

**THE IMPLEMENTATION OF ANIMATED SHORT MOVIE IN  
TEACHING WRITING NARRATIVE TEXT TO THE TENTH  
GRADERS OF MAN SIDOARJO**

**THESIS**



By:

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NIM. 12.88203.00009

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SIDOARJO**

**2016**



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**2016**

### APPROVAL SHEET

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### LEGALIZATION SHEET

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## **MOTTO**

“EVERYTHING WILL COME TO THOSE WHO KEEP TRYING WITH  
DETERMINATION AND PATIENCE” (EDISON)

“ALWAYS BELIEVE IN ALLAH, BECAUSE ALLAH KNOW MORE WHAT  
IS THE BEST THING THAN YOU”

“THE SUCCESSFUL HUMAN IS NOT ABOUT HIS OR HER INTENSITY.  
THE SUCCESSFUL HUMAN IS ONE WHO ALWAYS SAY HAMDALAH IN  
THEIR LIFE”

“A BIG MORE ACTION AND STAY STRONG”

## **DEDICATIONS**

This thesis is dedicated to;

- My dear parents who always stay beside me and taught me how to cherish learning and education. They said to me that education is the first priority in my life;
- My big families who always gives me the best support to reach the goal in my life;
- All the teachers who teach and help me in my journey of learning in education;
- My best friends who always give me spirit with their words;
- My friends in Muhammadiyah University of Sidoarjo who always support me in every moment in learning.

## ABSTRACT

Abdia, Khoirul Rizki (2016). *The Implementation of Animated Short Movie in Teaching Writing Narrative Text to The Tenth Graders of MAN Sidoarjo*. A Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University, Sidoarjo. Adviser: Fika Megawati, M.Pd.

Animated short movie is one of the audio visual media. It is a good media for teaching writing narrative text. The researcher conducted the research to answer the research questions, (1) How is the implementation of animated short movie in teaching writing narrative text and (2) How are the students' responses in writing narrative text toward the implementation of animated short movie. The purpose of this study are to analyze the implementation of animated short movie in writing narrative text and the students' responses about this medium. The subject of this study was the tenth graders of MAN Sidoarjo at class of science (IPA) 1 which consist of 38 students. The researcher took all of the students in that class as the research subject. The researcher used qualitative study to present the data. The researcher used three data instruments to collect the data such as: observation, questionnaire and interview. The first, the researcher observed the teacher and students' activities when the animated short movie was implemented. The second, the researcher gave the questionnaire to all of the students at class of science (IPA) 1. The third, the researcher interviewed all of the students at class of science (IPA) 1 and the teacher. The result of the implementation of animated short movie in teaching writing narrative text was good. It proved by the students' score, they got a good score and they were enthusiastic more in the class. And the result of the students' responses on the implementation of animated short movie in the teaching writing narrative class is positive. This was known from the result of questionnaire and interview the students. The students are interested in animated short movie and they agreed if their teacher teach by using animated short movie as media.

*Key Words: animated short movie, teaching writing, narrative text.*

## ABSTRAK

Abdia, Khoirul Rizki (2016). *The Implementation of Animated Short Movie in Teaching Writing Narrative Text to The Tenth Graders of Man Sidoarjo*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah, Sidoarjo. Pembimbing: Fika Megawati, M.Pd.

Film animasi pendek adalah salah satu media audio visual. Film pendek animasi adalah media yang baik untuk digunakan dalam pengajaran penulisan naratif teks. Peneliti melakukan penelitian ini untuk menjawab rumusan masalah penelitian, (1) Bagaimana penerapan film animasi pendek pada pengajaran menulis naratif teks dan (2) Bagaimana respon siswa dalam menulis naratif teks berdasarkan penerapan film animasi pendek. Tujuan penelitian ini adalah untuk menganalisis penerapan film animasi pendek pada pengajaran menulis dan respon peserta didik tentang media tersebut. Subjek penelitian ini adalah siswa kelas sepuluh MAN Sidoarjo di kelas IPA 1 yang berjumlah 38 siswa. Peneliti menggunakan semua siswa sebagai subjek penelitian. Peneliti menggunakan metode penelitian kualitatif untuk memperoleh data. Peneliti menggunakan tiga instrumen untuk mengumpulkan data, diantaranya: observasi, kuesioner dan wawancara. Pada tahap pertama, peneliti mengobservasi aktivitas guru dan siswa ketika film animasi pendek diterapkan. Tahap kedua, peneliti memberikan kuesioner kepada semua siswa kelas IPA 1. Tahap ketiga, peneliti mewawancarai semua siswa kelas IPA 1 dan guru. Hasil dari penerapan film animasi pendek pada pengajaran menulis naratif teks sangat baik. Itu terbukti dari nilai yang telah diperoleh siswa, mereka mendapat nilai yang baik dan mereka sangat antusias di kelas. Dan hasil dari respon siswa pada penerapan film animasi pendek di pengajaran menulis naratif teks sangat positif. Diketahui dari hasil kuesioner dan wawancara dengan siswa. Siswa sangat antusias pada penerapan film animasi pendek dan mereka setuju jika guru mereka mengajar dengan menggunakan film animasi pendek sebagai media pembelajaran.

*Kata Kunci: film animasi pendek, pembelajaran menulis, naratif teks*

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The writer would not have been possible to write this thesis without the help and support of the kind people around her. The writer indebted to them for making the time during her study an unforgettable experience. She got much help from including people, because of that the writer would like to thank to :

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7. The writer's beloved parents and her lovely sister and brother, who love and always pray, give motivation and support for her.

Finally, the writer hopes this thesis can be useful for the other writer, reader and also for the education reformation and development. The criticism and suggestion will be useful for the writer in correcting the mistakes and the weakness of this writing.

Sidoarjo, July 2016

The Writer

## TABLE OF CONTENTS

COVER .....	i
LOGO.....	ii
COVER SHEET .....	iii
APPROVAL SHEET .....	iv
LEGALIZATION SHEET .....	v
SURAT PERNYATAAN KEASLIAN TULISAN .....	vi
MOTTO AND DEDICATION .....	vii
ABSTRACT.....	ix
ABSTRAK .....	x
ACKNOWLEDGMENT .....	xi
TABLE OF CONTENTS .....	xiii
LIST OF APPENDICES .....	xvi
CHAPTER I INTRODUCTION .....	1
1.1 Background of the Study.....	1
1.2 Research Problem.....	5
1.3 Objective of Study .....	5
1.5 Significance of Study .....	6
1.6 Scope and Limitation .....	6
1.7 Definition of Specific Terms.....	7
CHAPTER II REVIEW OF RELATED LITERATURE .....	9
2.1 Literature Review .....	9
2.1.1 Writing .....	9

2.1.2 Narrative Text .....	12
2.1.3 Teaching Writing Narrative Text .....	15
2.1.4 Media .....	16
2.1.4 The Kind of Media .....	17
2.1.5 Video .....	18
2.1.6 Short Movie .....	21
2.1.6.1 Animated Short Movie .....	23
2.1.7 The Implementation of Animated Short Movie .....	23
2.2 Previous Study .....	25
CHAPTER III RESEARCH METHODOLOGY .....	27
3.1 Research Design.....	27
3.2 Subject of the Study .....	28
3.3 Instrument .....	29
3.4 Data Collection.....	31
3.5 Data Analysis .....	32
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	33
4.1 Finding .....	33
4.1.1 The Implementation of Animated Short Movie in the first meeting.....	35
4.1.2. The Implementation of Animated Short Movie in the second meeting .....	39
4.1.3. The Students' responses in writing narrative text .....	44
4.2 Discussion .....	59
4.2.1 The Implementation .....	59
4.2.2 The student's response .....	62
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	64
5.1 Conclusions .....	64

5.2 Suggestions .....	65
REFERENCES.....	67

## LIST OF APPENDICES

Appendix 1 Questionnaire.....	71
Appendix 2 Interview for teacher .....	74
Appendix 3 Interview for students .....	79
Appendix 4 Syllabus .....	81
Appendix 5 Standard Competence.....	102
Appendix 6 Lesson plan.....	105
Appendix 7 Dialogue .....	112
Appendix 8 Observation field note (1 <sup>st</sup> ) .....	117
Appendix 9 Observation field note (2 <sup>nd</sup> ) .....	120
Appendix 10 Documentation .....	123
Appendix 11 Students first task .....	128
Appendix 12 Students second task.....	130
Appendix 13 Students' score .....	138
Appendix 14 The description letter .....	140

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the study**

Language is a tool for communication, with language a human can say or express their intent to the other human, one of international languages is English. Almost all the countries use English to form a relationship, whether in business or political relations. In Indonesia, English as a foreign language is extremely important to learn in order to facilitate in communication between countries. Therefore, the education in Indonesia incorporate English into subjects that must be traveled by students. The students should be able to master the four skills in English, there are reading, writing, listening and speaking.

As a foreign language, English is not easy to understand, because it is not the mother tongue in Indonesia. The students have many problems in their English. In this study, the writer talk about the problem in the writing skill, because writing skill is difficult to learn. Therefore the students feel difficult to write something that they want to do. According to Singh cited in Susanti (2015), he said that it is common to find that people, who are good at spoken English, are not able to express themselves in writing. Writing is productive skills, this skill need a clearly complex process to develop the students' writing skills. In the

writing skills, the students should express their feeling, idea, experience and of course they should learn actively.

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1991:91). It means that the students need a guidance to practice their written, because writing has some of elements (vocabularies, grammar, organization, punctuation and spelling). It is one of the difficulties in teaching writing skills, the students in Indonesia is non-native language. The teacher must to motivate and give them the interesting technique or media to make them easily to write.

Indonesia has English Standard Competence to teach English in Indonesia, especially for teaching writing. English Standard Competence has some of forms that the teacher must teach in teaching writing, there are narrative text, descriptive, spoof, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review text (Depdiknas Indonesia, 2006:5) . Based on this statement, the writer choose the narrative text to teach in the classroom, because narrative text is the personal experience text, so the students will be easy to write their own experience.

Narrative is a kind of texts that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways (Sudarwati and Grace in Merindriasari. et. al (2015)). According to Anderson and Anderson cited in Akmal (2011) Narrative text is a piece of text which tell a story and it aims to inform the reader and listener. There are several examples of narrative text, such as foltakes, myth, legend and etcetera.

In narrative text, the students can write by their own imagination but in addition, the students felt difficult to write it. The students have no idea and confused to start their write. It because the teacher establish the topic and sometimes the topic is strange for them, they have never imagine it earlier. In this case, the teacher must help their students to improve their ideas in writing. The teacher can use the appropriate, imaginative, fun, familiar, and effective media to teach writing in the class in order to make the students are not bored and confused.

The media will help the sudents easily to write and transfer teir ideas. The use of media in the classroom is important for the teacher to make their class interesting. It will help them to explain their material to their students. There are many suitable media for teaching writing narrative text, and of the media is animated short movie, because animated short movie is the combination of moving picture and sound, so this media is not about the audio or visual only. This media is about both of the audio and visual also so the students will be easily and fun when they learn writing skill by this media. According to Stempleski and tomalin cite in Susanti (2011) state that children and adults feel interest quicken when language is experienced in lively way through television and film. Based on this technique, the students will not feel difficult to express their narrative text about the animated short movie that they watched.

The animated short movie is an effective to teach and giving the motivation for the students writing skill. According to Sexton cited in Yulianingrum (2011) said that movie provides visual stimuli to reinforce valuable

concepts and ideas because information is often stored in visual form, pictures and short movie may be very important in helping students retain important ideas and retrieve them from the long-term memory. It means that the animated short movie can help the students to get stimulate their ideas in the process of learning English writing skill. The students will feel the different condition when they learn by the animated short movie in their classroom.

The animated short movie can help the students to understand the language easily, it is a fun movie because the students watch about cartoon or animated. The duration of this movie is not too long, it is about 7 until 10 minutes. It will help the teacher for managing the time when they teach in the class, because it does not need to use a long time to watch the movie. Animated short movie is expected to use as an effective media especially for language teacher because animated short movie has an authentic and varied language in it. It provide the students real conversation and expose the expression in English. It can help the students to rise up their imaginative skill in narrative text, this media will bring fun atmosphere in the class. The teacher can search the animated short movie on the internet or maybe the teacher can use the DVD then download and save it in the laptop then play it to the students through the laptop, projector and speaker. The students need the creative and inovative teacher.

Therefore, the writer would like to reduce the problem in the writing skill by means of **“The Implementation of Animated Short Movie in Teaching Writing Narrative Text to the Tenth Graders of MAN Sidoarjo”**.

## **1.2 Research Problem**

Based on the background above, this study is arranged to answer these question.

1. How is the implementation of short movie in teaching writing narrative text?
2. How is the students' responses in writing narrative text toward the implementation of animated short movie?

## **1.3 Objectives of the Study**

Based on the statement of the problem above, this study is arranged :

1. To describe how the implementation of animated short movie in teaching writing narrative text to the senior high school in the tenth grade.
2. To describe the students' responses in writing narrative text toward the implementation of animated short movie .

#### **1.4 Significance of the Study**

The writer hope that this study can be useful in the education world, particularly for the teachers, the students and the other researchers.

For the teachers, from this study the teacher can be more creative and have many variations to teach writing skill. Thus, the students are not bored, felt difficult and have no idea when they study in the writing class. This study , it can use as an effective strategy and to develop technique for teaching writing.

For the students, the writer hope that the animated short movie can improve the students' writing ability. So, they will not feel bored and hard to learn English, but rather will feel interested. This study will help the students to avoid their lack and mastering their writing skill especially in writing narrative text.

For the other researchers, the writer hope that his study will be useful and get the feedback from the other reseaechers. The other researchers can be conducted the similar study with the different forms, respond and place.

#### **1.5 Scope and Limitation of the Study**

This study can make the teacher have many variation by using short movie as a media to make their students feel not bored when they learn english especially in teaching writing. This study focuses on tenth grade of senior high school by using animated short movie as a media to teach writing in narrative text. The writer will describe how are the students responses and results in the implementation of animated short movie.

## **1.6 Definition of Specific Terms**

Explanation about the terms which the writer used, to avoid the misunderstanding of the items that it used in this study :

### **1. Animated Short Movie**

The audio visual media or moving picture which has the duration is about 7 until 10 minutes. It is fun movie and brief about the cartoon or animation only.

### **2. Media**

The tools that can use to deliver message from sender to receiver in the learning process. There are three kind of media, visual, audio and audio visual media. Audio visual media is the media which has the sound and a visual component.

### **3. Writing**

Writing is the productive skill, it means that writing is the act of composing the ideas, experience, feeling, and thought for the writer to the reader and this written should be meaningful for the reader.

#### 4. Narrative text

A kind of text or story which tell about complication or problematic events that the purpose is to amuse or entertain to the reader and tries to find the resolutions to solve the problems.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Literature Review**

In this chapter, some connected theories are explained, which are the foundation of this study. The theories of writing, narrative text, media, video, short movie and the implementation of animated short movie in teaching writing narrative text.

##### **2.1.1 Writing**

There are four skills in teaching learning English that should be mastered by students. There are speaking, listening, reading and writing. Writing is one of important skills that must to learn by the students. Writing is productive skill, the students can express their feeling or imagination in writing. Writing is indirectly skill that use by people to communicate with the other people without physical appearance. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (Nation, 2009:113). It means that the students will be mastered in writing if they had strong knowledge in reading, listening and speaking.

Halliday (in Nunan, 1991:84) suggest that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. As we know that we have a lot of kinds of student's character in the class, there is a student speak a lot, silent, hyperactive etc, and for the silent students, they can express their imagination, ideas or their feeling in the writing skill. They can create something new for their life by written. Based on Halliday (in Nunan, 1991:84) in the modern world, written language serves a range of functions in everyday life, including the following :

1. Primarily for action : public signs (on roads and stations), product labels and instructions (on food, toys etc)
2. Primarily for information : newspaper and current affair magazines (news, hobby magazines, non-fiction books, public notices etc)
3. Primarily for entertainment :comic, fiction books, poetry and drama, film subtitles etc.

