

**THE EFFECT OF DISCOVERY LEARNING ON
STUDENTS' WRITING SKILLS AT SMAN 4 SOUTH
BENGKULU**

*(A Quasi-Experimental Study at the Eleventh Grade of SMAN 4
South Bengkulu in Academic year 2022/2023)*

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno of Bengkulu.



By:

IREN APRILIA NURANGKA

NIM. 1811230106

**ENGLISH EDUCATION STUDY PROGRAM
TADRIS DEPARTMENT
TARBIYAH AND TADRIS FACULTY
FATMAWATI SUKARNO STATE ISLAMIC
UNIVERSITY OF BENGKULU
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagur Dewa Tlp. (0736) 51276, 51171 Fax (0736) 51171
 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **The Effect of Discovery Learning on Students' Writing Skills at SMAN 4 (South Bengkulu). By Iren Aprilia Nurangka (1811230106)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan in English Education Program**

Chairman

Dr. Kasmantoni, M.Si
 NIP. 197510022003121004

Secretary

Henry Friantary, M.Pd
 NIP. 198508022015032002

Examiner I
Feny Martina, M.Pd
 NIP. 198703242015032002

Examiner II
Dedi Efrizal, M. Pd
 NIP. 199012132020121008

Bengkulu, July 2022

Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd
 NIP. 197005142000031004

PRONOUNCEMENT

Name : Iren Aprilia Nurangka
NIM : 1811230106
Study Program : English Education Study Program
Faculty : Tarbiyah and Tadris

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Iren Aprilia Nurangka
NIM: 1811230106

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Ketua Tim Verifikasi,


Dr. Edi Ansvah, M.Pd
NIP. 197007011999031002


Iren Aprilia Nurangka
NIM. 1811230106

DEDICATION

The researcher would like to dedicated this thesis to!

➤ Allah SWT. As the only one God, the researcher would like to say, Alhamdulillahillobbil'alamin, there is no word

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The researcher



Iren Aprilia Nurangka
NIM: 1811230106

ABSTRACT

Iren Aprilia Nurangka. 2022. *The Effect Of 'Discovery' Learning On Students' Writing Skills At SMAN 04 South Bengkulu (A Quasi-Experimental at the Eleventh Grade of SMAN 4 South Bengkulu)*. Thesis, English Study Program, Fakultas Tarbiyah and Tadris , Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Advisor : 1. Feny Martina, M.Pd

2. Andri Saputra, M.Sc

Writing is the ability to communicate ideas, opinions, and feelings to others through written language. The accuracy of the concepts expressed must be supported by the accuracy of the language used, including vocabulary, grammar, and spelling. The purpose of this study was to determine the effect of discovery learning on the learning process of class XI science students at SMAN 04 Bengkulu Selatan. In this study, the researcher tested the hypothesis by using the one-way ANOVA. After the test was conducted, the researcher found that the results showed that there was a significant difference between the post-test mean scores. This means that there is a significant effect of learning methods (discovery learning) on the improvement of students' writing skills and those that do not. This can be concluded by looking at the results of hypothesis testing that has been done previously. Based on the results of independent t-test obtained the value of Sig. (2-tailed) is lower than the value of the t-test criteria, which means H_0 is rejected and H_a is accepted. In addition, the statement is also taken by comparing the t-count value with the t-table value. It was found that t-count is higher than and t-table value. This means that H_0 is rejected and H_a is accepted.

Keywords : *Discovery Learning, Students' Writing Skills.*

ABSTRAK

Iren aprilia Nurangka. 2022. Pengaruh Discovery Learning Terhadap Keterampilan Menulis Siswa di SMAN 04 Bengkulu Selatan (A Quasi-Experimental at the Eleventh Grade of SMAN 4 South Bengkulu). Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

: 1. Feny Martina, M.Pd

2. Andri Saputra, M.Sc

Menulis adalah kemampuan mengkomunikasikan ide, pendapat, dan perasaan kepada orang lain melalui bahasa tulis. Ketepatan konsep yang diungkapkan harus didukung oleh ketepatan bahasa yang digunakan, termasuk kosa kata, tata bahasa, dan ejaan. Adapun tujuan penelitian ini adalah untuk mengetahui pengaruh discovery learning terhadap proses belajar siswa kelas XI Ipa IPA di SMAN 04 Bengkulu Selatan. dalam penelitian ini peneliti menguji hipotesis dengan menggunakan on-way anova. Setelah tes dilakukan, peneliti menemukan bahwa hasil menunjukkan bahwa ada perbedaan yang signifikan antara nilai rata-rata post-test. Artinya terdapat pengaruh yang signifikan metode pembelajaran (discovery learning) terhadap peningkatan keterampilan menulis siswa dan yang tidak. Hal ini dapat disimpulkan dengan melihat hasil pengujian hipotesis yang telah dilakukan sebelumnya. Berdasarkan hasil independent t-test diperoleh nilai Sig. (2-tailed) lebih rendah dari nilai kriteria uji-t yang berarti H_0 ditolak dan H_a diterima. Selain itu, pernyataan tersebut juga diambil dengan cara membandingkan nilai t-hitung dengan nilai t tabel. Ditemukan bahwa thitung lebih tinggi dari dan nilai t-tabel. Artinya H_0 ditolak dan H_a diterima.

Kata Kunci : *Discovery Learning, Keterampilan Menulis Siswa.*

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CHAPTER I
INTRODUCTION

A. Background of the Research

The aim of this study is to see how Discovery learning affects students' writing abilities. According to Dalman (2018; p.6) writing has many benefits that can be learned in this life, including: (1) increasing intelligence, (2) developing initiative and creativity, (3) growing courage, (4) encouraging will and creativity. information gathering ability. Writing is not as easy to do as both palms. However, writing must go through a process.

Based on the foregoing, it can be argued that writing is a crucial element of language learning since it allows people to communicate their thoughts in written form. This is frequently regarded as challenging since some believe that thoughts are more easily expressed orally. Therefore, writing skills need to be improved as a basis to facilitate the pouring of ideas and ideas in written form so that they can foster creativity and encourage one's willingness or ability to collect information.

According to Abbas (2006; p.125), writing is the ability to communicate ideas, opinions, and feelings to others via written language. The precision with which concepts are expressed must be backed up by the precision with which the language is utilized, including vocabulary, grammar, and spelling. According to Suparno and Mohammad Yunus (2008:p;1.3), Writing is an activity that involves using written language as a medium or tool to deliver messages (communication). At least four factors are involved in written communication: (1) the writer as messenger, (2) the content of the text or message, (3) the channel or medium in the form of writing, and (4) the reader as message recipient. According to these experts, writing skills are critical language skills for transferring thoughts into written form and conveying information to readers.

According to Heniati (2006), one issue contributing to pupils' failure to write is the teacher's emphasis on theory and language knowledge rather than language skills. Furthermore, the teaching and learning process is increasingly controlled by the teacher, leaving students with fewer opportunities to participate

actively. Several psychological issues, Nurmala (2008), cause this difficulty. Most pupils regard writing as a hardship because they believe they are unable to learn linguistic abilities. Teachers' learning methods and strategies are often less varied in terms of methodology.

There are various hurdles in writing, according to Durachman and Heniati (2006). The first obstacle is the difficulty of expressing thoughts in writing. The second barrier is a scarcity of themes to write about, the third is a lack of acceptable language abilities, the fourth is a lack of comprehension of the structure of writing, and the final barrier is a lack of awareness of the importance of being able to write. As a result, it is the teacher's responsibility to select the appropriate teaching approach for learning to write. It is envisaged that the strategy used will help students overcome their difficulties.

According to Syahrul (2018; p.127), the discovery learning model stresses students' active participation in the teaching and learning process, which had previously been passive

and has now become active and creative. Students are directed to search and identify concepts, principles, or answers to anything that is an issue. The implementation of the discovery learning model is significant since it can make students more engaged in seeking answers to the difficulties offered.

The discovery learning model is a learning paradigm that describes a learning process in which students are not given lessons in their complete form, but are instead expected to organize themselves (Ministry of Education and Culture). The discovery learning model, based on this definition, is a teaching technique that governs education in such a way that pupils gain knowledge that they did not previously possess. Students might discover concepts and principles through their own mental processes in discovery learning.

According to Wistara's research (2020), the discovery learning method is a method of learning that fosters interest, concentration and enthusiasm for learning in students who previously lacked of learning motivation. The use of discovery

learning methods will improve students' critical thinking. The use of appropriate learning methods in the learning process is very beneficial for students, students become more active in participating in learning, and can easily accept the material they are learning. It is in this context that students discover the importance of a learning method. Because if applied appropriately and creatively, the learning model will be an effective means to raise the totality of students' abilities in learning. There are so many types of learning models that can be used in language learning, this is adjusted to the planning and strategies of the teacher in the teaching and learning process. Because the main purpose of using the right learning method is to help students be more active and easily accept language learning materials. Which has an impact on the achievement of learning objectives.

There are two types of Discovery learning in its application, according to Suprihatiningrum (2014; p.244): Guided Discovery Learning and Free Discovery Learning. Researchers will use Guided Discovery Learning in this investigation.

