubaid	4	4	4	4	16	20	80	256
26	Jamal Luddin	4	4	4	4	16	20	80	256
27	Juhari	5	5	5	4	19	20	95	361
28	Kiki Kurniawan	4	5	4	4	17	20	85	289
29	Lucky D.	4	4	5	4	18	20	85	289
30	Lukmanul H.	4	4	4	3	15	20	75	225
31	Lukman Nur H	4	4	4	3	15	20	75	225
32	M. Handoko	5	5	4	5	19	20	95	361
33	M.Kholifurahma	5	5	4	4	18	20	85	289
34	Maulana Arifin	4	5	4	4	17	20	80	256
35	Miftahul Ulum	4	4	4	5	17	20	80	256
	Σ	150	153	142	147	597		2935	9971
	$\Sigma 2$	22500	23409	20164	21609	351649			

The Mean score CYCLE 2:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2935}{35} = 80 \text{ (M } 80. \geq \text{ M75)}$$



STATEMENT OF ORIGINALITY OF SARJANA THESIS

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I state that this thesis is my own creation. It does not copy from other resources that I claim as my own creation.

If it si proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, 31th 2018

Writer

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