According to Nunan (1991:85), there are two different kinds complexity between written and spoken language, written language is complex at the level of the clause, while spoken language is complex in the way clauses are linked together. Writing and speaking are different, the student or someone who can speak well, do not write well also, because speaking and writing have different structured and complexity. According to Heaton (in Susanti, 2011:8) writing skills are complex and difficult to teach, requiring mastery not only grammatical and rethorical devices but also conceptual and judgment elements. The teacher should bring the grammatical rule and the concept of writing in teaching learning process.

The young writers need to be exposed to a range of different types of text. They need to be shown how the different text types are characterised by different generic structures (Nunan, 1991:90). It means that the writers or the students expected to understand about the generic structure of the text because every kind of text has different generic structure. Each of student should be expected to use the grammar, punctuation and spelling correctly in their writing.

Nunan (in Susanti, 2011:9) states that writing is the mental work of inventing ideas, thinking of how to express them and organizing them into statements and paragraphs until that is clearer to the readers. Writing is a continuous process of thinking and organizing, rethinking and reorganizing (Boardman, 2002:11). Every writer has an idea when they want to write something but not only the idea that they had but they should have think how to express their ideas into good composition so that the reader know about the idea clearly when they read it. So, there is not going to happen misunderstanding between the writer's idea and the interpretation of the reader.

Writing is commonly seen as a three-stage process, pre-writing, writing and rewriting (Lyons and Heasley (in Nunan, 1991:91)). According to Nunan (1991:92) suggested that writing is minimally a three-stage process of pre-writing, writing and revision.

#### a. Pre-writing

The writer start with select the word or phrase that is related to the topic on his interest to write and not going to make confused.

### b. Writing

The writer has to deal the ideas with detail that they have to mentioned in pre-wirting. In this stage, the writer make a drafting to develop the outline into a good and coherent paragraph. Grammatical, punctuation and spelling will be focused in this stage.

### c. Rewriting or revision

Rewriting is a critical part of the writing process and consists of two seperate processes, revising and editing (Boardman, 2002:27). The writer revise and edit of their writing in this stage. The writer must to connect it into good grammar, punctuation, spelling and mechanics. The content and organization of the text must be clear and complete.

## 2.1.2 Narrative Text

According to Sudarwati & Grace (in Merindriasari et al, 2014:2) said that narrative is a kind of texts that the purpose is to amuse or entertain and to deal with actual/imaginative experiences in different ways. Narrative texts usually tell about story that actually happened or imaginary story. For example, novel, short story, folktale, legend, fairytale, vacation and story of our unforgettable moment.

Narrative text are usually told by a story teller (Anderson and Anderson in (Akmala, 2011: 17)). A narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener (Anderson and Anderson in (Susanti, 2011:11)). Based on the definiton, narrative text is the text that tell about

some experience of the writer and the purpose of the text is to amuse and entertain to the reader. The writer should convey their idea clearly to gain the readers' perception and interest in a story. To be a good writer, we must understand about the component of the text, not only the definition and the social function.

The different text types are characterized by different generic structures (Nunan, 1991:90). Narrative text has two components, the first component is generic structure and the second component is language features. According to Neo cited in (Akmala, 2011:18) said that narrative text has a structure, a shape or a pattern.

There are orientation, rising action, climax, falling action and resolution.

- a. The orientation, it establishes the characters and situation.
- b. Rising action, it refers to a series of complications leads to the climax.
- c. The climax is the critical moment when problem/conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

According to Gerot and Peter cited in (Akmala, 2011:19), states that language features of narrative text are :

- a. Focus on specific and usually individualized participant  
e.g. : Aladdin, Shifu
- b. Use of relational processes and mental processes

e.g. : everything was so so weird, tigress was unhappy

- c. Use of temporal conjunctions and temporal circumstances

e.g. : a few years ago, sometimes, once upon a time

- d. Use of past tense

e.g. : lived, stayed, was

- e. Use of verbal processes

e.g. : said, told, promised

- f. Use of material processes

e.g. : the bomb exploded

All of this knowledge must convey to the students by the teacher, because it's important for the students to be a good writer in the narrative text. So that they can express their idea and feeling in good composition. They can send their ideas to the reader easily and the reader can receive their idea clearly.

### **2.1.3 Teaching Writing Narrative Text**

One of the reasons that people can operate within sociocultural rules is because they know about different styles and recognise different written and spoken genres (Harmer, 2007:247). We know that writing is a complicated skill, because writing has a lot of composition that to be mastered by the students. The spelling, grammatical errors, vocabulary, punctuations, the generic structures and the language features of the types of text are the big problems that should be solved by the teacher. It is the project for the teacher to solve their students'

problem. Giving the motivation, the interesting media or may be giving the stimulation to the students so that it can improve their writing skills.

According to Harmer ( 2007:261), the teacher needs to deploy some or all of the usual roles when students are asking to write, the ones that are especially important are as follows :

1. Motivator : one of our principal roles in writing task will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit. It's mean that the teacher prompt their students to be a creative student and encourage them by giving the interesting media so that their students will not bored or it can be help them when they learn writing skills.
2. Resources : especially during more extended writing tasks, we should be ready to supply information and language where necessary. As a teacher giving the suggestion and supply for the students is important. Writing class is different with the other skills, because in this skill the teacher need a long time to make discussion with their students. The students need more and detail explanation from the teacher.
3. Feedback provider : giving feedback on writing tasks demands special care. The respond from the teacher is important, giving the feedback for what the students have written is the last activity in teaching writing. in this stage, teacher must be focus to give their correction.

#### 2.1.4 Media

A medium is something we use when we want to communicate with people indirectly, rather than in person or by face-to-face contact (Buckingham, 2003:16). Media is important to use in teaching learning process, it can transmit the information from the teacher to the students. According to Heinich et al (2005:9) said that media are a means of communication and source of information. The purpose of media is to facilitate communication and learning. Teaching media is everything that can use to deliver message from sender to receiver. Teacher can create the new atmosphere and make the interesting class by using the media. The students are not bored when teacher use the media to deliver the material. The suitable media can stimulate the students' ability, interest and attention as well.

There are three characteristics of media (Smaldino et al (inYulianingrum2012: 15)) :

1. Fixative ability means that it has an ability to catch the object, to save the object, and then it can show the object or the event again anytime the teacher wants.
2. Manipulative ability means media can show the object or event with many ways based on the needs. It means that showing the object or many as the teacher needs.
3. Distributive ability means it can reach many observers in one show, such as television.

#### **2.1.4.1 The Kind of Media**

Media is a tool that make teacher easy to teach in the classroom. There are many media that teacher can use in the new material to the students. There are six basic types of media used in learning and instruction (Heinich et al, 2005:9) :

1. Text

Text is the most commonly medium and alphanumeric characters that may be displayed in any format like a book, poster, chalkboard, computer screen etc.

2. Audio

Audio is anything you can hear, it may be live or recorder such as person's voice, music, mechanical sounds, noise etc.

3. Visuals

Visuals are regularly used to promote learning like diagram on a poster, drawings on a chalkboard, photographs, graphics in a book, cartoons etc.

4. Motion media

Motion media is a media that show motion, one set material often not considered media are real objects and models. This media has a real picture and voice. Such as video, movie, television etc.

5. Manipulative

Manipulative are three dimensional and can be touched an handled by the students.

## 6. People

The final category of media, these may be teachers, students, or subject matter experts etc.

### 2.1.5 Video

According to Lonergan (1988:4), stated that video is their ability to present complete communicative situation. Video is the combination of sound and vision which is dynamic, immediate and accessible. Video is audio visual media, it means that we can watch and hear the speaker dialogues in a context. The students can see the ages or analys about the character, the relationship, the social context, the dress, the social status, what they are doing and the feeling of the speaker and the hearer directly. Video presentations will be intrinsically interesting to language learners. The learners will want to watch, even if comprehension is limited (Lonergan, 1988:5). Video can motivate the students ability in writing skill, because the students will be interesting with the presentations of the video. They will be more active to ask the question and giving their suggestion in teaching learning process.

Videos provide interesting and motivating clues to accompany audio or written inputs, lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials (Ismaili, 2013:122). Video helps the students recognize the culture of the story, hearing the native speaker interaction help the students to know about the linguistic structure or the

language used. Video is the interesting media to motivate the students' pretension to learn the foreign language.

Based on Stemplesky and Tomalin in (Susanti, 2011:17), there are several factors that teacher should consider to when they using video in their teaching learning process:

1. Students' interest, teacher should be creative and careful to choose the suitable video for their students. The suitable video will be develop their interesting and motivation to pay attention the material in the class.
2. Sequence lenght, the video should be proper with the time, teacher has to take the control the ideal time. It can not to bee too long or too short.
3. Flexibility, the teacher give the suitable video with the material and the students' level in the writing skill.
4. Students' level, the video that teacher give to the students should be on the same level with students' level.
5. Purposes of objectives of the study, choosing the same purposes video with material is important in teaching learning activities.
6. Lexis, teaching writing skill using video is effectively way to introduce and develop the students' vocabulary. From the video the students will be understand about the whole of the movie, the students not only hear the speaker but can be watched the speaker also.

Based on Lonergan (1988:5), video is another useful aid for the language teacher. It is not meant to rival or overshadow the teacher, still less replace her or him. Teacher is important sources for their students, the role of the teacher is a key way the successful learning environment. Cinema film, short movie and television broadcast are the audio visual features of the video film. The responsibility of the students for the video based on the teacher role.

There are several reasons why video can add a special, new extra dimension to the learning experience are explained as follow (Harmer, 2002:282 in (Susanti)) :

1. Seeing Language in Use, by using the video, the students not only hear the language of the speaker but they can be saw the language also.
2. Cross-Culture Awareness, not only learn about the language, the students will learn about the culture of the people. How the people behave, live and think through the video.
3. The Power of Creation, the use of video in teaching and learning language develop the creativity and communicative uses.
4. Motivation, the students interest will be increased when they learn writing skill by using the video. They never bored when they watch the video in the class.

### 2.1.6 Short Movie

Based on Ismaili (2013), movies are an enjoyable source of entertainment and language acquisition. Many scholars and EFL practioners prefer to watch the movie adaptations of famous and current novels as a supplementary source to the reading, reading a book can be tired and boring while an audio-visual experience can be more entertaining and engaging to students. Writing is productive skill, the students have many problems in this skill. Sometimes the students difficult to start writing and express their ideas. Movie is suitable media to make the students more interesting and easily to write and to express their idea. According to Gildea, et. al. in Tatsuki (1999) video improve sentence production for many words. Films made for language teaching have the obvious merit of being planned and produced for a language-learning audience. This means that the language of the films may be graded and presentated of new vocabulary items, structures or speech exponents will be controlled (Lonergan, 1988:8). Movie or film is one video types, from the movie or film the students are able to produce a new word than they read only on the book because video or movie give them illustrative sentences. They can be seen and heard the dialogues of the speakers in this video, so it can make their memory more better to remember a new word.

Short film is under 10 minutes long, it can show several times in a single class and students are able to acquire detailed familiarity with the film which is important in anabling students to critically engage with the material on a meaningful level (Donaghy, 2014). It is the great way to support the English teacher to convey the material. As we know a lot of the students in Indonesia

difficult to learn English because English is not their mother language. Teacher should be more creative and innovative to choose the great media to teach this language, so that their students will be easy to learn in the class.

According to Marshall cited in (Susanti, 2011:17) said that short movie can stimulate the learning atmosphere and easily can be replayed, making it possible to clarify or further discussion. Short movie is effective media, it can stimulate the students' writing skill, maintain their motivation, interest and provide the authentic language that used in the movie. Short movie help the teacher create the enjoyable class and make the students excite in learning writing. Short movie is audio visual media, it have the motion picture and we can hear the voice of the speaker and it can be replayed in more one time. According to Bhavard in (Gusparia et. al., 2014) said that using animation video could improve the student's writing skill, he said that technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students' improvement. It means that the animated short movie can improve the students' ability and score of their writing skill. So, short movie is suitable media to develop the students' ability and to use in teaching learning writing skill.

### **2.1.6.1 Animated Short Movie/ Film**

Animated short movie or film are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation short movie or film do not do continuously filming outdoor action in the real time, but they create as series of images by shooting one frame at a time (Brodwell and Thompson cited in Akmal, 2011:25). Animated short movie is appropriate media to give to the students in the senior high school because it is fun media. The students will interest to watch it, they did not feel bored and they get stimulate to express or share their opinion in their writing.

### **2.1.7 The Implementation of Animated Short Movie in Teaching Writing Narrative Text**

The appropriate and effective media is important in teaching learning process. The teacher must to think the media that she/he want to apply for the students. One of the media is short movie, short movie is suitable media to use in teaching writing narrative text. Films/movies and videotapes are so flexible and motivating, they are most effective as springboards for language production and practice (Stoller, 1988:4). The main idea of short movie help the students express their idea in writing narrative text easily.

According to Stoller (1988:2), there are some activities in learning writing through the short movie :

1. Pre-viewing Activity

In this activity, the students prepare to viewing the short movie. The teacher giving the brainstorming to develop the students' background knowledge about the narrative text.

2. Viewing Activity

Viewing activity is to facilitate the actual of a video. In this activity, help the students to focus about the character, setting and plot of the story. The short movie is show until the end and the teacher can play the short movie twice at that time.

3. Post viewing Activity

In this activity, the students will write the narrative text based the information that they got when they watch the short movie.

## 2.2 Previous Study

The writer has some relevant previous research, there are:

1. Thesis entitled, “Using Short Movie To Teach Writing Descriptive Text To VII Grade of SMP Negeri 13 Surabaya” by Yulianingrum (2011) the students of English Department at University of Surabaya. This study was aimed for investigating the difficulties of the students’ writing ability and to improve the students’ ability by using short movie. This is descriptive qualitative research that involved in one class the recommendation given by the English teacher of SMPN 13 Surabaya. The similarities between this research and the present study is using short movie. But in the present study, the researcher will use the narrative text.
2. Thesis entitled, “The Use of Movie Trailer as an Alternative Media to Teach Narrative Writing to The Eleventh Grade of Senior High School Students by Susanti (2011) the students of English Departement at University of Suarabaya. This study was aimed for discussing about improving the students’ writing ability through movie trailer at senior high school because smovie trailer is an alternative media to improve students’ writing ability. The purpose of this study to attract and grow students’ motivation in learning and mastery English. This is descriptive qualitative and quantitative study that involved in one class the recommendation by English teacher of SMAN 19 Surabaya. The similarities between this research with the present study is the use

narrative text. But in the present study, the researcher will use the descriptive qualitative only to collected the data.

3. Thesis entitled, “The Use of Animated Film to Improve Students’ Ability in Writing Narrative Text by Akmala (2011) the students of English Departement at Walisongo State Institute For Islamic Studies Semarang. This study was aimed for discussing about improving the students’ writing ability through animated film at senior high school. The purpose of this study to attract and grow students’ motivation in learning and mastery English and improve the students’ ability in writing narrative text because the students can catch the idea of the film easily. This is classroom action research and the method of the research is descriptive quantitative study that involved in one class the recommendation by English teacher of MAN Pemalang. The similarities between this research with the present study is the use narrative text. But in the present study, the researcher will use the descriptive qualitative only to collected the data.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Research methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically (Kumar, 2008:5). There are some steps in this chapter that the researcher choose to solve the research problem, namely research design, subject of the study, research instruments, data collection technique, and the last data is analysis technique.