Stimulus, Problem statement, Data collection, Data processing, Verification, and Generalization are the learning steps.

According to the findings of research conducted at SMAN 04 Bengkulu Selatan, this school was chosen because the teacher did not use the appropriate method in teaching, instead relying solely on the lecture method. Researchers discovered a number of issues that students faced when learning to write. Students frequently encounter a lack of enthusiasm in learning since the material offered by the teacher is perceived to be difficult to comprehend. The low level of student attentiveness, as well as the restricted vocabulary mastered, and the learning model employed by the teacher are not yet successful, and the most important item is the learning technique, which is still highly boring in the teaching and learning process. As a result, a teacher's choice of learning methods is critical in assisting students in improving their writing abilities. Discovery It will be fun to learn.

Based on the results of previous research proposed by Mukharomah, Laelatul (2015), The use of discovery learning

model to improve students' descriptive text writing (a classroom action research at VII class of MTS NU 08 Gemuh Kendal in the academic year of 2014/ 2015). The phenomenon that learning to write descriptive text is one of the language things that students have difficulties understanding is the driving force behind this study. Particularly in MTs Nu 08 Gemuh's class VII A students. They are not interested in the teaching and learning process, they even got into difficulties when asked to write. A learning approach that highlights the learning process was called discovery learning. Students could gain knowledge by watching what they desire to learn.

It was be effective for class VII A students, class VII MTs NU 08 Gemuh, since they would not be afraid of grammatical rules when they first write. The researcher's goal in this study was to see how the application of discovery learning in descriptive text learning helped students in class VII at MTS NU 08 Gemuh enhance their writing skills in the 2014/2015 academic year.

Ayu Musdlifah(2021), the effect of discovery learning method on students' reading comprehension. The goal of this study was to see if the Discovery Learning Method has an effect on students' reading comprehension and knowledge of analytical exposition materials. The researcher chose a sample of 28 MA Jal-Haq students from Bengkulu as the study's sample. The Discovery Learning Method has a considerable impact on students' capacity to understand analytical exposition texts after they have been treated with the Discovery Learning Method in reading comprehension.

Furthermore, Nadia Putri (2018) the effect of the use of audiovisual media assisted discovery learning model on biographic text writing skills of students of class x SMA Negeri 12 Padang. According to Mahmoud (2014), teachers' failure to adopt the learning model can result in a drop in student achievement. According to Joolingen (2007)'s research, the discovery learning paradigm is seen as a promising technique of learning. The level of achievement is influenced by students' participation in the learning process. More than the teacher-

centered learning method, the usage of models in the learning process can boost student accomplishment results. According to Balim (2009), the discovery learning model encourages students to learn more efficiently by allowing them to construct their own knowledge; however, my study focuses on the impact of the discovery learning model on writing skills.

The adoption of learning models based is on the Discovery Learning model has a good impact on student learning, according to the three research findings. The model of education **"THE EFFECT OF DISCOVERY LEARNING ON STUDENTS' WRITING SKILLS AT SMAN 04 SOUTH BENGKULU.**

B. Identification of the Problems

Based on the problems in the background above, the following problems can be identified: The teacher has not applied the method and used the right media in teaching.

1. Students still do not understand the structure of English writing.

2. The students' vocabulary is still limited.
3. Students are still less motivated in learning.

C. Limitation of the Problem

The limitation of the problem in this study focuses on the effect of the Discovery learning model on the writing ability of students at SMAN 04 South Bengkulu class XI IPA I.

D. Research Question

This study aims to answer the question of writing ability: Is there a significant effect of the use of Discovery Learning on students' writing ability?

E. Research Objectives

Regarding the formulation of the problem, the objectives of this study is: to determine the effect of discovery learning in the learning process of students in the science class XI Ipa at SMAN 04 South Bengkulu.

F. Significance of the Research

With this research it is expected that: This study may provide some useful information about the effects of

Discovery learning on students' writing skills. This lesson is intended to be used as a guide for several other research who study in the field of class Efl. Maybe soon, this finding studies may be of benefit to learners, instructors, and all audiences. As well as the findings of this study increasingly help teachers in motivating their in students understanding of writing.

CHAPTER II

LITERATURE RIVIEW

A. Definition of Writing

Writing is widely regarded as the most difficult skill to learn, not least because it necessitates mastery of a wide range of English skills, including reading, speaking, vocabulary, grammar, and so on, but also because of the differences between the rules of the learner's mother tongue and the rules of the learned language. There are several factors to consider when expressing an idea, such as the relationship between the topic idea and the context, precise grammar, appropriate spelling mechanics, and vocabulary.

Students must be able to communicate in English both orally and writing, according to the competency-based secondary school curriculum. In Indonesian high schools, writing skills are taught in a gender-specific manner. Students are introduced to specific genres and taught through a text reading paradigm in which the social function, general structure, and linguistic

qualities of genres are explicitly taught. Children can get more comfortable with reading by exposing them to sample reading texts.

1. Writing proficiency

Writing ability is a prerequisite for civic participation as well as academic success in today's environment. Furthermore, many students write poorly in class, resulting in poor writing. Students should read more books in order to attain basic writing.

The Entire Writing Course Appropriate For Beginner Writers Who Take Chances It's the ability to write names. Writing abilities can assist a learner in becoming a better writer. Students must be familiar with and comprehend the fundamentals of writing, such as strategy, method, and timeliness. A specific education in spelling, penmanship, and keyboarding is also required for fluency in writing. Writing abilities can also improve a student's fluency and confidence, as well as give a variety of tactics and opportunities for them to be used.

According to Jaco in Hughes, students must comprehend instructional vocabularies, language usage, and procedures in

order to improve their writing skills. Vocabulary is really crucial in our writing because we can't show certain sentences without it. Writing skills are special abilities that enable authors to put ideas and information into meaningful words and intellectually connect with others. Language usage and mechanics, as well as lexical messages.

2. Importance of Writing

Writing is a tough talent for both native and non-native speakers since it requires a balance of skills such as content structure, purpose, and vocabulary. Punctuation, spelling, and mechanics like as capitalization are all important. Writing English as a second language (SE) is tough for most students because they must generate written outputs that demonstrate proficiency in all of the above in a new language.

Knowing the word order, students will write a suggested phrase and a sentence appropriately. Then, by employing sentences, individuals can transmit a message using the writing system for a specific goal, such as giving or responding to information, or recording information to delight someone. Read

the other self - even if it's just to communicate an ideal sensation that we can't quite put into words.

It is necessary, given the importance of the written word in everyday life, that this text be taught in schools. Students will learn how to write effectively, how to articulate ideas, and how to express themselves by learning to write.

When someone writes something, they do so with a certain objective in mind. Each author has their own objectives. Complement the text that people intend to write. In addition to building on the abilities Standar Kompetensi (SK) and Basic Kompetensi Dasar (KD), sophomores will be able to convey important thoughts in the final text and short simple essay form, ranging from descriptions and stories to communicating with people in their immediate surroundings.

According to Braine and May, there are four general aims in writing: write to inform, write to explain, write to persuade, and write to entertain people. The purpose of the first writing to inform is to educate the reader on a subject about which we are knowledgeable. The content includes interesting details and data

in order to pique the public's curiosity. This means that authors share their passion for learning with their readers. The second type of explanatory writing is a discussion of a difficult topic that uses examples to make it easier to grasp.

3. The Process of Writing

Learning how to write is part of the writing process. The present emphasis in writing instruction is on the process of writing rather than the finished product. All children, regardless of age, can write, according to the basic premise of writing practice. The first focus was on producing high-quality material and studying different types of writing.

Prewriting is the initial step in the writing process; it's a time for you to explore new ideas. Pre-writing, in other words, is any activity aimed to assist pupils in forming or organizing their thoughts before to writing. The approaches of pre-writing that have been mentioned thus far are intended to get you started: developing ideas by recalling facts and tales and then revisiting them. However, these tasks are preparatory to drafting the manuscript; a test structure must be established. It also aids the

writer in the generation of ideas and the recognition of connections between those ideas, the second is the

4. Teaching Writing

Writing has long been a part of the English curriculum as one of the four abilities. It can, however, be used for a wide range of reasons, from a basic backup to teach grammar to a key component of a formal curriculum where having the ability to write correctly is a must. Learners' fundamental goal is to be as efficient as possible.

The value of writing varies depending on the educational environment. In some situations, it splits the payment with other jurisdictions equally; in other others, it is not utilized at all in literacy programs where pupils write primarily to improve their ability to master the syntax and vocabulary of that language.

a. The role of the teacher

In the teaching and learning process, the instructor plays a crucial role. It's also required during the authoring process. When it comes to teaching writing, English teachers play three different roles.

1. Motivation

English teachers must be able to motivate students in writing activities by establishing the ideal environment for them to produce ideas and persuade them of the value of their work. entails and encourages them to participate in the activity. benefit to the utmost.

2. Source

Teachers should be prepared to provide students with information and language if necessary. He must be ready and willing to assist the students' progress by providing constructive and tactful advice and suggestions.

3. Feedack Provider

English teachers should provide constructive and supportive feedback to students who are writing. Teachers must pick what to focus on and what not to focus on when recommending adjustments based on the needs of students at that particular stage of learning and the work they have accomplished.