#### **3.1 Research Design**

Research is an intensive and purposeful search for knowledge and understanding of social and physical phenomena (Kumar, 2008:1). It means that research is an activity undertaken to investigate of inquisitiveness about something that is connected with the knowledge by the pertinent information on a specific topic. This study would intend to describe the students' writing ability by using short movie. Since it deals with describe of the content or materials of a document, a descriptive qualitative research design were implemented. According to Fraenkel cited (in Gast, 2010:20), a descriptive qualitative research was designed to obtain information used for investigating the quality of relationships, activities, situations, or materials. Qualitative research is concerned with

qualitative phenomenon which relating to or involving quality or kind. Qualitative research is discovering the underlying motives and desires, using in depth interviews tests, sentence, completion tests, story completion test and similar other projective technique (Kumar, 2008:8). The data of this study analyzed qualitatively without applying statistical calculations. The researcher used non participant observation because the researcher did not take part in the teaching learning process. The researcher observed the teacher and the students' activity in the class and reported from the beginning until the end of the lesson. Second, she did the interview with the teacher and the students to get the information about the student's attitude and difficulties and at the last meeting the researcher gave the questionnaire to gain the information does the students like or dislike, interest or not when they learn english especially in writing skill through the animated short movie.

### **3.2 Subject of the Study**

The subject of the study were the English teacher and the students of tenth graders in MAN Sidoarjo. There researcher used one class which consist 38 students. The researcher used this class because the recomendation given by English teacher of the class and also who teach in class and the limitation of the time to get the data. The researcher used this level based on the syllabus of the English education, which the narrative text in it.

### 3.3 Instrument

In qualitative research, the researcher was the key instrument (Bodgan and Biklen in Ballin, 2007:13). The instruments of this study, it was the researcher herself since the analysis were conducted by the researcher. In the qualitative research, the instrument of the research can not develop yet before the research problem is clear.

The instrument of this study are observation sheet, interview and questionnaire :

#### 1. Observation Sheet

The researcher used the observation sheet to help describe the phenomena that intercourse with the implementation of short movie in the teaching writing narrative text. According to Hoepfl (1997), field researchers rely most heavily on the use of filed notes, which are running descriptions of settings, people, activities and sounds. Jotting down notes that will serve as a memory aid when full field notes are constructed. This should happen as soon after observation as possible, preferably the same day. In addition to field notes, researchers may use photographs, videotapes and audio tapes as means of accurately capturing a setting (Lofland and Lofland in Hoepfl, 1997). By using the observation sheet, the researcher can observe more detail about the activities in the class. Because the researcher can use videotape to record all the activities and she can replay it in other day.

According to Marshal in (Sugiono, 2012:310), through observation, the researcher learn about behaviour and the meaning attached to those behaviour. The phenomenon observed were including the points of the teacher's activity, the students' activity, media, teaching and learning process and materials (*See Appendix 8&9*).

## 2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Esterberg in Sugiono, 2012:317 ). The researcher used the interview to get the data. According to Bungin (2005:127), there two kinds of interview, structural and unstructural interview. Structural interview is the interview that has guide question which give to the respondent. The guide question is using by the interviewer as a way that should be in follow, from the start until the end of interview. The researcher used the structural interview to the teacher to get the information deeply in teaching learning process, especially in the student's respond and their attitude when learning writing skill trough the animated short movie. Unstructured interview is the interview has not guide question, it means that free interview but the interview did not deviate from the problem. The researcher used unstructured interview with some students of the tenth grade to know their interest, like or dislike and the difficulties in learning writing skill through the animated short movie. For example, Do you like English ? (*See Appendix 2&3*).

### 3. Questionnaire

Questionnaire are analysing to gain information dealing with the student's motivation, interest, and the student's response toward the implementations of short movie in teaching writing skill (*See Appendix 1*). The likert scale used to measure the attitude, opinion and perception an individual or some of group about the social phenomenon (Sugiyono, 2011:93). In this study, the researcher used the likert scale for the questionnaire and used this formula in analysing data obtained from the questionnaire as follow :

$$P = \frac{n}{N} \times 100 \%$$

In which :

P = percentage of questionnaire

n = the number of respondents who answer yes or no

N = the total number of respondents

#### 3.4 Data Collection

The technique used to collect the data in this study were observation, interview and questionnaire. This was done to describe the data. The materials of narrative text were selected then those materials were observed to get data. The data of this research generate mainly from the interview with the teacher and the students and the questionnaire that the researcher gave for all of the students in the class, while the source of the data were senior high school students to the tenth grade at MAN Sidoarjo. In this study, the researcher collected the data through non-participant observation. Non-participant observation is an observation in

which the researcher is getting involved in the process of teaching and learning. The researcher should be kept existence but not influencing the natural attitude or behaviorism of the subject of the study.

This was done to get the data about the short movie as the media in teaching writing at the tenth grade. The researcher collected the data from observation and kept note on what is going on in the class, especially to the subject of observation when the students were writing. Then she monitor the teacher and students' activity. This was also to access whether the learning process implemented or not.

The researcher interviewed with the teacher and the students to get the information about the student's attitude, interest and the difficulties in learning writing. The data from the field notes were analyzing to complete the observation. And in the last meeting, the researcher gave questionnaire to the students that consist of some questions and options as the answers students were asked to choose the appropriate answer based on their opinion.

### **3.5 Data Analysis**

As stated previously, the data of this study was the narrative text presented in writing by using short movie. The data technique were done to describe the data by classifying one by one based on the topic in analyzing the data, the information from observation, interview and questionnaire presented.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presented the finding and discussion of the data that the researcher got from observation sheet, interview and questionnaire. The researcher collected the data to try to answer the research question in the chapter one. How is the implementation of short movie in teaching writing narrative text ? and how is the student's response in writing narrative text toward the implementation of animated short movie ? The researcher will present and describe all the data that she got from observation in the following paragraphs.

#### **4.1 Finding**

The researcher described the data which she got from some kind of data collection technique. The researcher concerns to answer about the implementation of short movie in teaching narrative text and the students' responses in writing narrative text toward the implementation of animated short movie. The researcher has applied three instruments to get more complete data, they are observation sheet, interview and questionnaire. Before the researcher took the data in the class, she asked permission to the headmaster of the school and then she had discussion with the teacher of the class. she asked the teacher about the problem that the students' got in the class. The teacher said that the students have some problems in writing skill, there are some students have less vocabulary. So, the teacher want

to give some different techniques to her students, she gave her students the different media to improve her students' writing skill. The teacher said she had ever used the animated short movie before but she used it in the KTSP curriculum. When the school changed the curriculum in the K13 since two years ago, the teacher never use again because of limited time. And in the school academic year 2015/2016, the teacher applied the animated short movie again for her students. From this discussion, the researcher observed about the students' problem in the writing skill and got the data from three steps. In the first step the researcher used observation sheet, the researcher observed the students and teacher in the class to know how the implementation of short movie in teaching narrative text. Then, the researcher analyzed the result of the observation sheet, to know whether it is appropriate with the lesson plan.

The second step was giving the questionnaire to the students to analyze with the students' responses about the implementation of short movie in writing narrative text. The researcher gave the questionnaire to all of the students in the tenth IPA (science program) 1 of MAN Sidoarjo.

In the last step, the researcher was doing the interview with the students and the teacher. The researcher gave the questions that were related to the students' responses in the skill and the implementation of short movie in writing narrative text. The researcher interviewed all of the students in the tenth class of IPA (science program) 1 to find more information about the students' responses. And than the researcher interviewed the teacher also to ask about the students' interest and difficulties in learning writing skill through the animated short movie.

After the researcher have done observation, gave the questionnaire and interview, the researcher will explain the result of the data in detailed information. In this research, the data consist of two discussions. The first one, how is the implementation of animated short movie in teaching writing narrative text ? and the second one, how is the student's response in writing narrative text toward the implementation of animated short movie at tenth graders of MAN Sidoarjo ?

#### **4.1.1. The Implementation of Animated Short Movie in Teaching Writing Narrative Text in the first meeting**

The researcher used the observation sheet to get data and to know the result of the implementation of animated short movie in writing narrative text. The teacher asked the students to write the narrative text based on the animated short movie that the teacher gave. The students who asked to write the narrative text were at tenth grade. When the teacher taught in the class, the researcher focused on analyzing the activity of the implementation of animated short movie in teaching writing narrative text.

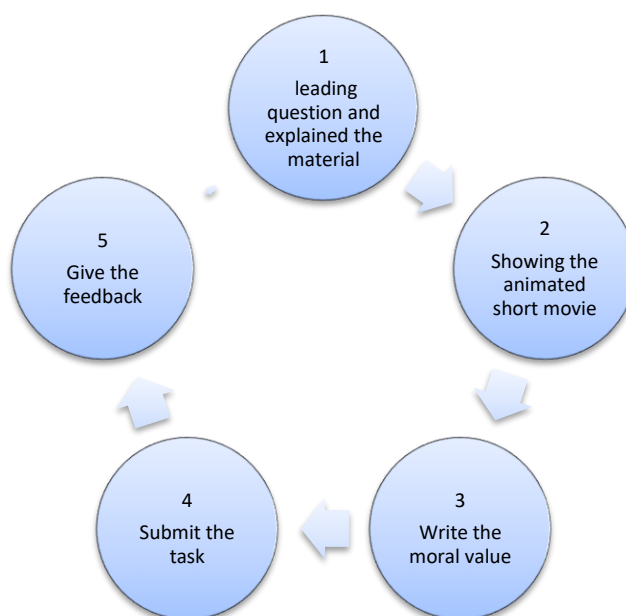
The first observation was conducted on Monday, April 11<sup>th</sup>, 2016. The teacher greeted the students in the opening of the lesson. Before starting the lesson, as usual the students read Al-Qur'an first during 30 minutes. After finishing reading Al-Qur'an, the teacher strated the lesson and checked the student's attendance list by calling their name one by one. The teacher gave the leading question to improve the students understanding and enthusiastic to answer

the question. The teacher asked about the definition of narrative text and the students answered the question with their opinion. After she listened all the students' answers, the teacher explained about narrative text clearly to make the students understand about it. Then, teacher gave the example of narrative text in the real story. The teacher told about their friend's story, so the students easy to understand it. And the teacher asked about the kind of narrative text. The students answered the question, they mentioned it one by one. The students looked enthusiastic in learning English. In the next question, the teacher asked about the generic structure of narrative text and the students answered it correctly. Then, the teacher explained the generic structure of narrative text, the teacher said that there are orientation, complication and resolution in narrative text. she explained that complication is not always in the second paragraph only. The teacher explained it clearly and in the last question, the teacher asked about moral value and language features of narrative text. The students answer that moral value is amanat. When the teacher asked about the detail of moral value, the students just silent. Then the teacher explained it and mention the language features of narrative text.

After explaining all about narrative text, the teacher asked the students to watch the animated short movie with the title "Slug Invansion". The teacher chose this animated short movie because the teacher thought that in this movie there are moral values which the students' got and the language is not too hard. The teacher showed the animated short movie up twice. After finishing watching the short movie, the teacher asked them to write the moral value of the story and submitted

their task to the teacher. All of the students wrote the moral value with good sentence, they wrote with their opinion. Although there is some students still made gramatical error but they understood about the story that they watched. The teacher corrected it and gave a support for them without being scare they would make mistake.

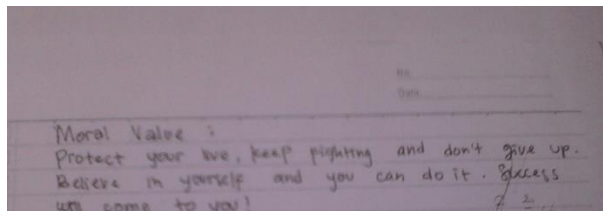
This is the summary of the teaching learning narrative text by using animated short movie:



Based on that activity, the researcher saw that all of the students were enthusiastic to learn English and for the explanation of the teacher is good explanation because she asked the students with some questions. It made the students remember about the material that they learned in that day. For the media, the researcher thought that it is interesting media because the students looked so happy and fun when they learned English with animated short movie. It was proved by the result of their score writing in the list of the score which the teacher

gave to the researcher are more better than score of minimum passing criterion, it is very good and satisfying (*See Appendix 13*) . All of the teacher's activities in the first meeting was appropriate with the lesson plan. In the pre instructional activities that contain greeting, checking attendace list, praying, giving the leading question activities and starting the objective, the teacher had done with the activities. In the main activities, the teacher gave a good explanation about the material and the students' activities. All of her main activities were appropriate with the lesson plan. In the post activities, the teacher did not forget to give the evaluation and feedback for her students. From the observation sheet, the researcher concluded that the teacher had been carrying out her job very well and appropriate with the lesson plan (*See Appendix 8*).

- Figure 1. The example of student's writing task .



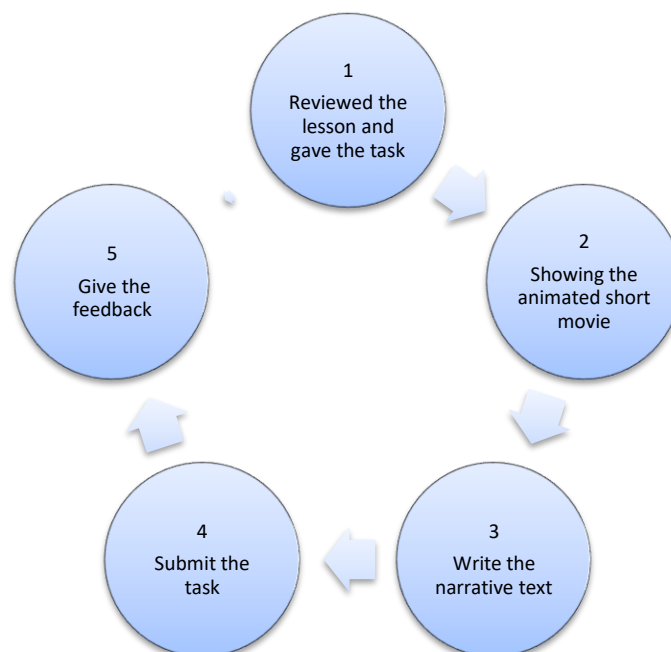
#### **4.1.2. The Implementation of Animated Short Movie in Teaching Writing Narrative Text in the second meeting**

The second observation was conducted on Monday, 18<sup>th</sup> April 2016. This was the last observation by the researcher to collect the data. The teacher greeted the students before start the lesson. Then, the students read Al-Qur'an during 30 minutes. After they finishing it, the teacher checked the student's attendance list by calling their name one by one. The teacher reviewed the lesson by giving some question to the students. Every students answered it with their opinion. Their answered is good, they still remember about the definition of narrative text. And then, the teacher asked about the generic structure and language features of narrative text. All the students are still remember about it. In the last question, the teacher asked what the student's wrote in the last week. The students answered that they wrote the moral value of the story from the animated short movie that they watched. Then, the teacher said that she would show the animated short movie again but different short movie. The teacher chose the "Bawang Merah and Bawang Putih" short movie because she asked the students to write the narrative text of the story and she thought that this story is not difficult to understand. The language of this short movie is not too hard also. So, the students were not difficult to write the narrative text on their task book.

Teacher showed the animated short movie to the students and gave the instruction to make a note that they got from the story, especially about the character, plot and setting of the story because they are the important part. The teacher gave the explanation also that the generic structure must be complete in

their writing and they must use the right language features. After the students watched the animated short movie up twice, the students started to write narrative text of the story from the animated short movie that they watched by using their own language. They spent quite a lot of time (more or less for 45 minutes) to finish their task. When the students did their task, the teacher walked around the students to check and help the student's problem. The teacher allowed to use the dictionary if they needed it. They were very enthusiastic to ask to their teacher when they did not know about something. After they finished their task, the teacher asked to submit it.

This is the summary of the teaching learning narrative text by using animated short movie:



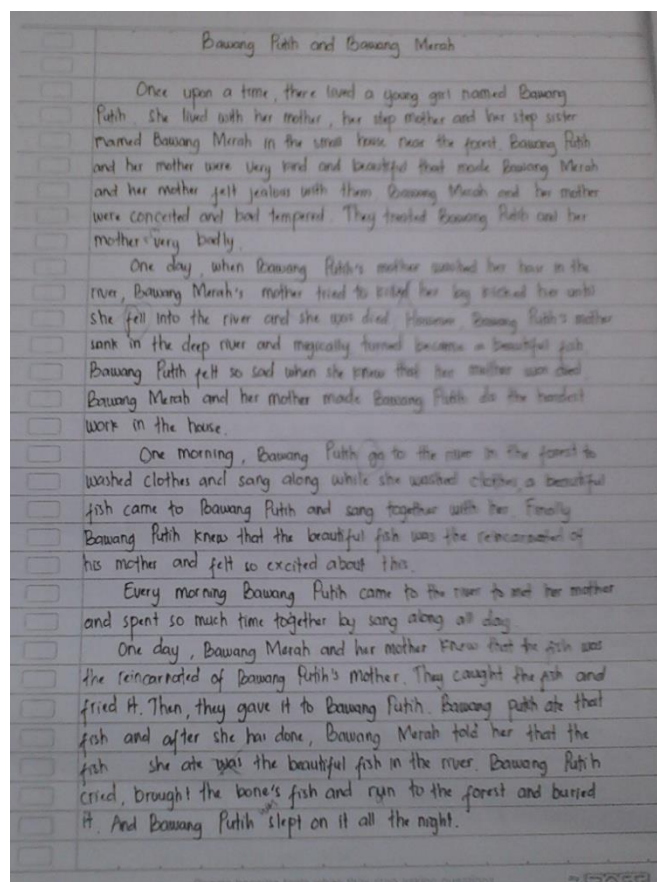
That day it was the last observation, so the teacher gave the researcher the time to share the questionnaire when she corrected the student's task. After they finished answering and submitting the questionnaire, then the researcher did the interview with them one by one about how their respons and opinion when they learned writing narrative text by using animated short movie. The researcher interviewed them during 60 minutes. After the researcher finished with her interview, the teacher gave some of the task to the students that already done in correction and gave the feedback to them. The teacher informed about their mistake or their grammatical error, so that they would know and understand. Then the teacher closed the lesson.

In teaching learning process in the second meeting, the teacher began the lesson effectively, she did not spend many times and gave the simple leading question to students. The teacher explained the material clearly with easy language to understand by the students. They were very active in the class, they looked enthusiastic to ask some question if they still confused. Before gave the task, the teacher explained the activity that the students must did. The teacher gave motivation also to the students to understand about the material and helped the student's difficulties. All of the teacher activities in the last meeting was good and appropriate with the lesson plan.

Based on the result of their task that the teacher had already corrected, animated short movie is fun and interesting media to use in teaching writing skill especially in narrative text. The animated short movie makes the students easily to write narrative text. It was proved from the good result of the student's task, most

of them did few grammatical error not only that, most of the students got the score writing more better than score of minimum passing criterion (*See Appendix 13*). They also wrote appropriately with the correct generic structure of narrative text.

- Figure 2. The example of student's writing task.



The result of observation sheet of the implementation of animated short movie in teaching narrative text is successful because the teacher had done the activity and gave the material appropriately with lesson plan (*See Appendix 9*). In the first meeting, the teacher explained about the material and asked the students to make moral value, it is very easy writing for them. In the second meeting, the teacher asked to the students to write the narrative text of the story that they

watched before. I think it is more complex task, because the students need to think more to write it.

#### **4.1.3. The students' responses in writing narrative text toward the implementation of animated short movie at tenth graders of MAN Sidoarjo**

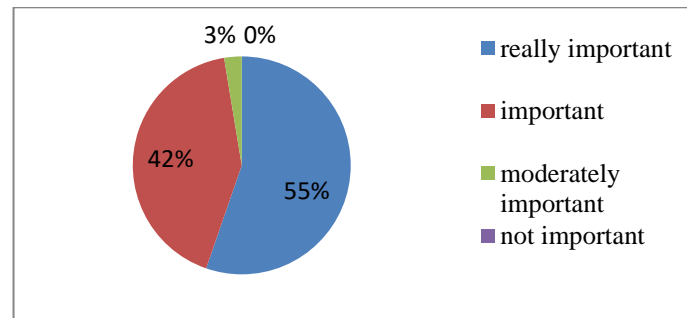
- The Result of Students' Responses

To support the data about the student's responses, the researcher collected the data by giving the questionnaire and interview to the students and the teacher. First, the researcher gave the questionnaire to all of the students in the last meeting in end of the class. The questionnaire were 10 statements that related with the implementation of animated short movie in teaching writing narrative text. The students answered the questionnaire by choosing one option of the choices. There are three variables and sub variables in this questionnaire.

- a. Writing skill : The student's opinion about writing skill (in number 1,2,3,4)
- b. The implementation of short movie : The student's opinion about short movie (in number 5,6,7)
- c. The student's attitude : About the student's interest, motivating and agreement of the implementation of short movie (in number 8,9,10)

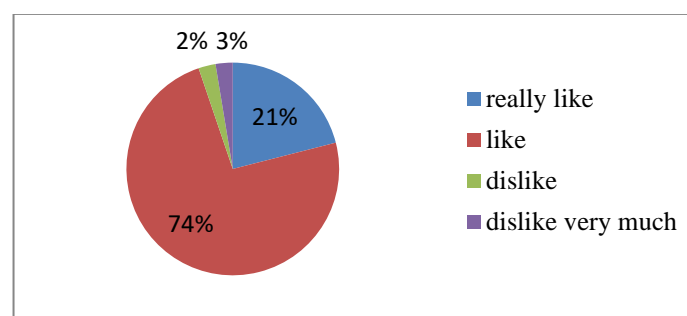
1. The result of the student's opinion about writing skill

- Based on the result in the first questions, there were 21 students said that writing skill is really important, 16 students said important, 1 student said moderately and 0 students said not important.



From this diagram above, the researcher concluded that almost all of the students said that writing is important. It was shown from the percentage between really important and important. There were 97% students responses that writing is important.

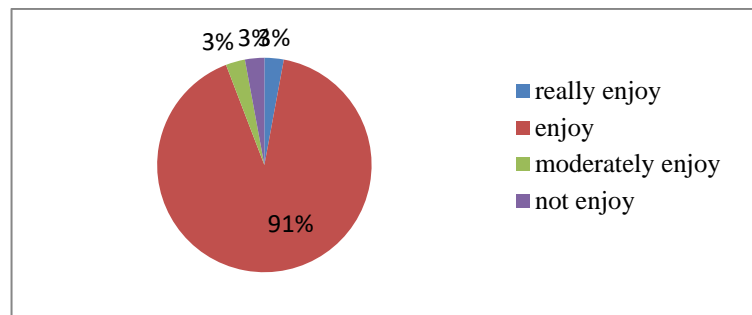
- Based on the result in the second questions, there were 8 students said really like, 28 students like, 1 students dislike and 1 students dislike very much with writing skill.



From this diagram above, the researcher concluded that almost all of the students are like writing. It was shown from the percentage

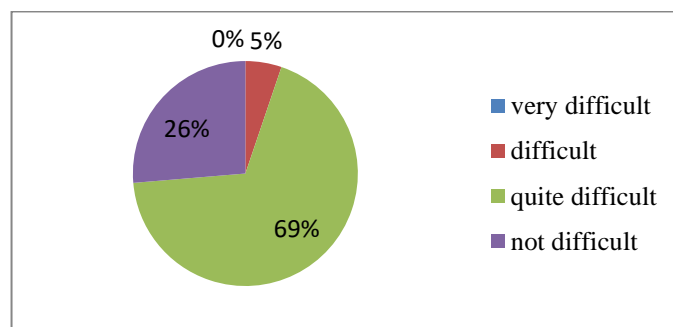
between like and really like. There were 97% students responses that they liked with writing skill.

- Based on the result of the third questions, there were 1 student said really enjoy, 31 students said enjoy, 5 students said moderately enjoy and 1 students said not enjoy in writing class.



From this diagram above, there were 91% enjoy responses. The researcher concluded that most of students feel enjoy in writing class.

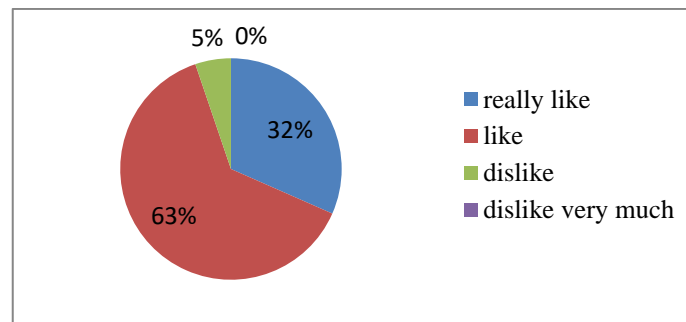
- Based on the result in the fourth questions, there were 2 students said difficult, 0 student said very difficult, 26 students said quite difficult, and 10 students said not difficult about the writing skill.



From this diagram above, there were 69% responses that writing is less difficult. The researcher concluded that the students are still have the problem in their writing.

## 2. The result of the student's opinion about short movie

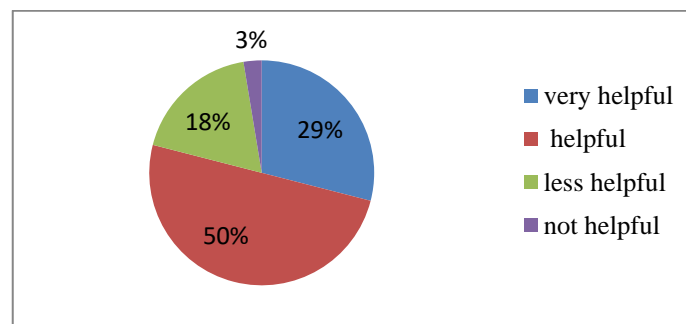
- Based on the result in the fifth questions, there were 7 students said like, 24 students said like, 2 students said dislike and 0 student said dislike very much with the implementation of short movie media in teaching learning writing.



From this diagram above, there were 95% like responses with the implementation of animated short movie in teaching learning writing.

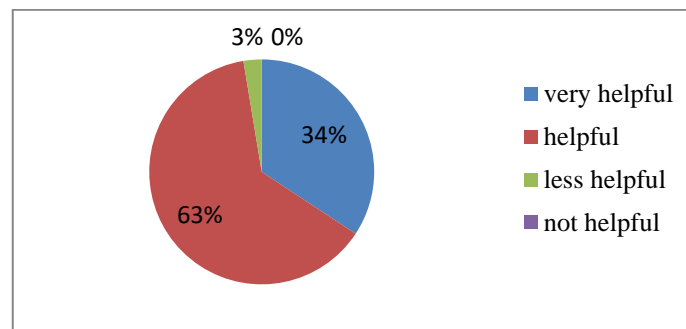
It was shown from the percentage between like and really like. The researcher concluded that almost all of the students like with animated short movie.

- Based on the result in the sixth questions, there were 11 students said very helpful, 19 students said helpful, 7 students said less helpful and 1 student said not helpful about short movie media in writing narrative text.



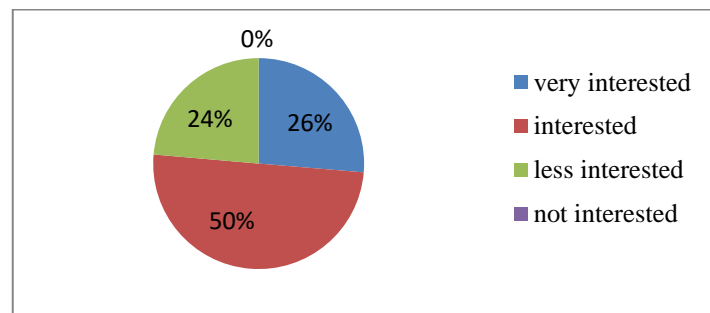
From this diagram above, there were 79% helpful responses. It was shown from the percentage between helpful and very helpful. The researcher concluded that animated short movie is helpful for the students' writing skill.

- Based on the result in the seventh questions, there were 13 students said very helpful, 24 students said helpful, 1 student said less helpful and 0 student said not helpful about short movie media to find the main idea of the story.



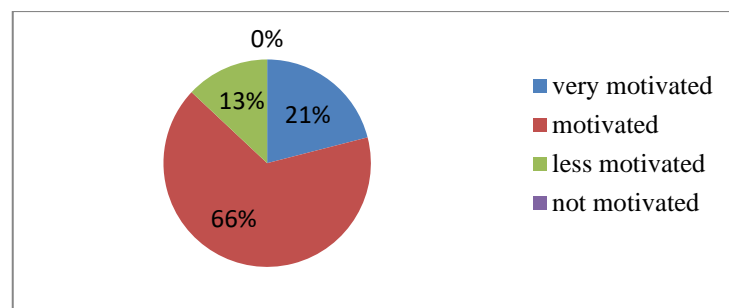
From this diagram above, there were 97% helpful responses. It was shown from the percentage between helpful and very helpful. The researcher concluded that animated short movie is helpful for the students' to find the main idea.

3. The result of the student's interest, motivating and agreement of the implementation os short movie
  - Based on the result in the eight questions, there were 10 students said very interested, 19 students said interested, 9 students said less interested and 0 students said not interested with short movie.



From this diagram above, there were 76% interested responses from the students. It was shown from the percentage between interested and very interested. The researcher concluded that the students interested in animated short movie to use as media in teaching learning writing.

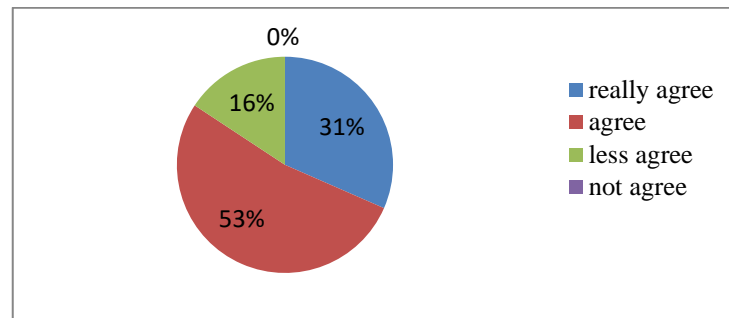
- Based on the result in the ninth questions, there were 8 students said very motivated, 25 students said motivated, 5 students said less motivated and 0 student said not motivated with short movie.



From this diagram above, there were 87% motivated responses from the students. It was shown from the percentage between motivated and really motivated. The researcher concluded that animated short movie give motivation for the students, especially in their writing skill.

- Based on the result in the tenth questions, there were 12 students said really agree, 20 students said agree, 6 students said less agree and 0

students said not agree if their teacher use the short movie as media in teaching learning process.



From this diagram above, there were 84% agree responses from the students. It was shown from the percentage between agree and really agree. The researcher concluded that almost all of the students said agree if their teacher use the animated short movie in teaching learning English process.

From the data, it shows that the researcher got the result of the questionnaire and the percentage of the diagram. The students gave the positive responses with the implementation of animated short movie in writing narrative text. They felt that animated short movie was helpful them to write the narrative text. Because they had a problem in their vocabulary when they want to write something but when they learn with animated short movie, it helped them to make easy to understand about the story although they did not the vocabulary, they knew about the plot of the story. So, they could write it with their own language. The animated short movie made the students interested and motivated to learn writing in the class, that was proved from their score. The animated short movie

has advantages for the students because the students got good score and their responses through this media was dominant agree.