It can be deduced that assisting students in becoming independent, competent, and confident writers is a difficult

undertaking, but it is made easier when the importance of the teacher's role in the teaching and learning process is recognized. Three main tasks are critical for instructors to succeed in the classroom, particularly when teaching writing. The effectiveness of teachers in performing their three functions is critical to the success of writing instruction. As a result, teachers should think about incorporating these meanings into their lessons.

b. Types of Classroom Writing Performance

Write forms of performance there are several different kinds of class write performance. There are five categories in which a performance can be written. The following is the writing performance:

1. Imitate or write

A simple exercise can help students learn basic writing abilities. As they write text, they can execute this simple skill of writing letters, punctuation, and brief sentences. One possible activity in this type of writing performance is for pupils to write their own

work. They use product writing as an example of an assignment to assess their basic writing abilities.

2. Intensive or controlled

This is a sort of task in which students must develop proper vocabularies, phrases, and idioms for a certain situation, as well as correct grammatical characteristics in the sentence. Students who work in this style of performance might engage in another engaging creative activity by rewriting passages from their reading memory, despite the fact that their inventiveness is limited.

3. Self-Writing

Students in this category are free to write whatever they want. This group of actions necessitates attention. journaling, journal

4. Display writing

For learning purposes, display writing is quite beneficial. Display writing includes writing assignments, short response essays, and other sorts of

writing in test circumstances. Students are invited to write for instructor assignments or complete class assignments in these types of activities.

5. Factual Writing

Practical writing is a type of writing in which the reader has a question and is truly seeking information from the writer. Writing a letter, filling out a form, and sending a basic message are all examples of genuine text.

Every new writer begins with a simple activity such as imitation writing. Students create simple letters, phrases, and sentences in this type of activity. Intensive or regulated writing is the next degree of writing. This activity focuses on grammar, vocabulary, or sentence construction rather than conveying meaning. The next levels are more difficult to complete since they allow pupils to produce their own writing products such as paragraphs or multi-page manuscripts, which

demand more advanced skills than the previous ones.

c. Approaches to teaching writing

1) Creative Writing

The phrase "creative writing" conjures up images of imaginative endeavors such as poetry, short stories, and plays. Let us describe creative writing as a voyage of self-discovery that fosters effective learning with this in mind. Students can write a simple poem about a loved one or try to create a story by narrating their own childhood stories or drawing on their own experiences. This gives me the motivation to find the appropriate words to describe my feelings.

2) Collaborative Writing

Collaborative writing is a method of writing that requires students to collaborate with their classmates. Writing becomes a true social and communicative activity when students share knowledge with their peers. When students get a colleague's assignment rather than a teacher's, writing can be both enjoyable and useful. Receiving rapid feedback from

peers, on the other hand, will provide a compelling reason to continue with student writing. There are numerous advantages to having students collaborate on writing.

It may be deduced that helping kids enhance their writing skills by allowing them to write whatever they want in creative writing will boost their vocabulary without making them feel adrift and interested in collaborating.

5. Writing Assessment

Evaluation is viewed as a process of gathering synthesizing and interpreting information to make decisions about student learning outcomes. Assessments are used to gather information about a learner's language ability or achievement. In the classroom assessment can be performed to diagnose student problems assess learning outcomes provide student feedback and plan instruction (Airasian 1999). Assessments also provide data that can be used to measure student progress identify problems suggest instructional solutions and evaluate the effectiveness of lessons. This reflection allows learners to take greater control of their learning and take responsibility.

B. Discovery Learning

1. Discovery Learning Concepts

Discovery learning is learning in which students learn to find and attempt to solve concepts independently (KhaiaH 2017:p. 16 153). The Discovery learning model allows students to take an active role in the learning process by answering and solving problems to find a lasting and memorable concept. Therefore the Discovery learning model should be used to train students to think critically. The great theory of discovery learning was started by constructivism.

The theory of constructivist learning was first initiated by Piaget (1971) Brunner (1973) and Vgotsky (1978) where the idea of constructivism is that students actively construct constructs own consciousness. At the turn of the century Rusman (2015) argues that knowledge and understanding are not acquired passively but actively through personal experience and empirical activities.

While according to Schunk (2012) knowledge is not determined from the outside but is formed from within the person.

This is consistent with Sumarsih (2009) who asserts that constructivism is a philosophy of knowledge emphasizing that knowledge is the result of cognitive construction of reality that occurs through activities. While Discovery learning is a learning model that can meet educational needs under the current 2013 curriculum including using a scientific approach. It is asserted that the scientific approach is “a more effective approach to learning to improve student learning outcomes; the learner is an active learning subject or the learner is a learning subject” (Permendikud 2013).

So in my view Discovery learning is interrelated in creating learning atmospheres and patterns. their environment so that they can live and create an understanding of these experiences. Therefore teachers should create an atmosphere that is as engaging as possible so that students can play an active role in the acquisition of material through physical processing and social interaction. Students must construct their own knowledge in their own minds. So Discovery learning is learning in a way that causes students to draw conclusions based on their own

activities and observations. In other words constructivist theory is mutually sustainable with exploratory learning where students have the opportunity to communicate and interact socially with their environment to achieve their learning goals create self-knowledge. critical thinking and teachers are only motivating and enabling factors for students. activities in the teaching and learning process. is most important for successful learning.

The exploratory learning model emphasizes the importance of understanding of the structure or ideas of a discipline through engagement with the activities of students in the teaching and learning process. Which is discovery learning itself as a model that focuses on how to actively develop student learning by finding and solving by themselves investigating on their own so that the results obtained will have a long lasting memory so that students are not easily forgotten. Learning this discovery the goal is to motivate and encourage children to be able to learn and think analytically and allow them to solve problems on their own.

From the clarification over the analyst concluded that revelation learning may be an arrangement of learning exercises that

emphasize basic considering forms and examination to attain and discover answers to the issues being inquired. The quintessence of discovery learning is to deliver understudies lessons to argain with issues confronted y understudies when managing with the genuine world

2. Purpose of Discovery Learning

According to Bell (1978) as cited y M. Hosnan (2011) there are several basic goals of discovery learning which are as follows:

- a. Students have the opportunity to be actively involved in their learning when they participate in learning discovery. In reality, when adopting discovery learning approaches, student participation in learning increases.
- b. Students can be actively interested in learning when they participate in learning discovery. In fact, adopting discovery learning approaches boosts student participation in the classroom.

- c. Students also learn how to design unsuccessful question-and-answer methods as well as how to use question-and-answer to obtain relevant information for solving problems.
- d. Students can benefit from discovery learning by developing optimal systems of cooperation, sharing information, and listening to and accepting arguments from others.
- e. Some evidence implies that skills concepts and principles were articulated indirectly through the discovery of more relevant learning techniques.
- f. Skills learned in these types of exploratory learning circumstances are essentially easier to transfer to new activities and apply in different learning environments.

3. Advantages and Disadvantages of Discovery Learning

As per Westwood (2008) Discovery learning has other benefits and drawbacks in terms of learning:

1. The Benefits of Self-Discovery Learning

- a. Students are actively engaged in the learning process, and the contents are typically intrinsically interesting.
 - b. Discovery content activities are frequently more meaningful than traditional classroom exercises and textbook study.
 - c. Students develop investigative and reflective abilities that can be employed in a variety of situations.
2. Discovery learning's drawbacks
- a. Discovery can be a time-consuming process, with information acquisition lasting much longer than it would with direct teaching.
 - b. The use of discovery methods frequently necessitates a resource-rich learning environment.
 - c. Learners' literacy levels are usually required for effective learning by exploration. As a result of the benefits and drawbacks of discovery learning, it will be successful in the learning process. Students will get what they want in the learning process if the teacher and students can collaborate in the learning process.

4. Implementation of Discovery Learning in Classroom

In Discovery Learning instructors must offer understudies the opportunity to gotten to e issue solvers mathematicians and history specialists. Although no lesson material is offered at the start of the learning process, understudies must complete certain exercises such as gathering data, categorizing it, assessing coordination, reorganizing material, and drawing conclusions.

According to Burais (2016)) There are several procedures that must be followed in teaching and learning activities when using the Discovery Learning model in the classroom, including:

a) Stimulation.

At this stage students are faced with something prolem that is confusing then proceed not to explain to students. The goal is that there is a desire to investigate for yourself.

b) Statement.

The educators permits understudies to discover as numerous issues as they can that are critical to the subject matter after which they will e chosen and defined within the frame of a speculation.

c) Data collection

When the exploration begins, the teacher allows the pupils to gather as much relevant information as possible in order to verify the hypothesis is correct.

d) Data Processing

Data processing is the action of processing data and information that students have gathered through various stages such as interviews, observation, and so on, and then interpreting the data that has been gathered through various stages. Even if it is essential, it will be computed in a certain manner and described with a high level of certainty.

e) Validation

Students take a cautious assessment at this point, employing selective findings connected to information preparation to determine whether the predefined hypothesis is correct or not.

f) Generalization (conclusion)

The process of producing a conclusion that can be utilized as a general concept and applied to all similar events or concerns while taking the verification results into account is known as the

comprehensive statement stage. According to the above approach, the research hopes that kids will be able to comprehend all of the Discovery Learning applications that are being introduced in schools. At the very least, technology facilitates student learning. As a result, students' knowledge may be developed and the introduction of discovery learning can be applied.

C. Previous Studies

Previous research has become one of the authors' references during the implementation of the research so that the authors can enrich the theory used in the evaluation of the research conducted. Based on previous searches, the author did not find a study with the same title as the research written. However, the author has consulted a number of studies as a reference in order to enrich the research material during the author's research. The following are previous studies as some reviews related to the research conducted by the author. Below are the previous studies that underlie this research:

The first research has been conducted by joko suratno (2019) Department of Mathematics Education, University of Khairun, Indonesia “The Effect of Guided Discovery Learning on Students’ Mathematical Communication Skill” Traditional teaching and learning is a classic problem in mathematics. This method made students only as listeners and not as learners. Learning was dominated by teacher without students’ responses and feedback. Students couldn’t enhance their communication skill and were not independent in learning. This study aimed to determine the impact of guided discovery learning on students’ ability of mathematical communication. The study was a quasi-experimental research with posttest-only design.

Experiment class was taught by guide discovery learning and control class was taught traditionally. The variables in this study consist of independent variables namely guided discovery learning and the dependent variable was students’ ability of mathematical communication. The research subjects were thirty six 3rd semester pre-service mathematics teacher from two full classers. Instruments of research were test of prior knowledge and

test of mathematical communication ability. Based on the research data it was found that there was effect of learning factor on students' ability of mathematical communication between students who are taught with guided discovery learning and students who are taught traditionally. Students' communication skill in experiment class was higher than control class. Therefore, guide discovery learning is one alternative to improve student communication skill. The difference in the research above is in terms of learning outcomes of mathematical problem solving skills using the learning analysis method with statistical calculations.

The second research has been conducted by Daniar Sofeny (2015) a student of the English Education Program, Darul 'Ulum Islamic University, Lamongan, Edulitics 2015 "the effectiveness of discovery learning in improving english writing skill of extroverted and introverted students" This study aimed to describe the effectiveness of discovery learning in improving English writing skill of extroverted and introverted students which is compared with direct instruction as the

traditional learning method. In this research, the researcher employed a quantitative research by using experimental factorial design. The population in this research was the eleventh graders of state senior high school Sale in academic year 2013/ 2014 and the samples were 20 students from both classes and categories. The try out was conducted to measure validity and reliability. And the two ways ANOVA was conducted to test the hypotheses, two –way analysis of variance with F-test at the 5% (0.05) level of significance. The result of this study revealed that the use of discovery learning was effective to the extroverted students than the introverted students. In line with it, the finding indicates that the use of direct instruction was also effective to introverted students than the extroverted students. In other words, the result of the used of discovery learning had a bigger influence to the extroverted students rather than introverted students. The difference with the research above is where the research examines the effectiveness of learning using the discovery

learning method, while this research wants to know the effect of discovery learning on writing skills.

From some of the results of the research above, it is sufficient to explain the research regarding the application of language learning models using the discovery learning method to determine the effect on students' writing skills, here the researcher wants to make a difference with previous research.

The difference lies in the research method, the media used, the object of research and the problem that must be researched beforehand. Previous research focused on the discovery learning method of learning strategies on other related variables, while in this study the effect of discovery learning on students' abilities. In this study, the focus of the research was "The Influence of Discovery Learning on Students' Writing Ability at SMAN 04 Bengkulu Selatan Class XI Science I.

D. The Concept of Descriptive Text

Descriptive text is including in the English Curriculum in Indonesia (Kemendikbud, 2013), explaining how the great text structure is very important for teachers as people who play an important role in teaching and for students who are required to master it. The reader can understand what the writer saw, felt, and might touch. Based on Guinness and Spencer (2012, p.5) in Nur'aini (2014) it is stated that descriptive text is not only to tell something, but also show something, to see in depth what is going on. In descriptive text, a writer use words to describe something such as a person, scene, feel. In this case the author describes that most significant attribute. In describing, the author tells the most significant feature or attribute, if discussed.

Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when the author describes an apparatus. Descriptions in poetry are more imaginative. In general, the description does not occur alone; they mingle with definitions and explanations.

Based on this definition, the research concludes that descriptive text is a text that clearly describes something, it can be a person, place, or other object. When they want to describe something, words that help their readers must see, hear, smell, taste, and feel what is being described. Descriptive text consists of two generic structures, namely: identification and description.

Identification is used as an introductory paragraph. It provides general information to introduce the object or thing to be described. Description consists of the characteristics of a particular object that is being described, or discussed. There are several language features in descriptive text, language features in descriptive text focus on simple present tense, conjunctions, use of adjectives (size, shape, texture, speed, etc.), connecting verbs (also, is, belongs, etc.), and signal words (such as, for example, etc.).

E. Generic Structure of Descriptive Text

Descriptive text is one of the lessons at the high school level. According to Hardiyani (2015, p.20) that descriptive is a kind of text which is purpose to describe a certain person, place,

or thing. Descriptive text must consist of generic structure, such as: identification and description. Pardiyono (2010. p; 44) in Iskandar (2017, p.60) stated that the descriptive text follows some particular stages.

1. Identification

Identification (introduction) is a statement or a short paragraph that identifies the object that is going to explain, it is usually interesting and able to provoke the reader to be eager to read the text. In identification writer introduce the story.

2. Description

In this part, writer will describe about topic that have been chosen. This part is used to give sufficient description about the object as mentioned in identification part. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition, of the location, weather, qualities, shapes, etc.

Based on the explanation, it can be concluded that in the descriptive text has generic structure which in common there is two: identification to introduce what is in the text and description to describe something that is being told by the author. This makes it easy for the writer to describe something in order for the text to be structured.

F. Hypotesis

Ha: there is no significant effect or increase after using the Discovery Learning learning model on the learning outcomes of class XII students of SMAN 4South Bengkulu.

Ho: there is a significant effect or increase after using the Discovery Learning learning model on the learning outcomes of the XII grade students of SMAN 4 Bengkulu Selatan.

CHAPTER III

RESEARCH METHOD

A. Research Design

A quasi-experimental research method was adopted in this study. Experimental research, according to Suharsimi Arikunto (2000), is research that determines whether or not a treatment exists for the problem under study. The time series design and the non-equivalent control group design, according to Sugiyono (2010), are two quasi-experimental designs. In this study, the author employs a time series methodology to examine the impact of the Discovery Learning paradigm on students' writing abilities. Only one class was used as a sample in this study. The author will conduct a three-time pretest and three-time post-test.

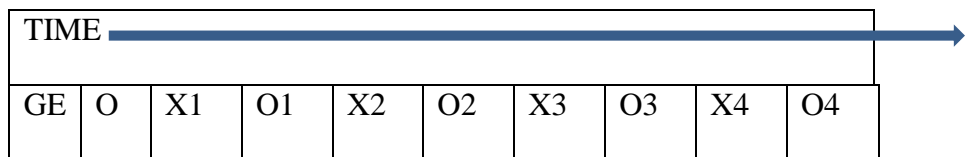
The following are the stages of the Equivalent Time Series research design according to Creswell (2012):

1. The study's participants are chosen by the researchers.
2. The dependent variable is measured by the researchers pre test).

3. Give the experimental group the first treatment.
4. The dependent variable is measured by the researchers (post-test).
5. Give the experimental group the second treatment.
6. The effect of the second treatment is determined by measuring the dependent variable (post-test).
7. Give the experimental group the third treatment.
8. The dependent variable is measured by the researchers (post-test).

This study use a quantitative approach with an equivalent time series design (Cresswell, 2012). The basic considerations for using this design are (1) involving only one group, namely the experimental group (without a control group), (2) determining the sample not randomly, and (3) Measurements are repeated with the aim of testing the effectiveness of the treatment. In general, the description of the research design can be seen in Fig:

Tabel. 3.1
Pattern of Time Series Design



Description:

GE : Determination of the experimental group (using the intact group)

O : The pretest was carried out before the subject was given treatment in the experimental group

X : Treatment or treatment in the form of experiential learning models in the experimental group

On : Posttest was carried out after the treatment was given to the experimental group

The subjects in this study were class XI students of SMAN 4 south Bengkulu, South Sumatra, who were recorded in 2021/2022 lessons. The subjects selected were based on intact

groups or existing groups, namely students of XI SMAN 4 South Bengkulu. Determination of the research sample was carried out by purposive sampling with conduct screening through exploration scale & career commitment. There were 27 students who will be the research subjects.

The instruments in this study were the treatment material instrument, Instrument, treatment materials using the Experimental Learning (EL) model. Measurement scale and data collection techniques at the scale of exploration and commitment careers were modified by using a questionnaire in the form of a descriptive text writing test. Data analysis techniques for Hypothesis test. This analysis was used to compare the pre-test scores and post-test.

B. Population and Sample

The topic of population is being investigated. The research is population research if someone wishes to look at all of the elements in the research topic (Arikunto, 2016:173).

According to Hadi (2016: 190), the population or universe refers to the total population under investigation.