Second, the researcher conducted the interview to the students and the teacher to get the information about the student's attitude, interest and the difficulties in learning writing. After gave the questionnaire, the researcher interviewed the students to know their responses about the implementation animated short movie in teaching writing narrative text.

#### 1. Interview with the students

The researcher interviewed all of students at tenth grade of IPA 1 and she spent 60 minutes to do it. There are 10 questions in that interview, three variables (English learning, media and writing skill) and five sub variables (the student's opinion about English learning, the student's difficulties, kind of media that the teacher use, the student's opinion about the media and the student's attitude in writing skill by using animated short movie).

In the first question, the researcher asked about the student's opinion about English learning. There were 14 students answered who really like English, 13 students answered like, 5 students answered dislike and 6 students answered that it was based on the teacher.

In the second question, the researcher asked, "Is English difficult to learn ?" there were 7 students answered English is easy to learn, 28 students answered 28 answered English is difficult to learn and 3 students answered English is difficult to learn.

In the third question, the researcher asked about what skill that the students think difficult to learn. There were 5 students answered listening, 7 students answered speaking, 16 students answered writing, 3 students answered reading, 4 students answered writing and listening and 3 students speaking and listening.

In the fourth question, the researcher asked about what are they difficulties. The students answered that they had a problem in pronunciation, grammar and less vocabulary. They said that the way of spelling and writing in English is different, it made them difficult to write.

In the fifth question, the researcher asked about what kind of media that the teacher used in the class. All of the students answered, since they learn in the tenth grade at MAN Sidoarjo, the teacher taught the material in the class by explaining, presentating and using the music as media. It was the first time the teacher used animated short movie in their class.

In the sixth question, the researcher asked about what media that the student's like in learning English. All of the students answered they like movie and music. They said that when they learn English by using music and movie they fell not bored. They felt fun and more interesting to learn English in the class and they said that they more easy to understand about the material.

In the seventh question, the researcher asked, "Had their teacher used short movie before ?" the students answered the teacher never used short movie in their class before, because the teacher prepared animated short movie for teaching learning process in writing narrative text.

In the eighth question, the researcher asked about the student's like or not learning writing skill by using the animated short movie and why. The students answered they like learning writing skill by using animated short movie. They said that animated short movie made them more easy to write, especially in narrative text. They more understood about the plot of the story although sometimes they still did not know about the meaning one of the sentences or dialogue in the movie.

In the ninth question, the researcher asked, "Do the students enjoy or not learning writing skill by using the animated short movie?". All of the students answered that they were enjoy and fun when they learn writing skill by this media.

In the tenth question, the researcher asked, "Do the media make the students easy to write ?" the students answered that the animated short movie help them and make them easy to write especially in narrative text. Some of them said that animated short movie give them new vocabulary.

## 2. Interview with the teacher

After did the interview with the students, the researcher interviewed the teacher during 30 minutes. There are 15 questions in that interview and the questions are about :

Number	Sub variables of the questions
1	The kind of method that teacher use
2	The teacher's opinion on method
3,4,5,6	Teacher's opinion on the student's problem
7,8	Teacher's opinion about animated short movie
9	The advantages and disadvantages of animated short movie
10,11,12,13,14,15	The teacher's opinion on the student's attitude

- In the first question, the researcher asked about the kind of method or medium that she used in teaching learning English. The teacher answered that she used picture, music, power point and another method to teach her students. Since two years ago, the teacher never used again because of the limited time and the different curriculum.
- In the second question, the researcher asked about the suitable method or media to give the student's spirit to learn English. The teacher answered that by giving picture, movie or like that can give the student's spirit to learn English. They will more interested in that media and they could create their own ideas, especially in writing class.
- In the third question, the researcher asked about the kind of problems that the teacher face in the class. The teacher answered that there were many

differences between the students in earlier times and now. In earlier times, when the teacher asked to do the task and submit in that time. The students did that and submitted it. But, right now when the teacher said like that, the students did that but they would not submit their task. Only some students who submitted it. The students more like to joke in the class, so that they were not focus in their study and every class has the different capabilities.

- In the fourth question, the researcher asked the teacher's opinion about her student's difficulties. The teacher answered that most of the students felt difficult in vocabulary. They less in vocabulary and for grammar, actually they understand in grammar but a lot of students memorized it by the formula. Whereas the teacher always said to them that memorize it by the time and the sentences.
- In the fifth question, the researcher asked about the reason why they feel difficult in that skill. The teacher answered like her said in number four that a lot of the students in the wrong way to memorize the grammar and they must to increase their vocabulary.
- In the sixth question, the researcher asked about the teacher's opinion in student's writing (students able to write well or not). The teacher answered there were some students who write well but not all. Because they lack in vocabulary.
- In the seventh question, the researcher asked had the teacher used the animated short movie before in the class. The teacher answered she ever

used this media before but she used it in the KTSP curriculum. When the school change the curriculum in the K13 since two years later, the teacher never used again because of the limited time. And in the school academic year 2015/2016, the teacher apply this media again for her students.

- In the eight question, the researcher asked the teacher opinion about using animated short movie in teaching learning English especially in teaching narrative text. The teacher answered that animated short movie is good and interesting media to teach writing narrative text. She can gave the stimulate and spirit for her students. The students more fun and enjoy to learn by using this media.
- In the ninth question, the rearcher asked about the advantages and disadvatages of animated short movie. The teacher answered the advantages of this media could make the students get the new vocabulary and train their listening. The advantages of this media, need more time to show it to the students and usually the students did not stop to watch it.
- In the tenth question, the researcher asked about the students attitude when they got the lesson by using animated short media. The teacher answered they more interested and fun in the class. The teacher could be guided them to pay attention when the teacher explained the material.
- In the eleventh question, the researcher asked about the student's attitude (is it same or not with the previous meeting). The teacher answered that their attitude were not same with the previous meeting. They were more calm and enjoy in the class.

- In the twelfth question, the researcher asked about the student's feel when they learn by using animated short movie. The teacher answered yes, her students felt happy, fun, enjoy and interested when they learn English with the animated short movie.
- In the thirteenth question, the researcher asked can the students be guided when the animated short movie was implemented. The teacher answered that her students interested with the media so that they always pay attention when this media was implemented.
- In the fourteenth question, the researcher asked about the student's difficulties. It can resolved or not by using animated short movie. The teacher answered that animated short movie can resolved their problem. The animated short movie help the students to easy to write, especially in narrative text. From this media, the students understand about the story that they want to write and they can got a new vocabulary.
- In the fifteenth question, the researcher asked about the student's ability after using animated short movie in writing class. The teachers answer that there was progress with her students skill. After used the animated short movie, the students have a good score in writing class. They became easy to write and more attention with the material that the teacher taught.

Based on the student's responses of the implementation of animated short movie in teaching narrative text, this media had some advantages for students learning in writing skill. First, this media made the students enjoy the class, interested in the lesson, motivated and not bored when they learnt writing in the

class. Second, this media helped and made the students more easy to write especially in narrative text. Third, this media helped the students to find a new vocabulary.

## **4.2 Discussion**

In this discussion, the researcher present based on two research question of this study, there are : 1) How is the implementation of short movie in teaching writing narrative text ? 2) How is the student's response in writing narrative text toward the implementation of animated short movie ?

### **4.2.1 The implementation of animated short movie in teaching writing narrative text**

Writing is productive skill, the students can express their feeling or imagination in writing. Writing is indirectly skill that use by people to communicate with the other people without physical appearance. According to Nation (2009:113), writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. It means that the students will be master in writing skill if they had strong knowledge in reading, listening and speaking. Therefore, the teacher must help the students' problem and motivate them by giving the interesting technique or media to make them easily to write.

The media will help the students easy to write and transfer their idea. According to Heinich et al (2005:9), he said that media are to facilitate communication and source of information. Teaching media is everything that can

be used to deliver message from sender to receiver. Teacher can create new atmosphere and make the interesting class by using media. The students are not bored when the teacher use a media to deliver the material. The suitable media can stimulate the students' ability, interest and attention as well. Short movie is the suitable media to teach writing for the students especially in narrative text. According to Donaghy (2014), short film or movie is under 10 minutes long, it can be shown several times in a single class and students are able to acquire detailed familiarity with the film which is important in enabling students to critically engage with the material on a meaningful level. It is the great way to support the English teacher to convey the material. In this study, the teacher used animated short movie as media to teach writing narrative text. Because animated short movie is appropriate media to give to the students in senior high school, animated short movie is fun media. The students are interested to watch it, not bored and they get stimulation to express or share their opinion in their writing.

Based on the result of the observation, the researcher summarize that animated short movie is the suitable media to teach writing narrative text. This media can stimulate and motivate for the students to write easily and share their opinion. The students more enjoy and have fun in the class so that they pay attention to watch it in the class. Not only give the stimulation and motivation but the animated short movie can give the new vocabulary for the students and make them excited to learn English especially in writing skill.

The result of observation in teaching and learning process, the teacher explained about the material and the media clearly, especially in the process when

she used the media, what are the students must do with the media and what are the students must to write in their task book. The material that the teacher explained in teaching learning process is suitable with the lesson plan and curriculum. In the first meeting, the teacher asked the students to write the moral value from the story of animated short movie that the student's watched before. Of course this assignment is very easy for students, the teacher want to give the stimulate for the students so that the students are not confused when the teacher asked them to write the narrative text. In the second meeting, the teacher asked the students to write the narrative text of the story from the animated short movie that they watched before. All of the teacher activities in this study are same with the previous study that the researcher read. There is little differences between this study and the previous study. The first one, in the previous study the researcher did the discussion about the student's narrative text to find the solution of their problem because the researcher in that study used the classroom action research in her method but in this study, the teacher corrected the students' narrative text by herself and then she gave the feedback to all the students. The second one, the teacher explained all of the material in the first meeting, she explained the narrative text clearly until the students understood about it. In the second meeting, she was reviewed the material with gave some questions to her students. But in the previous study, the researcher repeated the material by explained it. According to Harmer (2007:261), the teacher needs to deploy some or all of the usual roles when students are asked to write, the ones that are especially important are as motivator, resources and feedback provider. The teacher's role is important in the

implementation of this media, because the students will do not know about what they want to do if the teacher do not to explain first. From the task that the teacher gave, the students get a good score and they more fun, enjoy and understand about what they learn in that day.

#### **4.2.2 The student's response in writing narrative text toward the implementation of animated short movie**

Based on the result of the questionnaire and interview, the students gave the positive responses and dominantly agreed to the implementation of animated short movie in teaching learning narrative text. According to Ismaili (2013:122), videos or movies provide interesting and motivating clues to accompanny audio or written inputs, laude for contextualizing language and depicting the foreign culture more effectively than other instructional materials. Animated short movie is of video types that make the students more interested and give the motivation to learn English in the class. According to Gildea, et. al. in Tatsuki (1999) video improve sentence production for many words. Films made for language teaching have the obvious merit of being planned and produced for a language-learning audience. This means that the language of the films may be graded and presentated of new vocabulary items, structures or speech exponents will be controlled (Lonergan, 1988:8). The one of video types is movie/short movie or film, this media help the students to increase their vocabulary. The students can see and listen the dialogues of the speakers in this video, from this activity the students can make their memory retention better to remember a new word.

From the questionnaire and interview data, the researcher concludes that the students agreed with the implentation of animated short movie in teaching writing narritve text. The students were enjoy, fun and interested when they learn English by using this media. They wrote easily, It was proved from the good result of the student's task, most of them did few grammatical error in writing narrative text, not only that, most of the students got the better writing score better than (score of minimum passing criterion, 75 (*See Appendix 13*)). Bavard in Gusparia et. al. (2014) said that using animation video could improve the student's writing skill. The technology might offer a lot of options which can be used not only to make teaching interesting but also more effective and productive in terms of students' improvement. It means that animated short movie is suitable media for learning and teaching writing because this media can improve the students' ability and score in their writing skill.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of the conclusions and suggestions. The conclusions and suggestions are based on the result of the study in the chapter IV.

#### **5.1. Conclusions**

Based on the research problem in the chapter 1, the researcher concludes :

1. The implementation of animated short movie in teaching learning narrative text was succesful. The teacher and the students' activity very well, the teacher expalined the material and did the activity in the class was appropriate with the lesson plan. All the activity in first and second meeting were doing well. The animated short movie is interesting media to use in teaching learning process, because this medium can increase the students' ability. The students get more than one skill from this medium (in writing class, the students not only get the writing skill but listening and vocabulary also), for example the teacher use this medium in writing skill. In this activity, the students get to learn another skill also, like listening and vocabulary. Animated short movie is interesting media, the students always payed to attention the material and they will feel excited and fun when they learn in the class. Animated short movie make the students easier to

write, especially in narrative text. It was supported by the observation conducted in two meetings and the data from the questionnaire and interview that the researcher did.

2. The student's response in the implementation of animated short movie in teaching learning narrative text are positive. The students are enthusiastic to learn English in the class by using this media. They feel that animated short movie is helpful them to write the narrative text. This medium make them easy to understand about the story that they want to write and got a new vocabulary. The students dominantly agree, if their teacher use the animated short movie in teaching learning English in the class. Animated short movie is appropriate media to teach writing narrative text, it makes the students motivated to pay attention about the material, make them easy to understand about the story and give the good atmosphere in the teaching learning process. It was supported from the data of questionnaire and interview.

## **5.2. Suggestions**

- **Teacher**

The teacher can use animated story movie as alternative media to teach writing narrative text. This media can give the students motivation to learn English, they will enjoy more, have fun and be interested to pay attention their teacher in teaching learning process. Animated short movie make the students

write easily and share their opinion in their writing. The teacher should choose the suitable animated short movie with the student's level before they give it for their students. The teacher must explain clearly about what the students to do with this media in teaching writing class.

- **The students**

The students should often read English book or listening music to increase their vocabulary because vocabulary is the first one of important skill in learning English. If they have many vocabulary in their memorize, they will be easy to their another skill like in writing and speaking. And for the grammatical, the students should not memorize about the formula only but the time and the sentences also.

- **The reader/future researcher**

The researcher hope that this study can be useful as the reference of the alternative and interesting media for the reader or the other researchers in teaching learning English, especially in writing skill and the researcher hopes that the other researcher will conduct this study with the different objects and research method.

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<https://www.youtube.com/watch?v=2oSWJw4A4Ek> Slug Invansion

<https://www.youtube.com/watch?v=jPUKpzACcC8> Bawang Merah dan Bawang Putih

## Appendix 1

### Questionnaire

Thank you for your participation in this project by taking your time to answer this questionnaire.

Personal details

Name :

Age :

Gender :

Class :

Answer the questions by giving a sign of cross (X) on an answer in accordance with the state of you. All of the answers are right, please be honestly.