This is also stated by Margono (2005:118), population is all data that concerns us in a certain scope and time. Recruiting the complete population of interest is often not acceptable or practicable in clinical research investigations. Instead, research will enlist the help of a representative sample of an intriguing demographic to participate in their research. The participants in this study were all students in class XI Science.

Table 3.2

Population of the research

No	Class	Male	Femael	Number
1	Ipa I	6	21	27
2	Ipa II	7	22	29
3	Ipa III	5	23	28

The process of selecting a statistically representative sample of persons from a target group is known as sampling. Because the community of interest usually comprises of too many

persons for any research effort to involve as participants, sampling is an important tool for research investigations.

Purposive sampling was used in this study, with just class XI Ipa I at SMAN 04 Bengkulu as a sample.

The process of selecting a statistically representative sample of persons from a target group is known as sampling. Because the desired population is frequently too large for the research project to include as participants, sampling is an important technique for research investigations. Purposive sampling was used in this study, and only class Ipa I students in class XI Science were used as samples.

Ipa I class as Sample Table 3.3

Class	Student		Total
	Male	Female	
Class XI Ipa I	6	21	27

C. Research Instruments

In determining instrument for the research The researcher employed a kind of observation and a self-confidence questionnaire as the instrument to collect data.

1. Documentation

Participants are observed in their teaching and learning processes through guided documentation, which is particularly useful in speaking classes. Observations were made three times during the project. The first observation was made of their capacity to write in their pre-treatment state.

The next two observations focused more on students' writing skills after the Discovery Learning method was carried out. The researcher collected notes on the teaching and learning process, documented crucial details, and took photographs and score tables.

2. Writing test

Research used a writing test to find out whether there is a difference in students' writing scores before and after the application of the reverse class model using language learning

using the Discovery Learning method. The test was divided into two times, the first was a pre-test which was be given before treatment, and the last was a post-test which will be given after the research gives treatment to the class.

In this study the research used several topics:

1. Asking for attention
2. Checking someone's understanding
3. Giving and responding to compliments
4. Ask and give opinions
5. Expression of ability and will
6. Asking and giving permission

Then the research took the total score from the writing test results. The classification of student grades is as follows:

Tabel 3.3

Score Interpretation

Score	Categories
90-100	Excellent
75-89	Good
60-74	Average

45-59	Poor
0-44	Very poor

(source: depniknas, 2003).

The data obtained from the questionnaire were analyzed using percentage analysis. The formula is shown as follows:

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

Note :

P = Percentage of the students score

F = Frequency of students score

N = The number of students

D. Research Procedure

There were three stages in conducting this experiment:

1) Pre-test

Before implementing the Discovery learning learning system, the research gave a pre-test first. Students took a writing test with material in the form of writing descriptive text, which aims to see their initial ability in writing.

2) Giving Treatment 1

After performing a preliminary test and determining the ability of the students. Students were exposed to a discovery learning paradigm in order to assess their ability to improve their writing skills. The treatment was provided three times, each time for one meeting lasting two hours and forty minutes. The days and hours were chosen to correspond to the English lesson timetable. In this study there was only one group. The group in this study were students of class XI Ipa I SMAN 04 Bengkulu Selatan. Procedure in teaching Discovery learning in students' writing skill can be seen in appendix 1:

3) Test 1

To see if the first treatment had a reciprocal effect, the resercher gave the students test 1 and then evaluated their work to

see to if there was an improvement before they were given treatment

4) Giving Treatment 2

Students gave a second treatment about checking someone's understanding which includes the definition and expression of checking someone's understanding. An enriched virtual model was used to describe this product. Treatment planning can be seen in appendix 1.

5) Test 2

Students gave a second evaluation after the second treatment was completed, and the researcher analyzed the student's tests after the second treatment was completed.

6) Giving Treatment 3

After the researcher received the results of the 2nd test evaluation, the researcher gave the third treatment about giving and responding to compliment. An enriched virtual model was used to describe this product. Treatment planning can be seen in appendix 1.

7) Post-test

After the treatment was given to the class, the next step was giving the final test. The last test given in a list of writing test, questions like the initial test with the same difficulty level but with a different theme. Giving the final test aims to determine whether there was a significant difference after treatment.

Additionally, to see if the findings improve, remain the same, or decline when compared to the initial test score. Finally, the test results were calculated using the SPSS 20 computer program.

E. Validity and Reliability of the Test

The reliability and validity of the writing test were tested by the research when it was designed as an instrument for this study.

1. Validity

When it comes for developing and evaluating measurement instruments, the most important factor to consider is validity. The degree to which an instrument measures what it

claims to measure is known as validity. The questions were put to the test to see how good they were. There were a few questions in the test that weren't correct. Questions about an instrument's validity are always relevant to a certain scenario and the specific purpose for which it is used. SPSS version 20 was utilized by the research in this investigation.

2. Reliability

Reliability is the consistency of a set of measurement or measuring instrument, which is typically used to characterize a test, is referred to as reliability. According to Ary, the degree of consistency in measuring what is being measured is the measure of a measuring instrument's reliability. SPSS 18 was used to examine the test instrument's reliability in this study. Anates calculated the data.

F. Technique of Data Analysis

The results and instruments (pre-test and post-test) were analyzed after the data had been collected in order to answer the research questions. Each instrument's analysis was presented in a descriptive manner.

1. Normality Test

The normality test is a test that determines whether a bunch of data's distribution is in the form of a normal curve or not. The Kolmogorov Simonov normalcy test was utilized in this investigation. To determine the appropriateness of the sample distribution and other distributions, Kolmogorov Simonov was utilized. This test compares a set of sample data with equal standard deviations and normally distributed mean scores. The normality test was calculated using the statistics with a confidence level of 0.05.

2. Homogeneity Test

This test is used to see if the data meets the variance quality requirements. After obtaining the results of the distribution normality test, the research conducted a homogeneity test with the T-Test Program Statistics Product for Service Solution (SPSS) 18.

3. T-test

The results of students' writing achievement based on ability used paired sample t-test to see if there was a difference

between the pre-test and post-test to see if there was a significant improvement in student achievement.

Finding the t_{count} is the first step in using the t-test to evaluate the results. Following that, the t_{count} was determined, and the t_{count} was compared to the t_{table} with the following research conditions for accepting and rejecting hypotheses:

If $t_{\text{count}} \geq t_{\text{table}}$, it means H_0 was rejected and H_a accepted.

If $t_{\text{count}} \leq t_{\text{table}}$, it means that H_0 was accepted and H_a was rejected.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the results of research conducted in class XI IPA I SMA N 4 South Bengkulu. The findings of this study were obtained based on data analysis as presented in Chapter III. The data is the student's ability questionnaire scores taken from the pre-test and post-test in the experimental class. The pre-test was given to students before the treatment was carried out and the post-test was given at the end of the treatment. The findings are as follows.

A. RESULT

This chapter discusses relation to the effect of discovery learning on students' writing of class XI Ipa I SMAN 4 Bengkulu Selatan. In collecting data, the researcher first gave a pre-test to the students. Then after being given a pre-test, the researcher gave treatment to the students. In the treatment given, the researcher used the discovery learning method for eight meetings.

After the researcher gave the treatment to the students, the students were given a test for eight meetings.

Finally, in collecting data, the researcher gave a post-test to the students. This was because the researcher analyzed and compare the test results of student learning outcomes after being given treatment. In analyzing the data itself, the researcher used an independent sample t-test. Before the researcher analyzes the data using the independent sample t-test, the researcher must first analyze the distribution of normality and homogeneity. The results are as follows:

1. The Description of Pre-Test And Post-Test Scores

a. The students pre-test and post-test score.

This section describes and analyzes the pre- and post-treatment tests. Pre-test was given to students before the experiment was conducted and post-test was given at the end of the experiment.

Table 4.1
Description of Pre-Test and Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	27	35	75	49,59	9,262
Posttest	27	40	80	60,74	10,361
Valid N (listwise)	27				

The lowest pre-test score was 35 then the highest score was 75. Then in the post-test score, the lowest score was 40 and the highest score was 80. This can be seen from the descriptive pre-test. The test and post-test are shown in Table 4.1. It was found that the mean of the pre-test was 49.59 and the mean score of the post-test was 60.74.

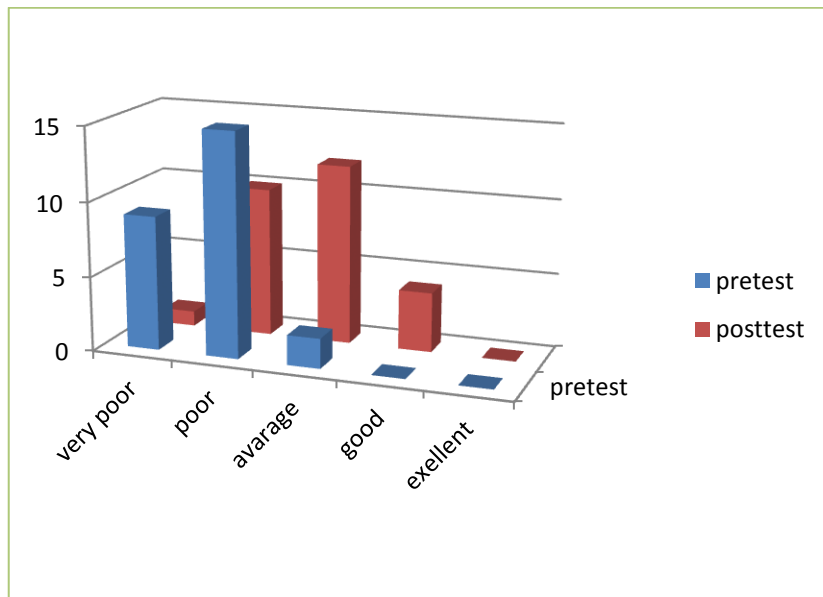
It can be said that there was an increase in student scores after the implementation of Discovery Learning in improving writing skills. In addition, there was also an increase in the

minimum score of students in the pre-test and post-test from a minimum score of 35 to 40.

Graphically, the total score of the students' pre-test and post-test can be seen in Figure 4.2.

Figure 4.1

Students Pre-Test and Post-Test



Based on Figure 4.2, the post-test score is higher than the pre-test score. This means that the application of Discovery learning can improve students' writing skills.

b. The distribution score

Table 4.3
The score distribution

Score Interval	Category	Pre-test		Post-test	
		Frequency (students)	Percentage (%)	Frequency (students)	Percentage (%)
0-44	Very poor	11	40,7%	1	0%
45-59	Poor	9	37,0%	10	18,5%
60-74	Average	15	18,5%	12	22,2%
75-89	Good	2	3,7%	4	37,0%
90-100	Excellent	0	0%	0	22,2%
Total		27	100%	27	100%

Based on the table above, the distribution of scores can be seen. In the pre-test there were 0 (0%) excellent students, 1 (3.7%) students in the good category, students in the average category 2 (7.4%), 15 (55.3%) students in the poor category, students who are in the very poor category are 9 (33.3%).

Meanwhile, in the post-test, there were 0 (0%) students in the excellent category, 4 (14,8%) students in the good category, 12 (44.4%) students in the average category, 5 (18,5%)) students are in the poor category and 10(37.3%) students are in the very poor category.

2. Normality Test

a. The Result of Normality Test of Pre-Test Scores

In analyzing the normality of the pre-test score data, the Kolmogorov-Smirnov test sample was used. The normality of the pretest values can be seen in table 4.4.

Table 4.4
The normality test of pre-test scores
One-Sample Kolmogorov-Smirnov Test

		pretest
N		27
Normal Parameters ^{a,b}	Mean	49,59
	Std. Deviation	9,262
Most Extreme Differences	Absolute	,146
	Positive	,146
	Negative	-,091

Kolmogorov-Smirnov Z	,759
Asymp. Sig. (2-tailed)	,612

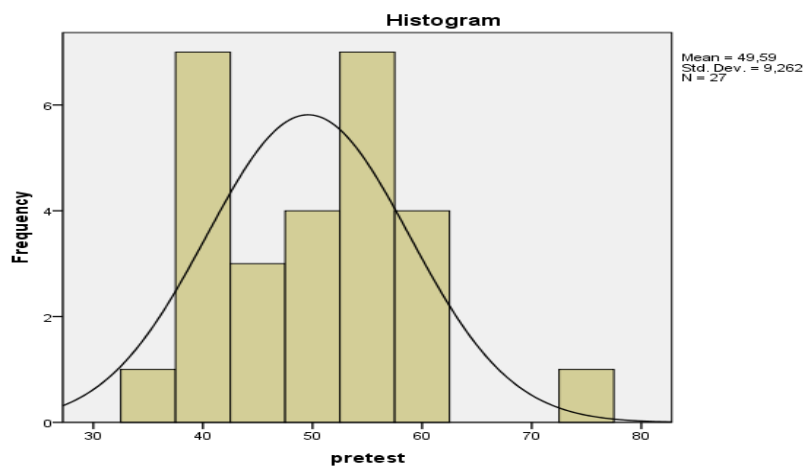
a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen that the significance value of the pre-test score is 0.612. Because the significance value (0.612) is greater than 0.05, it can be said that the data is normally distributed. Normal histogram data from pre-test values can be seen below.

Figure 4.2

The histogram of normality data Pre-Test



b. The Normality Post-Test Scores

In analyzing the normality of the post-test score data, the Kolmogorov-Smirnov test sample was used. The normality of the post-test scores can be seen in table 4.5

Table 4.5
The normality test of post-test scores

One-Sample Kolmogorov-Smirnov Test		posttest
N		27
Normal Parameters ^{a,b}	Mean	60,74
	Std. Deviation	10,361
Most Extreme	Absolute	,118
Differences	Positive	,118
	Negative	-,085
Kolmogorov-Smirnov Z		,615
Asymp. Sig. (2-tailed)		,844

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen that the significance value of the pre-test score is 0.844. Because the significance value (0.844) is greater than 0.05, it can be concluded that the data is normally distributed. Normal histogram data from post-test values can be seen below.

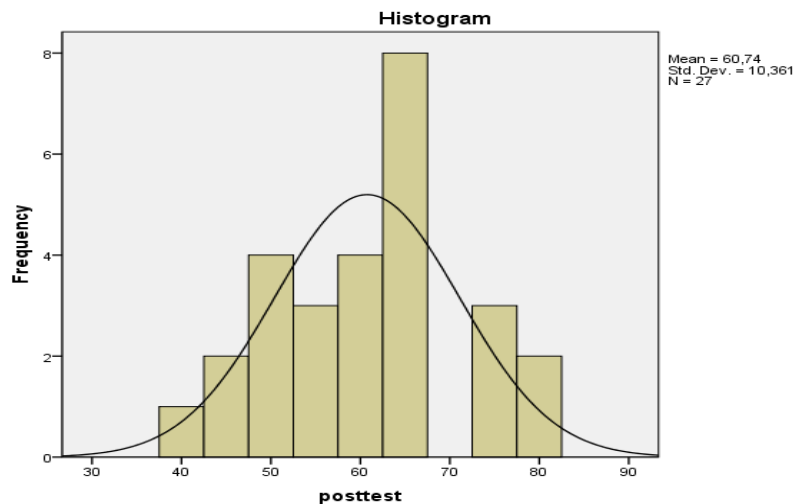


Figure 4.3
The Histogram of Normality Data of Post-Test

3. Homogeneity Test

In the homogeneity test, the researcher used One-Way ANOVA as a data analysis technique. The results are as follows:

Table 4.6
Homogeneity

Test of Homogeneity of Variances

hasil test

Levene Statistic	df1	df2	Sig.
,172	1	52	,680

In the homogeneity test, One-Way ANOVA is used where if the result of the significance probability is greater than (0.05) then the data has homogeneity of variance. The homogeneity test of variance shows a significance of 0.680, which means the variance of each treatment is homogeneous.

4. Data Analysis

Data analysis was conducted to determine whether there were significant differences in student achievement who were taught by the discovery learning method. The t-test in this study was used to determine the difference between students who were taught using the Discovery learning method and those who were not. The calculation of the t-test in this study was carried out with the help of the SPSS computer program

Table 4.7
Pair Checks Technique on Students' Achievement (T-test)

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-11,148	12,347	2,376	-16,032	-6,264	-4,692	26	,000

To prove this technique is successful and has a significant effect, the researcher used a t-test to compare students who were taught by the Discovery Learning method and those who were not. The table above shows that $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$.

This means that there is a significant difference between the pre-test and post-test. It can be concluded that there is a significant effect of the discovery learning method of deep language learning in improving students' writing skills.

B. DISCUSSION

The results of the research conducted at SMAN 4 Bengkulu Selatan shows that the number of students in class XI IPA I was 27 students. The samples used in this study were all

students of class XI IPA I, totaling 27 samples. The purpose of this study was to determine the effect of the Discovery Learning method in language learning in improving the ability of students and students who were not taught by the Discovery Learning method.

In this study, the researcher guided students by providing learning treatment with the Discovery Learning method and helped students develop ideas and compile student achievements, such as responding, explaining and understanding situations. The researcher provided many sources for students to understand the material in the form of links, and e-books.

The results show that there was an increase in students' achievement after being given treatment with the Discovery Learning method. The mean value of the pre-test was 49.59 and the mean score of the post-test was 60.74. This means that the average value of the initial and final tests increased by 11,14.

Thus, it can be seen that there is a significant increase in the average student writing test scores between before and after being given treatment. The effect of the Discovery Learning

method is to improve students' reading skills which can be seen from the difference in the average test results of students where the pre-test and post-test scores increase by 11.14.

The final test score is a student's writing ability test which is then calculated using the t-test formula. Based on the paired sample t-test, the value of sig. (2-tailed) = 0.000 < 0.05, which means H_0 is rejected. This means that there is a significant difference in the pre-test and post-test student achievement scores. It can be concluded that there is a significant influence in language learning with the discovery learning method in improving students' writing skills.

The data analysis above was carried out in three stages, namely: normality test, homogeneity test, and hypothesis testing. The normality test was carried out using the Kolmogorov-Smirnov test and it was known that both were normally distributed. While the homogeneity test was carried out using Levene's test for the equation of variance and the results were homogeneous.