*Jawablah pertanyaan-pertanyaan berikut ini dengan memberikan tanda silang (X) pada jawaban yang sesuai dengan kondisi anda. Semua jawaban andalah benar, oleh karena itu jawablah dengan sejujur-jujurnya.*

Variable	Sub Variable	No.	Question
Writing skill	The student's opinion about writing skill	1	Based on yourself, Is writing skill important in studying English ? <i>apakah menurut anda writing itu penting dalam belajar Bahasa Inggris ?</i> a. Really important b. Important c. Moderately important d. Not important
		2	Do you like writing ? <i>Apakah anda suka writing ?</i> a. Really like b. Like c. Dislike d. Dislike very much
		3	Do you enjoy in writing class ? <i>Apakah anda nyaman di</i>

			<i>kelas writing ?</i> a. More enjoy b. Enjoy c. Moderately enjoy d. Not enjoy
		4	Is the writing skill difficult for you ? <i>Apakah writing itu sulit untukmu?</i> a. Difficult b. Very difficult c. Less difficult d. Not difficult
The implementation of short movie	The student's opinion about short movie	5	Do you like the implementation of short movie media in teaching learning writing ? especially in narrative text. <i>Apakah anda menyukai penerapan media short movie di pengajaran writing ? khususnya untuk naratif teks.</i> a. Really like b. Like c. Dislike d. Dislike very much
		6	Does short movie media help you to write narrative text easily? <i>Apakah penggunaan media short movie membantu anda dalam mempermudah menulis karangan naratif teks ?</i> a. Very helpful b. Helpful c. Less helpful d. Not helpful
		7	Does short movie media help you to find the main idea of the story? <i>Apakah media short movie membantu anda dalam</i>

			<p><i>menemukan ide pokok dari cerita ?</i></p> <ul style="list-style-type: none"> <li>a. Very helpful</li> <li>b. Helpful</li> <li>c. Less helpful</li> <li>d. Not helpful</li> </ul>
The student's attitude	About the student's interest, motivating and agreement of the implementation short movie	8	<p>Are you interested in teaching learning writing process by using short movie ?</p> <p><i>Apakah anda tertarik belajar writing dengan menggunakan short movie ?</i></p> <ul style="list-style-type: none"> <li>a. Very interested</li> <li>b. Interested</li> <li>c. Less interested</li> <li>d. Not interested</li> </ul>
		9	<p>Are you motivated when you learn writing skill by using short movie ?</p> <p><i>Apakah anda termotivasi ketika anda belajar writing dengan menggunakan short movie ?</i></p> <ul style="list-style-type: none"> <li>a. Very motivated</li> <li>b. Motivated</li> <li>c. Less motivated</li> <li>d. Not motivated</li> </ul>
		10	<p>Do you agree if your teacher use the short movie as media in teaching learning process ?</p> <p><i>Apakah anda setuju jika guru anda menggunakan short movie sebagai media dalam proses pembelajaran ?</i></p> <ul style="list-style-type: none"> <li>a. Really agree</li> <li>b. Agree</li> <li>c. Less agree</li> <li>d. Not agree</li> </ul>

## Appendix 2

### Interview for teacher.

Variable	Sub Variable	No.	Question
The method	The kind of method that teacher use	1	What kind of method/medium that you use in teaching learning English sir/miss ? <i>(Metode/media apa saja yang pernah ibu/bapak gunakan dalam pembelajaran bahasa inggris ?)</i>
	The teacher,s opinion on method	2	In your opinion, what is the suitable method/medium to give the students to add their spirit in learning English? <i>(Menurut ibu/bapak metode/media apa yang cocok untuk di berikan kepada peserta didik agar menambah semangat mereka dalam belajar bahasa inggris ?)</i>
The student's problem in learning process	The teacher's opinion on the student's problem	3	What kind of problems that you face in the class ? <i>(Masalah apa saja yang sering ibu/bapak hadapi saat mengajar di kelas ?)</i>

		4	In your opinion, What skills that the students fell difficult to do ? ( <i>Menurut ibu/bapak skill apa yang kurang di kuasai oleh peserta didik ?</i> )
		5	Why do they feel difficult in that skill ? ( <i>Mengapa mereka kesulitan dalam skill tersebut ?</i> )
		6	In your opinion, are all the students able to write well ? why? ( <i>Menurut ibu/bapak apakah semua peserta didik sudah mampu menulis dengan baik ? mengapa ?</i> )
The use of animated short movie	Teacher's opinion about animated short movie	7	Had you used the Animated short movie before in the class ? ( <i>Apakah ibu/bapak sebelumnya sudah pernah menggunakan media animated short movie selama mengajar di kelas ?</i> )
		8	What do you think about using animated short movie in teaching learning

			English especially in teaching writing narrative text ? ( <i>Bagaimana menurut ibu/bapak tentang penggunaan media animated short movie ini dalam pembelajaran bahasa inggris terutama untuk writing narrative text ?</i> )
	The advantages and disadvantages of animated short movie	9	Is there any advantages or disadvantages in this media? If there is, please mention it ! ( <i>Apakah ada kelebihan atau kekurangan pada media ini ? tolong ibu/bapak sebutkan jika ada !</i> )
The student's attitude	The teacher's opinion on the student's attitude	10	How are the student's attitude when they get the lesson by using this media? ( <i>Bagaimana sikap peserta didik saat menerima pelajaran dengan menggunakan media ini ?</i> )
		11	Is their attitude same with the previous meetings ? ( <i>Apakah sikap mereka sama dengan pertemuan-</i>

			<i>pertemuan sebelumnya ?)</i>
		12	Are they feel happy or maybe interest when they learn by using this media ? <i>(Apakah mereka merasa senang atau mungkin lebih tertarik ketika belajar dengan menggunakan media ini ?)</i>
		13	Can they be guided when the animated short movie was implemented ? <i>(Apakah mereka lebih bisa di arahkan ketika belajar writing dengan menggunakan media ini ?)</i>
		14	Can their difficulties resolved by using this media ? <i>(Apakah kesulitan mereka dapat teratasi dengan menggunakan media ini ?)</i>
		15	Is there any change or progress of the students' ability after using this media in writing ? <i>(Apakah ada perubahan atau kemajuan yang di capai peserta didik setelah ibu/bapak menggunakan</i>

			<i>media animated short movie dalam pembelajaran writing ?)</i>
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### Appendix 3

#### Interview for students

Variable	Sub Variable	No.	Question
English Learning	The student's opinion about English Learning	1	Do you like English ? <i>(Apakah kalian suka bahasa inggris ?)</i>
	The student's difficulties in English Learning	2	Is English difficult to learn ? <i>(Apakah bahasa inggris itu sulit untuk di pelajari ?)</i>
		3	What skill that you think difficult to learn ? <i>(Skill apa yang menurut kalian sangat sulit untuk di pelajari ?)</i>
		4	What are your difficulties ? <i>(Apa kesulitan kalian ?)</i>
Media	Kind of media that the teacher use	5	What kind of media that your teacher use in the class ? especially in writing ? <i>(Media apa yang biasa digunakan guru kalian ketika mengajar di kelas ? terutama untuk writing skill ?)</i>
	The student's opinion about the media	6	What media that you like in learning English ? why? <i>(Media apa yang paling kalian sukai ketika belajar bahasa inggris?)</i>

			<i>Mengapa? )</i>
		7	Had your teacher used short movie before ? <i>(Apakah sebelumnya guru kalian pernah menggunakan media short movie ?)</i>
Writing skill	The student's attitude in writing skill by using animated short movie	8	Do you like or not learning writing skill by using this media ? why ? <i>(Apa kalian suka/tidak menggunakan media ini untuk belajar writing skill? Mengapa?)</i>
		9	Do you enjoy learning writing skill by using this media ? <i>(Apakah kalian merasa senang belajar writing dengan menggunakan media ini ?)</i>
		10	Do the media make you easy to write? <i>(Apakah media ini memudahkan kalian untuk menulis ?)</i>

#### Appendix 4

#### SILABUS SMA/MA

**Mata Pelajaran** : BAHASA INGGRIS - WAJIB

**Kelas** : X

**Kompetensi Inti** :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks</p>	<p><b>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</b></p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like .... dan semacamnya</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait dengan hubungan kekeluargaan dan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri</li> </ul> <p><b>Mengeksplorasi</b></p>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog yang menyebutkan jati diri didepan kelas</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan,</p>	<ul style="list-style-type: none"> <li>Siswa mencari pemaparan jati diri dari berbagai sumber.</li> <li>Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.</li> <li>Siswa berlatih memaparkan jati diri melalui tulisan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan.</li> <li>Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok.</li> </ul>	<p>diri</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	perdamaian.	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	percakapan <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul> <b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	<b>Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya</b> <i>Fungsi sosial</i> Menjaga hubungan interpersonal	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi memuji bersayap.</li> <li>Siswa mengikuti interaksi memuji bersayap.</li> <li>Siswa menirukan model interaksi memuji bersayap</li> <li>Dengan bimbingan dan arahan</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks memuji bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/</li> <li><u>SUARA GURU</u></li> <li><u>Koran/ majalah ber</u></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.g">http://american.english.state.g</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p>dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p><i>“Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan (questioning)</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di</li> </ul>	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya .</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p>		<p><a href="https://files.englishresources.com/ov/files/ae/resource_files">ov/files/ae/resource_files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.		<p>berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam</p>	<p><b>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menunjukkan perhatian.</li> <li>Siswa mengikuti interaksi menunjukkan perhatian.</li> <li>Siswa menirukan model interaksi menunjukkan perhatian.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks menunjukkan perhatian</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> </ul>	1 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/</li> <li>SUARA GURU</li> <li>Koran/ majalah ber</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucap dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan</p>	<p>lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di</li> </ul>	<ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p>		<ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks.		<p>berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan Komunikasi</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan</p>	<p><b>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</b></p> <p><i>Fungsi Sosial</i> Menyatakan rencana</p> <p><i>Struktur Teks</i> 'I'd like to tell my</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks</li> <li>Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu</li> <li>Ketepatan unsur kebahasaan: tata</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american">http://american</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan</p>	<p>name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>melakukan sesuatu dengan bimbingan guru</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> <li>Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p><b>Mengeksplorasi</b></p>	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian:</b> <b>Pengamatan (observasi)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Berperilaku jujur,</li> </ul>		<p><a href="http://english.state.gov/files/ae/resource_files">english.state.gov/files/ae/resource_files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		<ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</li> <li>Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</li> <li>Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di</li> </ul>	disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		luar kelas <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>)</li> </ul>			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar  2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional  3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari	<b>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</b> <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.  <i>Struktur text</i> Ungkapan baku dari sumber-sumber otentik.  <i>Unsur kebahasaan</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</li> <li>Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <b>Mempertanyakan(questioning)</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <b>Cara Penilaian:</b> <b>Unjuk kerja</b>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber</li> <li>Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat</li> <li>Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru.</li> </ul> <p><b>Mengasosiasi</b></p>	<ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>.</li> <li>Siswa membuat kartu ucapan selamat</li> <li>Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat</li> </ul>	<p>damai, dalam melaksanakan Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan</p>	<p><b>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks.</li> <li>Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>,</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Kesesuaian format penulisan/penyampaian</li> </ul> <p><b>Cara Penilaian:</b></p> <p><b>Pengamatan</b></p>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang</p>	<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple,</p>	<p>sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu</li> </ul>	<p><b>(observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	<p>Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya</li> </ul>	<p>latihan.</p> <ul style="list-style-type: none"> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</li> </ul>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan</p>	<p><b>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.</li> <li>Siswa menirukan contoh secara terbimbing.</li> <li>Siswa belajar menemukan gagasan pokok, informasi rinci</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan</li> </ul>	9 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american">http://american</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan</p>	<p>mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang,</p>	<p>dan informasi tertentu dari teks</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</li> <li>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar.</li> </ul>	<p>tulisan tangan</p> <ul style="list-style-type: none"> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p>		<p><a href="http://english.state.gov/files/ae/resource_files">english.state.gov/files/ae/resource_files</a></p> <ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang</p>	<ul style="list-style-type: none"> <li>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</li> <li>Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.</li> <li>Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja</li> </ul>	<ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
.	<p>jas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</li> <li>Siswa menyunting deskripsi yang dibuat teman.</li> <li>Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading.</li> <li>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</li> <li>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menyebutkan dukungan dan kendala yang dialami.</p> <ul style="list-style-type: none"> <li>Siswa dapat menggunakan 'learning journal'</li> </ul>			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p><b>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</b></p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</li> <li>Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus.</li> </ul> <p><b>Mempertanyakan</b></p> <p>Dengan bimbingan dan arahan guru,</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks <i>announcement</i></li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p>	<p>siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</li> <li>Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan.</li> </ul>	<p>pemberitahuan (<i>announcement</i>) di depan kelas</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>)</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan komunikasi</li> <li>perilaku tanggung jawab, peduli, kerjasama, dan cinta</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<ul style="list-style-type: none"> <li>Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain.</li> <li>Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks <i>announcement</i> dalam kerja kelompok</li> <li>Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</li> </ul>	<p>damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa:</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam</p>	<p><b>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks recount</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/</li> </ul>	7 x 2 JP	<ul style="list-style-type: none"> <li><a href="#">Audio CD/ VCD/DVD</a></li> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial,</p>	<p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak</p>	<p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,.</li> <li>Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i></li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text <i>recount</i> dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</li> <li>Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul>	<p>penyampaian</p> <p><b>Cara Penilaian</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas</li> <li>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i></li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>kesantunan saat melakukan tindakan</li> <li>perilaku tanggung</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<p>dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasi kan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<ul style="list-style-type: none"> <li>Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount.</li> <li>Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks.</li> <li>Siswa memperoleh balikan</li> </ul>	<p>jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa mempresentasikannya di kelas</li> <li>Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <ul style="list-style-type: none"> <li>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</li> <li>Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa	<b>Teks naratif lisan dan tulis berbentuk legenda</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> </ul>	6 x 2 JP	<ul style="list-style-type: none"> <li><u>Audio CD/ VCD/DVD</u></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna</p>	<p><b>sederhana.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary</p>	<p>diperdengarkan guru</p> <ul style="list-style-type: none"> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p>	<ul style="list-style-type: none"> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan</b></p>		<ul style="list-style-type: none"> <li><a href="#">SUARA GURU</a></li> <li><a href="#">Koran/ majalah berbahasa Inggris</a></li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
teks naratif lisan dan tulis berbentuk legenda, sederhana	<p>verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> <li>Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada</li> </ul>	<p><b>(observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li></li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.</li> <li>Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat 'learning journal'</li> </ul>	<p>kemajuan belajar berupa catatan atau rekaman monolog teks naratif</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p><b>Lagu sederhana</b></p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>Siswa menyanyikan lagu yang</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li><a href="http://www.youtube">www.youtube</a></li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa Inggris</li> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>mempresen- sikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>disalin dengan pengucapan dan tekanan kata yang tepat</p> <ul style="list-style-type: none"> <li>Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</li> <li>Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<p>dengan tulisan tangan beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> <li>kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

## Appendix 5

## KOMPETENSI DASAR SMA

Mata Pelajaran **Bahasa Inggris****WAJIB****KELAS X**

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami,	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur

KOMPETENSI INTI	KOMPETENSI DASAR
<p>menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.</p>	<p>kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (<i>care</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (<i>extended</i>), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>recount</i> tentang pengalaman, kejadian, dan peristiwa, sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.</p>
<p>4. Mengolah, menalar, dan menyaji dalam ranah konkret dan</p>	<p>4.1 Menangkap makna pemaparan jati diri lisan dan tulis.</p> <p>4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan</p>

KOMPETENSI INTI	KOMPETENSI DASAR
<p>ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan</p>	<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (<i>care</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.11 Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12 Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>

KOMPETENSI INTI	KOMPETENSI DASAR
	<p>benar dan sesuai konteks.</p> <p>4.13 Menangkap makna teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.</p> <p>4.14 Menyusun teks <i>recount</i> lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.</p> <p>4.16 Menangkap makna lagu sederhana.</p>

## Appendix 6

### RPP

#### (Rencana Pelaksanaan Pembelajaran)

**School** : MAN Sidoarjo

**Subject** : English

**Grade/Semester** : X MIA 1 / 2

**Language Skill** : Writing skill

**Language Focus** : Narrative text

**Time** : 4 x 45 minutes

#### I. Standard Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami ,menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

## II. Basic Competence

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

## III. Indicators

- Given a short movie, the students are able to identify the generic structure and language feature of the narrative text correctly.
- Given a short movie, the students are able to write the narrative text.

## IV. Learning objective

Students will be able to:

- Students will be able to define about the generic structure and language feature of narrative text.
- Students will be able to write the narrative text.

## V. Materials

### Narrative Text

#### 1. Definiton of Narrative

A kind of text or story which tell about complication or problematic events that the purpose is to amuse or entertain to the reader and tries to find the resolutions to solve the problems.

## 2. Generic Structure of Narrative

There are orientation, rising action, climax, falling action and resolution.