Then, the researcher tested the hypothesis by using the independent sample t-test. After the test was conducted, the researcher found that the results showed that there was a significant difference between the post-test mean scores. This means that there is a significant effect of the learning method (discovery learning) in improving students' writing skills and those who do not.

This can be concluded by looking at the results of hypothesis testing that has been done previously. Based on the results of independent t-test obtained the value of Sig. (2-tailed) is lower than the value of the t-test criteria, which means H_0 is rejected and H_a is accepted. In addition, the statement is also taken by comparing the t-count value with the t-table value. It was found that tcount is higher than and t-table value. This means that H_0 is rejected and H_a is accepted.

Discovery learning involves the teaching and learning process so that students can understand the text. Learning discovery does not limit students to expand the written material accommodated by the teacher. Hosnan (2014) said that discovery

learning is a model to be developed away from active learning by self-discovery, self-worth, then the results obtained will be loyal and long-lasting in memory.

It the basis of this shape because students can make their own experiments and draw conclusions on their own knowledge. Because of these self-confidence activities, it is assumed that students achievement in appreciating and obtaining more information than teacher provides.

Consequently, Discovery learning is a form of learning involving students in subjective activities such as brainstorming, debate, independent reading, and struggle. It makes students able understand the text. Therefore, students can acquire intelligence English learning methods to improve their understanding.

On the other hand, besides having advantages, the Discovery Learning method also has several drawbacks including, time consuming, often requires learning environment that is rich in resources, and dependent on learners who have adequate literacy. Therefore, the advantages and disadvantages of invention learning methods will be successful in the learning

process if the teacher and students can work together in the learning process, students will get what they want in the learning process, The learning process is a process in which there are activities interaction between teacher-students and mutual communication that takes place in educational situations to achieve learning goals (Rustaman, 2016:461).

It can be understood that the discovery learning method has a significant influence effect on writing ability among students after being given treatment and has not been given treatment. Can be concluded that Discovery learning methods can be used to help students in their writing skills and or English teachers, utilizing discovery learning to improve their writing skills teach writing skills and curiosity in learning English. in Nirmala Tari's research(2019), it proves that the discovery learning model is able to improve the ability to write short stories with topics and fun theme.

Reinforced by previous research conducted by Nurdinm (2016), Islamic education students and teachers from their thesis entitled "The Effect of Discovery Learning Methods to Improve

Mathematical Representation and Student Confidence" the results of data processing and the findings obtained in this study, it can be said that :

1. The Discovery Learning method can improve students' mathematical representation skills and self-confidence.
2. The mathematical representation ability of students who received learning using the Discovery Learning method was better than students who received conventional learning.
3. Students who receive learning using the Discovery Learning method are more confident than students who receive conventional learning.
4. Increasing the ability of mathematical representation of students who receive learning with the Discovery Learning method is better than students who receive conventional learning.
5. Increasing the confidence of students who receive learning using the Discovery Learning method is better than students who receive conventional learning.
6. There is a relationship between mathematical representation ability and students' self-confidence.

The second research was conducted by Nilfa Yenti (2022), a students' of the Indonesian Language and Literature

Education Study Program, PGRI University, West Sumatra from the results of her thesis research entitled "The Effect of Using Discovery Learning Models on Writing Exposition Text Skills" which states that, based on the results and data analysis From this research, it can be concluded. First, the mean of writing exposition text skills before using the discovery learning model for class VIII students of SMP Negeri 2 Lembah Gumanti, Solok Regency, West Sumatra was 17.93 out of 27 total scores or 66.42 percent. which is at the level of mastery in the low category. Second, the skill of writing expository texts using the discovery learning model of class VIII SMP Negeri 2 Lembah Gumanti, Solok Regency, West Sumatra Province obtained an average score of 20.50 out of 27 total scores, or 75.93 percent, which is at the mastery level at medium category. Third, based on the paired sample t-test, it was concluded that there was an effect of using the discovery learning model for class VIII students of SMP Negeri 2 Lembah Gumanti, Solok Regency, West Sumatra Province because $t \text{ count} = 5.621 > t \text{ table} = 1.699$ so H_0 was rejected. Thus, it can be concluded that the use of the discovery

learning model has an effect on the writing skills of the eighth grade students of SMP Negeri 2 Lembah Gumanti, Solok Regency, West Sumatra Province.

The third research was conducted by Rudi Haryadi (2022) a student of the Physics Education Program, Faculty of Teacher Training and Education, Sultan Ageng Tirtayasa University from the results of his thesis research entitled "The Influence of Discovery Learning Model in Physics Learning" which states that, based on the results and data analysis research, it can be concluded from this study. The results of this study indicate that the use of discovery learning learning model is very influential on the teaching and learning process and the affective, cognitive, psychomotor, and skills values of students significantly. Because by using the discovery learning model, students are required to play an active role so that students can develop their potential and skills so that they can obtain good and satisfying affective, cognitive, psychomotor, and skills values. Based on research that.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions based on the results and discussion of research data analysis in chapter IV. Conclusions are about the effect of discovery learning learning methods in improving students' writing skills. While suggestions are addressed to teachers, students and further researchers.

A. CONCLUSION

In the discussion of the previous chapter, some conclusions, After conducting research, collecting data, and analyzing it, the researcher found that the results of this study showed a statistically significant effect on the Discovery Learning method can improve students' writing skills at SMAN 4 Bengkulu Selatan Academic Year 2021/2022 .

There are several reasons why the discovery learning method has a significant effect on improving students' writing skills in the experimental class. First, students in the experimental class were given a situation where they carried out discovery

activities which were then actively involved in analysis and application. Second, during the treatment, the discovery learning method succeeded in helping students explore their learning abilities through a deeper understanding of concepts according to the material in the lesson plans.

Based on statistical analysis, there was a significant effect of the application of the learning learning method in improving the writing skills of students of class XI Ipa I Bengkulu Selatan in the academic year 2021/2022. A significant effect is seen in the results of the study. This shows an increase in student achievement after being given treatment with the discovery learning method. The mean value of the pre-test was 49.89 and the mean value of the post-test was 77.67. This means that the average value of the initial and final tests increased by 27.77

The final test score is a student's writing ability test which is then calculated using the t-test formula. Because the value of $\text{sig.}(2\text{-tailed}) = 0.000 < 0.05$, this means that H_0 is rejected. This means that there is a significant difference in the pre-test and post-test scores. It can be concluded that there is a significant

effect on the application of the discovery learning method in improving students' writing skills. Treatment by applying the method of discovery learning can be called successful.

B. SUGGESTION

Based on the conclusions above, there are some suggestions for students, English teachers at SMAN 4 Bengkulu Selatan and future researchers. The discovery learning method can be applied at the SMA/MA, especially in class XI to improve students' writing skills.

The discovery learning method can make learning fun for students, they will not feel bored when learning by solving their own problems because they really think critically, the learning method can be an option for English teachers to help students improve writing skills.

In teaching the teacher must be creative in making or looking for learning topics to students that will be used in accordance with the material contained in the syllabus or lesson plans design. This suggestion is one way to improve students' writing skills.

For further researchers, the researcher hopes that this research can be used as a reference in conducting further research. In addition, the researcher hopes that this research can be developed better in applying the discovery learning method to other language skills..

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SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB
 Kelas : XI
 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 dan metakognitif berdasarkan rasa ingi tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bid 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, bertindak secara efektif dan kreatif serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan saran dan tawaran 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan ketuntasan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/penyampaian 	2 x 2jp	<ul style="list-style-type: none"> CD/ Audio/ VC Koran/ majalah/ berbahasa Inggris Sumber dan internet www.dailyenglish.com http://americanenglish.state.gov/sra/resource http://learnenglish.britishcouncil.org
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>responsnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan meresponnya</p> <p><i>Ungkapan</i></p> <p>Saran dan tawaran: <i>Why don't you...?</i> <i>What about ...?</i> <i>You should ...</i> <i>You can ...</i> <i>Do you need ...?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan lentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dan tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Meneksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang seliap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Kelepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukun kesempatan dapat memzelain bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya din, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p>Fungsi Sosial</p> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p>Ungkapan</p> <p>menyatakan pendapat/pikiran <i>I think ...</i> <i>I suppose...</i> <i>In my opinion ...</i></p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat 'learning journal' 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran • Tingkat ketepatan unsur kebahasaan: tala bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Unjuk kerja</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VC • Koran/ majalah berbahasa Inggris • Sumber dari internet <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/sites/resource - http://learnenglish.org.uk - http://learnenglish.org.uk

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p><i>Unsur Kebahasaan</i> Ucapan, tekanan kata, intonasi</p>	<p>kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengekplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p> <p>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p> <p>Fungsi sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p>Ungkapan: harapan dan doa - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i></p> <p>Unsur kebahasaan: Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa Siswa mengikuti interaksi harapan dan doa Siswa menirukan model interaksi harapan dan doa Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (<i>questioning</i>)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasikan</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial ungkapan menyatakan harapan dan doa Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat keepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap Keepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan 	<p>2 x 2 JP</p> <ul style="list-style-type: none"> CDI Audio/ VC Koran majale berbahasa In Sumber dan internet: <ul style="list-style-type: none"> www.dailyen.com http://americ.dish.state.tx.us/resources http://learners.britishcouncil.gov