- a. The orientation, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.
- c. The climax is the critical moment when problem/conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

## 3. language features of narrative text are :

- a. Focus on specific and usually individualized participant  
e.g. : Aladdin, Shifu
- b. Use of relational processes and mental processes  
e.g. : everything was so so weird, tigress was unhappy
- c. Use of temporal conjunctions and temporal circumstances  
e.g. : a few years ago, sometimes, once upon a time
- d. Use of past tense  
e.g. : lived, stayed, was
- e. Use of verbal processes  
e.g. : said, told, promised
- f. Use of material processes  
e.g. : the bomb exploded

## VI. Teaching Learning Strategy

4.1. Method : Student Centered Learning

## VII. Teaching Learning Activities

NO	Teacher's activity	Media	Time
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1.	<p>Pre instructional activities</p> <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Checking the student's attendance list.</li> <li>➤ Praying</li> <li>➤ Apperception : giving leading question.</li> <li>➤ Starting the objective.</li> </ul>		
2.	<p>Main activities</p> <p>First meeting :</p> <ul style="list-style-type: none"> <li>➤ Explaining about the narrative text.</li> <li>➤ Giving the example of narrative text.</li> <li>➤ Asking the students to find the generic stucture and language feature.</li> <li>➤ Showing the short movie.</li> <li>➤ Asking the students to pay attention the short movie.</li> <li>➤ Asking the students to write the moral value based on the animated short movie that they watched.</li> <li>➤ Asking the students to submit their assignment.</li> </ul> <p>Second meeting:</p> <ul style="list-style-type: none"> <li>➤ Showing the short movie. (second short movie)</li> <li>➤ Asking the students to pay attention the short movie and making note to find the character, plot and setting of the story.</li> <li>➤ Asking the students to write the narrative text based on the information that they got from the short movie.</li> <li>➤ Asking the students to submit</li> </ul>	<p>Short Movie, Projector, Speaker, Text, Board marker, White board</p>	

	their assignment.		
3.	Post activities : ➤ Evaluating ➤ Guiding the students to draw conclusion.		

### **VIII. Media and Source**

1. Short movie
2. Projector
3. Speaker
4. Text from LKS tuntas
5. White board
6. Board marker

### **IX. Assessment**

Kind of test : Written test.

Sidoarjo, 9<sup>th</sup> April 2016

Acknowledgment

Kepala MAN Sidoarjo

Guru Mata Pelajaran

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NIP.19560518 198503 1003

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**Appendix**

- 1. Make a moral value based on the short movie !**
- 2. Make a narrative text based on the short movie !**

## **Narrative text**

### **Roro Jonggrang**

Long a time ago, there lived King Bangka who led Bangka Kingdom. He had a beautiful princess named Roro Jonggrang.

One day, King Bangka and his army attacked Pengging kingdom. He killed the citizen. Thousand people were died. It made The King of Pengging, Damar Moyo got angry. Then he sent his son, prince Bandung Bondowoso succeeded to kill King Bangka. He ad his soldiers chased the rest of enemies to Bangka kingdom. In the palace, prince Bandung Bondowoso met Roro Jonggrang. Her beauty amazed him. He fell in love in the first sight. He told the lovely princess that he wanted to marry her. Realizing that Bandung Bondowoso had killed her father, Roro Jonggrang refused. But, she didn't have power to fight againts Bandung Bondowoso. Roro Jonggrang proposed a requirement. She requested if Bandung Bondowoso could build a thousand temples in one night before dawn, she would be his wife. Prince Bandung Bondowoso granted the request. He began to build the temples. He was helped by many genies to do it. In the midnight, a thousand temples were nearly finished. Seeing that, Roro Jonggrang was panic. Then she got an idea. She woke all ladies in the city up. she asked them to hit and ring bell. Hearing the noise, cocks woke up. They thought morning had come, so they burst their voice out. The voice from the cocks made all genies being frightened. They ran away leaving Bandung Bondowoso alone.

The temples hadn't completed yet. Prince Bandung Bondowoso got angry very much. He came to Roro Jonggrang and cursed her. Soon after his words, Roro Jonggrang became a statue.

## **Appendix 7**

### **The dialogue between teacher and students in the firsts and second meetings.**

#### **First meeting.**

Teacher : Assalamu'alaikum Wr. Wb. Good morning...

Students : Waalaikumsalam Wr. Wb. Good morning miss...

Teacher : How are you today ?

Students : I'm fine miss... how about you?

Teacher : I'm good too thanks. Ok, we read Al-Qur'an first.

The students read Al-Qur'an together, after they finished it. After finishing reading Al-Qur'an, the teacher checked the student's attendance list by calling their name one by one. The teacher gave the leading question to improve the students understanding and enthusiastic to answer the question.

Teacher : Do you remember what i asked to you before you got holiday? i asked you to learn about narrative text right ? have you learn it ?

Students : Yes, i have miss. (some students answer it)

Teacher : What is narrative text ? anyone knows the definition of narrative text?

Student 1 : Imaginative story

Student 2 : Kind of story that has purpose to entertain.

The students answer the question with their opinion. Then, the teacher explained about narrative text.

Teacher : Narratie text is a kind of text or story which tell about complication or problematic events that has a purpose to amuse or entertain. Anyone can give the example ?

Students : (just silent)

The teacher gave the example of narrative text in the real story. The teacher told about their friend's story, so the students easy to understand it. And the teacher asked about the kind of narrative text.

Teacher : What kind of narrative text ?

Student 1 : Fabel

Student 2 : Myth

Student 3 : Fairy tale

207

Student 4 : Novel

Student 5 : Romance

3.	Post activities :	
The students	<ul style="list-style-type: none"> <li>➤ Evaluating</li> <li>➤ Guiding the students to draw conclusion.</li> </ul>	<p>Setelah melihatnya, siswa memukul moral value dan video tersebut dan mengumulkannya pd guru.</p> <p>- guru mengoreksi dan memberikan feedback pd siswa</p> <p>- guru mengakhiri pelajaran</p>
Teacher	: There are generic structure of narrative text or in Indonesia langugae namely "kerangka karangan". What are they?	
Students	: Orientation, Complication and Resolution.	

Teacher : (teacher explained the generic structure) There are so many complication and resolution in narrative text. Complication is not always in the second paragraph only. Sometimes it can arise in the second paragraph until in the next paragraph. Then, there is moral value in the narrative text. Do you know what is moral value ?

Students : “Amanat”

Teacher : Yes, you are right. Moral value is nasihat or amanat. There are two kinds in moral value. Implied and written. “tersurat sama dengan tertulis dan tersirat itu tidak di ungkapkan”. Narrative text has some of language features, narrative text is using past tense and there is direct indirect speech. And for today, I will show you animated short movie with tittle “Slug Invasion” and please pay attention the short movie and make a note about the story because I want to ask you to write the moral value of the story.

The students payed attention the animated short movie and after they watched it.

They wrote the moral value of the story.

### **Second meeting**

Teacher : Assalamu'alaikum Wr. Wb. Good morning...

Students : Waalaikumsalam Wr. Wb. Good morning miss...

Teacher : How are you today ?

Students : I'm fine miss... how about you?

Teacher : I'm good too thanks. Ok, we read Al-Qur'an first.

The students read Al-Qur'an together, after they finished it. The teacher checked the student's attendance list by calling name one by one. The teacher reviewed the lesson by giving some question to the students.

Teacher : Is there still remember about what we have studied in the last meeting ?

Students : Yes...

Teacher : What about is that ?

Students : Narrative text..

Teacher : What is the definition of narrative text ?

Every students answered it with their opinion. Their answered is good, they still remember about the definiton of narrative text.

Teacher : How about the generic structure of narrative text ? can you mention it ?

students : Orientation, Complication and Resolution.

Teacher : The last question, mention one of the language fetures of narrative text !

Students : Using past tense.

Teacher : What have you write last week ?

Students : Moral value.

Teacher : Ok, today we will have been watching animated short movie again but with the different movie. Now, I will show you the short movie about “Bawang Merah and Bawang Putih”. Please, pay attention with the short movie and make a note about the character, plot and setting of the story. It is making you easy when you write narrative text later. Because after you finished with the short movie, I asked you to write the narrative text of the story that you watched.

After they finished with the animated short movie, they wrote the narrative text on their task book based on their note of the story that they got.

## Appendix 8

### Teaching Learning Activities

Name : Andriani Rachmanis, S.Pd  
 Subject : English  
 Language Focus : Narrative Text  
 Grade/Semester : X MIA 1/2  
 Date taken : April 11<sup>th</sup> 2016  
 First Meeting

NO	Teacher's activity	Observation sheet
1.	Pre instructional activities <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Checking the student's attendance list.</li> <li>➤ Praying</li> <li>➤ Apperception : giving leading question.</li> <li>➤ Starting the objective.</li> </ul>	<ul style="list-style-type: none"> <li>- guru menyapa siswa dan menanyakan kabar</li> <li>- guru mengarahkan untuk membaca Alqur'an bersama (hal wajib di MAN SDA selain pelajaran harus membaca Alqur'an terlebih dahulu).</li> <li>- guru mengecek absensi siswa</li> <li>- guru memberikan leading question tentang (narrative text) &amp; siswa antusias menjawab.</li> <li>- guru memulai materi</li> </ul>

2.	<p>Main activities</p> <ul style="list-style-type: none"> <li>➤ Explaining about the narrative text.</li> <li>➤ Giving the example of narrative text.</li> <li>➤ Asking the students to find the generic structure and language feature.</li> <li>➤ Showing the short movie.</li> <li>➤ Asking the students to pay attention the short movie.</li> <li>➤ Asking the students to write the moral value based on the animated short movie that they watched.</li> <li>➤ Asking the students to submit their assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- Guru menjelaskan narrative text dg baik dan memberikan contoh narrative text di kehidupan nyata.</li> <li>- Siswa sangat antusias mendengarkan.</li> <li>- Guru menanyakan macam "narrative text" pd siswa.</li> <li>- Siswa menjawab dg antusias dan paham akan macam "narrative text".</li> <li>- Guru menjelaskan tentang Generic Structure.</li> <li>- Siswa menjawab dg antusias bahkan ada yg bertanya mengapa yg dijelaskan oleh guru &amp; yg di buku berbeda dan guru menjawabnya dg baik.</li> <li>- Guru menjelaskan tentang Language features.</li> <li>- Siswa langsung mencatat apa yg dikatakan guru.</li> <li>- Guru mulai mengenalkan &amp; menjelaskan apa maksud dia membawa media short movie.</li> <li>- Guru mulai menunjukan pd siswa dan menyuruh siswa agar tenang dan memperhatikan videonya.</li> <li>- Guru menyuruh siswa untuk menulis moral value dari video tersebut dan setelah selesai, guru meminta siswa yg mengumpulkannya.</li> <li>- Siswa melihat video dan mtk terlihat senang dan antusias sekali, mtk merasa nyaman saat dikelas.</li> <li>- Guru dapat mengontrol mereka.</li> </ul>
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3.	<p>Post activities :</p> <ul style="list-style-type: none"><li>➤ Evaluating</li><li>➤ Guiding the students to draw conclusion.</li></ul>	<ul style="list-style-type: none"><li>- Setelah melihatnya, siswa menulis moral value dan video tersebut dan mengumpulkannya pd guru.</li><li>- guru mengoreksi dan memberikan feedback pd siswa</li><li>- guru mengakhiri pelajaran</li></ul>
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## Appendix 9

### Teaching Learning Activities

Name : Andriani Rachmania, S.Pd  
 Subject : English  
 Language Focus : Narrative Text  
 Grade/Semester : X MIA 1/2  
 Date taken : April 18<sup>th</sup> 2016  
 Second Meeting

NO	Teacher's activity	Observation sheet
1.	Pre instructional activities <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Checking the student's attendance list.</li> <li>➤ Praying</li> <li>➤ Starting the objective.</li> </ul>	<ul style="list-style-type: none"> <li>- guru menyapa siswa dan menanyakan kabar siswa.</li> <li>- guru mengarahkan untuk membaca Al qur'an seperti biasa</li> <li>- guru mengecek absensi siswa dan memulai pelajaran.</li> </ul>

2.	<p>Main activities</p> <ul style="list-style-type: none"> <li>➤ Reviewing the lesson.</li> <li>➤ Showing the short movie.</li> <li>➤ Asking the students to pay attention the short movie and making note to find the character, plot and setting of the story.</li> <li>➤ Asking the students to write the narrative text based on the information that they got from the short movie.</li> <li>➤ Asking the students to submit their assignment.</li> </ul>	<ul style="list-style-type: none"> <li>- guru mereview tentang materi yg diberikan pd siswa di pertemuan minggu lalu dg memberikan pertanyaan" seperti narrative text. (pengertian, generic structure, language features).</li> <li>- siswa menjawab semua pertanyaan yg diberikan walaupun ada beberapa siswa yg eliam.</li> <li>- guru menjelaskan pd siswa apa yg harus siswa lakukan &amp; kerjakan pd pertemuan hari ini.</li> <li>- guru menunjukkan video (berbeda dari pertemuan sebelumnya) kemudian menunjuk siswa y melihat dan memperhatikannya.</li> <li>- Setelah itu siswa harus menulis narrative text dari video tersebut.</li> <li>- guru mengingatkan agar siswa membuat catatan saat mereka melihat video y memudahkan mereka saat menulis narrative text (character, plot, setting)</li> <li>- siswa melihat video selama 5 menit dan setelah itu mre mulai menulis narrative text.</li> <li>- siswa mengerjakannya kurang lebih selama 45 menit</li> <li>- Selama mre mengerjakan, guru berkeliling y membantu kesulitan mereka.</li> <li>- Setelah selesai mre mengumpulkan tugas mre dan guru mengoreksinya.</li> </ul>
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3.	Post activities : ➤ Evaluating	<ul style="list-style-type: none"><li>- guru mengoreksi beberapa tugas mereka dan menjelaskan titik kesalahannya.</li><li>- guru mengakhiri pelajaran.</li></ul>
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## Appendix 11

Amanat	
<input type="checkbox"/>	Believe in your self and the wish will be true.
<input type="checkbox"/>	Keep trying and Don't surrender to face anything.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

No. _____ Date: _____	
<input type="checkbox"/>	Believe in yourself. Keep fighting with all
<input type="checkbox"/>	the problems. guard the compactness
<input type="checkbox"/>	of all problems. will be finished <del>if</del> IF
<input type="checkbox"/>	we work together.
<input type="checkbox"/>	
<input type="checkbox"/>	

<input type="checkbox"/>	
<input type="checkbox"/>	slug invotion
<input type="checkbox"/>	
<input type="checkbox"/>	Moral Value: Believe in yourself, and the wish will
<input type="checkbox"/>	true. No matter how hard life goes, keep
<input type="checkbox"/>	being and being yourself. And good +
<input type="checkbox"/>	will come to ourself.
<input type="checkbox"/>	
<input type="checkbox"/>	

No. _____ Date: _____	
<input type="checkbox"/>	Moral Value :
<input type="checkbox"/>	Protect your live, keep fighting and don't give up.
<input type="checkbox"/>	Believe in yourself and you can do it. Success
<input type="checkbox"/>	will come to you!
<input type="checkbox"/>	
<input type="checkbox"/>	

Date: \_\_\_\_\_ Page: \_\_\_\_\_

**Moral Value :**

1. Believe yourself and your wish will come true
2. Don't give up to get up
3. Keep fighting
4. We have to cooperation with all of friend
5. Don't be scare to face anything

2 / 4 16.

No. \_\_\_\_\_

Date: \_\_\_\_\_

<input type="checkbox"/>	Moral Value from Animated movie "Slug Invention"
<input type="checkbox"/>	Keep struggling to achieve your goal. We must believe in
<input type="checkbox"/>	ourselves that we can do the best to get our goal. Never
<input type="checkbox"/>	give up and keep moving forward. Don't forget to hardwork
<input type="checkbox"/>	and pray to get success. Because in reality miracle don't really
<input type="checkbox"/>	happen.
<input type="checkbox"/>	
<input type="checkbox"/>	

2 / 4 16.

## Appendix 12

## Bawang Putih and Bawang Merah

Once upon a time, there lived in village a family of bawang putih and bawang merah. They ~~are~~ bawang putih, bawang putih's mom, bawang merah, and stepmother. Since bawang putih's father was die, bawang putih and her mom suffered, because her stepmother and bawang merah always tortured them.

One day bawang putih stepmother asked bawang putih's mom to wash ~~her~~ her clothes. Then, bawang putih's mom went to river. In river, When bawang putih's mom washed a clothes, suddenly bawang merah's mom pushed in a river and bawang putih's mom was sunken into the river and her turn into gold fish.

One the day bawang putih went to the river, and her shocked because her met a gold fish who can talk, and the gold fish ~~was~~ told, that she was her mother and she was not dead and suddenly, stepmother listened their conversation. The next day, they ~~catch~~ a gold fish and cook it, then food was given to the bawang putih, and bawang putih ate that dishes.

After bawang putih ate, her stepmother told that the fish she ate ~~was~~ her mother. She was crying and ~~burying~~ gold fish.

The next day the fish that throwed into a big tree and there are a swing. Then, bawang putih played that swing while sang a song. Suddenly there was a prince who hear the singing. Then, bawang putih shocked and run to her house. The prince chased bawang putih until arrived to her house. And the prince met bawang putih's step mother and asked a girl who had a beautiful voice. And bawang putih's step mother said that she was bawang merah. Then, bawang putih's step mother called bawang merah.

And then the prince invited them to the swing and asked bawang merah to played the swing and sang. But bawang merah couldn't sing and played the swing didn't move. The Prince was angry and asked to bawang putih's stepmother for tell the truth. Then, bawang putih's step mother told the truth and invite the prince to met bawang putih. After the prince met bawang putih, he asked bawang putih to played the swing and sang a song. And then bawang putih could did it. After the prince know that, the prince married her.

2 10  
4 11

# retro draws

"Bawang Merah Bawang Putih"

Date: \_\_\_\_\_

Page: \_\_\_\_\_

Once upon a time, there lived a family in a village. They are Bawang Putih, and her stepmother, and her stepsister namely Bawang Merah.

Bawang putih was very pretty, with black eyes and short black hair but she was poor because she has a stepmother who always asked her to cleaned the house, washed the clothes, cooked, and swept.

Her stepsister namely Bawang Merah was so hate with Bawang Putih. The reason that Bawang putih lived with her stepmother was one day Bawang merah pushed Bawang putih mother in the river and the mother died.

One day, Bawang Putih went to river and she found a fish that like her mother and that was true. Meanwhile Bawang Merah knew that the fish was Bawang Putih mother so Bawang merah and stepmother took the fish and fried the fish and gave it to Bawang putih to ate.

And after Bawang Putih finished to ate, Bawang merah told Bawang putih that the fish was Bawang Putih mother. Bawang Putih was shock and brought the fishbone and then buried the fishbone. The fishbone grow up became a big tree with a swing.

Bawang Putih always played the swing with sang a song. And there <sup>was</sup> prince that heard beautiful bawang putih voice and the prince ~~was~~ loved at the first sight. The prince came to Bawang Putih, but bawang putih ~~scared~~ and run. The prince followed Bawang Putih. And her stepmother met the prince. And the prince asked "who is the girl that has a beautiful voice?" and the stepmother said "she is my daughter, namely Bawang Merah". And then the prince asked Bawang merah to played the swing and sang. But Bawang Merah can't played the swing. The prince was angry and he said "Tell me the truth!!" and the stepmother asked Bawang putih to come. And she played the swing with sang. And then the prince asked Bawang putih to married him and Bawang putih accept him.

## Bawang Merah and bawang putih

Once Upon a time, there lived happy family. They are one husband with two wife. They have two son, bawang merah and bawang putih. One day, bawang merah mother zealous with bawang putih mother. Then, bawang merah mother asked bawang putih mother to washed clothes in river. When bawang putih mother washed, suddenly bawang merah mother pushed bawang putih mother to river. Has been until sinked. Then, bawang putih mother finally into the fish. One day, when bawang putih sat on the river suddenly fish came to her. It's a magic fish and they are became friends. Apparently magic fish was her mother. Bawang putih was so happy because she has a friends but her bawang merah mother and bawang merah saw it. So, they are caught magic fish and cooked magic fish and was served for bawang putih. Suddenly bawang merah tell to bawang putih she was ate magic fish, her friend him or her mother. Bawang putih so sad to hear that. She was grieved fish bone while she was cried. In the morning, bawang putih was shocked because fish bone became a tree with swing. Everyday, she was played in swing and she sang a song. One day in the forest (location bawang putih played) there was a handsome prince with his bodyguard. A prince was heard someone sang a song and bawang putih has shocked and there was a prince met bawang putih and they has lived with happily.

### Bawang Putih Bawang Merah

No. \_\_\_\_\_

Date: \_\_\_\_\_

Once upon a time, there lived a widow in a village. She married with Bawang Merah's father, who still has a wife. Bawang Merah's mother was envious with her, so she did a plan. Bawang Merah's mother asked her to wash their clothes in the river. Bawang Merah's mother kicked Bawang Putih's mother into the river, then she died and turned into a goldfish. Bawang Putih was very sad, because her mother was dead and her stepfather was died in a journey. After that, Bawang Putih lived with her stepmother and her stepsister. They tortured her, offended her, and asked her to do all the home work.

One day, Bawang Putih went to the river to relax her mind. But, a goldfish came and talked to her. And it was Bawang Putih's mother. They talked over and missed each other. Bawang Merah and her mother knew, and they caught it. In the next day, they fried it and gave it to Bawang Putih for her breakfast. After that, they told to her it was her mother. She cried over and dug its bones near the river. She cried and slept with it.

Bawang Putih woke up and found out a swing near the river. She played with the swing while there was a sweet song which was sung by Bawang Putih's mother when she was a child. She knew that is her mother.

Suddenly, a prince who hunted near the river, shocked because he heard that sweet song. He found out Bawang Putih. But, Bawang Putih ran to the house and hid her stepmother.

shocked because a prince came to her house. The prince asked who was a girl whom played with swing and sang a sweet song near the river, and she said Bawang Merah did.

The prince asked Bawang Merah to played swing and sang the song, she can't do it. The prince was angry and wanted to know the truth. Then Bawang Merah's mother said Bawang Putih did. The prince asked Bawang Putih to did it. She started to played the swing, and the prince married her.

Bawang Merah Bawang Putih.

One upon a time in village that lived a girl named Bawang Putih. She lived with a stepsister and step mother. Every morning Bawang Putih washed in a river.

Stepmother and stepsister always told and pierced Bawang Putih but she never complained and denied what the stepmother and step sister talked.

One morning when Bawang Putih washing clothes in the river come Bawang Merah. Bawang Merah pushed Bawang Putih into a river and than come help a gold fish Bawang Putih and taken to the edge of the river. Since than Bawang Putih friendly with Gold Fish. That gold fish is the mother. The fish was always helped Bawang Putih when in trouble. A day stepmother and step sister half its suspect Bawang Putih and finally obeying the Bawang Putih into the river and knowing that the helped Bawang Putih for this is Gold Fish incarnation mother. Step mother finally planning to take and fry the fish. Fried fish the next day stepmom and given to the Bawang Putih. After the food runs out Bawang Merah told that the fish she eats is fish which have helped.

than bawong putih ran to the river  
 and bury a gold fish. and bawong putih  
 cried an song on a swing.  
 than come prience listened bawong putih.  
 bawong putih ran know the prince.  
 prince came to the house bawong  
 putih and met with the the princes.  
 Stepmother asked "Is there a girl in the  
 house" and the onion out and invited  
 to sing at the top of the swing turns  
 angry and finally came the bawong  
 putih to sing on the swing.  
 prince finally applying for bawong putih

$$\begin{array}{r} 2 \overline{) 18} \\ 4 \end{array}$$

### Bawang Putih and Bawang Merah

Once upon a time, there lived a young girl named Bawang Putih. She lived with her mother, her step mother and her step sister named Bawang Merah in the small house near the forest. Bawang Putih and her mother were very kind and beautiful that made Bawang Merah and her mother felt jealous with them. Bawang Merah and her mother were conceited and bad tempered. They treated Bawang Putih and her mother very badly.

One day, when Bawang Putih's mother washed her hair in the river, Bawang Merah's mother tried to killed her by kicked her until she fell into the river and she was died. However, Bawang Putih's mother sank in the deep river and magically turned became a beautiful fish. Bawang Putih felt so sad when she knew that her mother was died. Bawang Merah and her mother made Bawang Putih do the hardest work in the house.

One morning, Bawang Putih go to the river in the forest to washed clothes and sang along while she washed clothes, a beautiful fish came to Bawang Putih and sang together with her. Finally Bawang Putih knew that the beautiful fish was the reincarnated of his mother and felt so excited about this.

Every morning Bawang Putih came to the river to met her mother and spent so much time together by sang along all day.

One day, Bawang Merah and her mother knew that the fish was the reincarnated of Bawang Putih's mother. They caught the fish and fried it. Then, they gave it to Bawang Putih. Bawang putih ate that fish and after she has done, Bawang Merah told her that the fish she ate was the beautiful fish in the river. Bawang Putih cried, brought the bone's fish and run to the forest and buried it. And Bawang Putih slept on it all the night.

In the morning, that bone's fish turned to a plant and grow became a big tree with a swing on it. Bawang Putih felt so happy and sang her mother song while she swung. Her voice was so beautiful and made a prince that haunted animal in the forest felt in love with her voice. The prince was looking for the one who has the beautiful voice and saw a beautiful girl sang and swinging on the tree. When Bawang Putih knew that there was a people stared at her, she run away so fast that made The Prince can not caught her.

The Prince didn't gave up to search of the girl who has a beautiful voice and found a small house and met Bawang Merah's mother. Bawang Merah's mother lied to the prince and told that the girl who has a beautiful voice was a Bawang Merah. The prince didn't believe her and asked Bawang Merah to swing on the tree and sang. But the swing can not swung and Bawang Merah can not sang.

The prince back to their house and met Bawang Putih and asked her to sang and swung. And when Bawang Putih sang, the tree sang together with her and it make the prince and all people surprise.

Finally, The prince asked Bawang Putih to be his wife and Bawang Putih accepted it. In the end, The Prince and Bawang Putih lived happily ever after.

**DAFTAR SISWA KELAS X IPA-1**  
**MADRASAH ALIYAH NEGERI SIDOARJO**  
**TAHUN PELAJARAN 2015/2016**

NO	NO. INDUK	NAMA SISWA	KKM	NILAI - 1	NILAI - 2
1	12427	A A	75	79	81
2	12438	A D D C	75	78	80
3	12444	A D W	75	79	80
4	12453	A N H	75	79	79
5	12470	A I P	75	79	79
6	12476	A D P K W	75	79	80
7	12480	A N A	75	79	80
8	12494	A S	75	79	81
9	12499	C M	75	78	79
10	12524	D R Y	75	80	81
11	12543	D P F	75	80	80
12	12581	F R	75	79	79
13	12594	H A R	75	77	78
14	12597	H Z N	75	79	80
15	12625	I D A	75	79	80
16	12626	I D P	75	80	80
17	12630	I M	75	79	79
18	12634	J N	75	79	80
19	12646	K F A F	75	79	81
20	12648	L B	75	79	80
21	12664	L S R	75	79	80
22	12687	M N R	75	79	79
23	12711	M N H	75	80	79
24	12717	M S	75	79	80
25	12736	M E L	75	79	79
26	12742	M K	75	76	77
27	12757	N S A	75	79	80
28	12765	N I K	75	79	80
29	12774	N A P	75	79	81
30	12798	R A K	75	79	79
31	12816	R K	75	77	79
32	12823	R U	75	80	81
33	12832	S F	75	79	80
34	12850	S F J	75	79	81
35	12866	T M N U	75	78	80
36	12872	V Z	75	80	82
37	12878	W A	75	79	79

38	12887	Z W	75	80	80
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\*This score taken by the Teacher



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### **SURAT KETERANGAN**

Nomor : Ma.15.17/PP.00.6/182/ 2016

Yang bertanda tangan dibawah ini :

N a m a : Drs. KUSNAN, M.Pd  
 N I P. : 19560518 198503 1003  
 Pangkat / Golongan : Pembina ( IV/a )  
 Jabatan : Kepala MAN Sidoarjo

Menerangkan dengan sesungguhnya bahwa :

NO	NAMA MAHASISWA	N I M	PROGRAM STUDI	JUDUL SKRIPSI
1	Khoirul Riski Abadia	128820300009	FKIP / Bahasa Inggris	"The implementation of animated short movie ni teaching writing narrative text to the tenth grede ni MAN Sidoarjo".

Mahasiswa Tersebut telah melaksanakan Program Studi / Bahasa Inggris di Madrasah Aliyah Negeri Sidoarjo Guna untuk melengkapi Data Skrepsi yang diperlukan.

Demikian surat keterangan ini kami buat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya..

Sidoarjo, 29 April 2016



Kepala  
 Drs. KUSNAN, M.Pd  
 NIP.19560518 198503 1003



**UNIVERSITAS MUHAMMADIYAH SIDOARJO**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN ( FKIP )**

Jurusan / Program Studi :

- Pendidikan Guru Anak Usia Dini ( PG-PAUD ) Akreditasi BAN-PT NO: 024/BAN-PT/Ak-XV/SI/VIII/2012
- Pendidikan Guru Sekolah Dasar ( PGSD ) SK. Mendiknas RI No : 87/D/0/2010
- Pendidikan Bahasa Inggris SK. Mendiknas RI No : 237/E/0/2011
- Pendidikan Ilmu Pengetahuan Alam (IPA), SK. Mendikbud RI. NO: 418/E/O/2012
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**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama Mahasiswa : Khoirul Rizki Abdia
2. NIM : 128820300009
3. Jurusan : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Implementation of Animated Short Movie in Teaching writing Narrative text to The Senior High School in the Tenth Grade
5. Pembimbing :



**KONSULTASI**

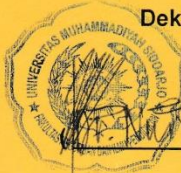
NO	TGL.	PARAF	URAIAN BIMBINGAN
1	5/11		Konsultasi Judul
2	9/12		Konsultasi Bab I ii iii
3	24/12		Konsultasi Revisi Bab I & II
4	10/1/16		Acc. Bab 1, 2, 3 → Make Kiri-Kiri (S&I).
5	22/1/16		Bab 4 & 5 (Revisi)
6	30/1/16		Revisi Chapter 4 & 5
7	9/07/16		Revisi Bab 4 & 5
8	13/10		Revisi Bab 4 & Reference.
9	14/07/16		Acc all chapters
10			
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15			
16			
17			
18			

Keterangan :

Sidoarjo, 14 July 2016

Dekan

Dosen Pembimbing



**BIOGRAPHY**

Khoirul Rizki Abdia. She was born in Sidoarjo, 29<sup>th</sup> January 1994. She is the first child of three siblings. She is the first daughter of Mr. Sutomo and Mrs. Nur Juma'iyah. She lives in Bluru Kidul Rt. 02 Rw. 06, Sidoarjo. She graduated from Elementary School named

SDN Bluru Kidul II at 2005, Islamic Junior High School of MTsN Sidoarjo at 2008 then continued Senior High School of MAN Sidoarjo at 2011 and the last is Universitas Muhammadiyah Sidoarjo in English Education Study Program that started from 2012 till now.