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri 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>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p>Fungsi Sosial</p> <p>Menjagahubungan transaksional dengan orang lain</p> <p>Struktur</p> <p>Salutation</p> <p>- <i>Will/ Could you come with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend my birthday party?</i></p> <p>Closing</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VC Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/iaef/resource http://learningcouncil.org/
<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan, struktur dan kebahasaan yang digunakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan, struktur dan kebahasaan yang digunakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VC Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/iaef/resource http://learningcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Belajar
<p>4.3 Menyebutkan makna teks undangan resmi.</p> <p>4.4 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.5 Menyunting teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Unsur Kebahasaan:</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>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi keepatan, efisiensi, efektivitasnya. Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. Siswa menyunting undangan yang diambil dari berbagai sumber Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melengkapi: teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. 	<p>unsur kebahasaan dalam menyampaikan undangan secara resmi</p> <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Keepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi Keepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan 	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Belajar
<p>4.4 Mengungkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Unsur Kebahasaan:</p> <ol style="list-style-type: none"> (1) Kata dan <i>fas</i> bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata 	<p>dalam mengundang secara resmi.</p> <ul style="list-style-type: none"> • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi: teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. 	<p>unsur kebahasaan dalam menyampaikan undangan secara resmi</p> <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan 	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Belajar
<p>surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Content:</i> Mengjabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i> Menutup surat dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	<ul style="list-style-type: none"> • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraf-paragraf pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	<ul style="list-style-type: none"> • Kecungupan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Materi Wajar	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat belajar bahasa Inggris sebagai bahasa penunjang komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (tips) sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p>teks prosedur berbentuk manual dan kiat-kiat (tips)</p> <p>Tujuan komunikasi : menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p>Struktur</p> <ul style="list-style-type: none"> menyebutkan bahabagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> simple present tense imperative, Nomor yang menyatakan urutan kata keterangan ejaan, ucapan, intonasi, lekaman kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menontón, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat Secara individu siswa menyalin beberapa tips <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan beberapa manual dan tips Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. Siswa memperbaiki balikan (see-see) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks prosedur Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations)</p> <p>Tujuan untuk member balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips Kumpulan karya siswa yang mendukung proses 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> Manual d... berbagai pro... CDi Audio/ VC Koran/ majalah berbahasa Ing Sumber dari internet. www.dailyengl.com http://americanenglish.state.gov/saeresource... http://learningofbritishcouncil.g...

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Penyasa Waktu	Sumber Bets
<p>penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menyatakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>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 kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyatakan dan menanyakan dalam bentuk <i>passive</i>, dalam bahasa Inggris dalam proses pembelajaran.</p> <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>passive</i> yang telah dipelajari dengan kalimat aktif. Siswa membandingkan antara kalimat <i>passive</i> dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat <i>passive</i> dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat <i>passive</i> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat <i>passive</i> dalam jumlah belajarnya. 	<p>melaksanakan komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>passive</i> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VC Koran/ majalah berbahasa Inggris Sumber dan internet. www.dailyleng.com
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang</p> <p>Conditional Sentence</p> <p><i>Fungsi/ Sosial</i></p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktural: teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata. 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VC Koran/ majalah berbahasa Inggris Sumber dan internet. www.dailyleng.com
2. Mengembangkan perilaku					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Belajar
<p>jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi keadaan/kejadian/peristiwa di waktu yang akan datang.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p>	<p>Menyatakan dan menanyakan tentang pengandaian jika terjadi keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Struktur Teks</p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p>Topik:</p> <p>Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang akan datang</p>	<ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi/ role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menyanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau 	<p>intonasi, ejaan, dan tulisan tangan.</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, bertanggung jawab dalam melaksanakan komunikasi • Kelepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap latihan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan 	<p>com</p> <ul style="list-style-type: none"> - http://america.gish.state.gov/stateresource - http://learner.britishcouncil/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyusun 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>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks lisan faktual (factual report) dengan menyatakan dan</p>	<p>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, Fungsi sosial</p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda binatang dan gejala/ peristiwa alam <p>Struktur</p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a 	<p>bahasa Indonesia</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandain dalam bahasa Inggris, di dalam dan di luar kelas • Siswa berkreasi dengan imajinasi mereka dalam teks pengandain • Siswa menuliskan permasalahan dalam meringankan pengandain dalam bahasa Inggris untuk menyatakan dan menanyakan pengandain dalam jurnal belajarnya 	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya.</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ Vi • Koran/ majala berbahasa Inggris • Sumber dan internet: <ul style="list-style-type: none"> - www.dailynews.com - http://americadish.state.gov/s/ae/resource/s - http://learning.britishcouncil/en/
<p>1.1 Menyusun 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>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks lisan faktual (factual report) dengan menyatakan dan</p>	<p>Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, Fungsi sosial</p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda binatang dan gejala/ peristiwa alam <p>Struktur</p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak sebagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan penyarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dan teks faktual report <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan ketuntasan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan membenarkan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ Vi • Koran/ majala berbahasa Inggris • Sumber dan internet: <ul style="list-style-type: none"> - www.dailynews.com - http://americadish.state.gov/s/ae/resource/s - http://learning.britishcouncil/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Daya
<p>menyatakan bidang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Mengingat makna dalam teks ilmiah faktual (factual report) lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>mammal. It is found in the arctic tundra animal. It is very small with ...</p> <p>Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Pujukan kata 	<p>report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok berbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (note taking) dan hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran diri. • Pada saat yang sama, ardur siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kevariasian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Penilaian Waktu	Sumber Belajar
<p>1.1 Menyukuri 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>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks: eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p>Teks eksposisi analitis Fungsi Sosial</p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p>Struktur teks</p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p>Unsur Kebahasaan:</p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analitis yang diberikan/ dipendengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dan teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan anura lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dan berbagai sumber Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan/menyain teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat 	<p>Kriteria penilaian</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan lara bahasa, kosa kata, ucapan, lekaman kata, intonasi, ejaan, dan tulisan langan Kesesuaian format penulisan/ penyempaiar: <p>Pengamatan (observations):</p> <p>Bukan penilaian format seperti tes tetapi untuk tujuan memben baikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CDi Audio/VA Koran/ majala berbahasa Inggris Sumber dan internet www.dailystar.com MgJLanewng alah.dailystar.com www.dailystar.com MgJLanewng alah.dailystar.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku</p>	<p>Teks biografi pendek dan setrhuana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membanggakan, bertindak teratur, teliti</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dan guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya Siswa mempresentasikannya di kelas Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami Siswa membuat "learning journal" 	<p>membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ Vi Koran/ majalah berbahasa Inggris Sumber dan internet www.dailyrent.com
<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Keleluasaan dan keruntutan struktur teks Keepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang dibenarkan dipertengahkan guru secara santun dan langsung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi 				

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Bahan
<p>tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>dan disiplin, melaporkan Struktur</p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ peristiwa/kejadian/ peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p>Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan. - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>yang dipelajari.</p> <ul style="list-style-type: none"> Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dan teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text biografi dan berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dan beberapa teks biografi sederhana Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teksbiografi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi 	<p>intonsai, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa Komentar 	<p>com</p> <ul style="list-style-type: none"> http://aneteca.dunh.wales.ac.uk/2012/resources/ http://learnenglishcouncil.org/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Sumber Bahan
<p>1.1 Menyukuni kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Lagu <i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk 	<p>sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencah teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	<p>atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>	
<p>1.1 Menyukuni kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Lagu <i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk 	<p>sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencah teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	<p>atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>	<p>CD/ Audio/ VC</p> <ul style="list-style-type: none"> Koran/Mejalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dan internet: - www.dailymotion.com
			<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Kesantunan saat melakukan tindakan Perilaku tanggung jawab, peduli, kerjasama dan cinta damai 	<p>2 x 2 JP</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Materi Materi	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Lagu <i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p>Unsur kebahasaan</p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk 	<p>sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kiping teks biografi dengan menyalin dan beberapa sumber. Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat "learning journal" 	<p>atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ V Koran/Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet www.dailymotion.com
		<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan Siswa menirukan model secara terbimbing. Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan Penilaian langsung jawab peduli, kerjasama dan cinta damai 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Waktu	Sumber Belajar
<p>komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>lagu.</p> <ul style="list-style-type: none"> Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, kelika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keladanan tentang perilaku yang menginspirasi.</p>	<ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi numpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibacadidengar Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkommunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam pengucapan dan penyainan link lagu <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<ul style="list-style-type: none"> http://arante.com/bahan-sarek-fungsi-kebahasaan-files http://learner.h.britishcouncil/en/

LESSON PLAN

(RPP) meeting 1

School	: SMAN 04 South Bengkulu
Subjects	: Bahasa Inggris
Main Material	: Descriptive text
Class Semester	: XI / I
Time Allocation	: 2 x 40 minutes (2 jp)
Tools, Materials and	: KLS Erlangga, laptop
Media	

Tujuan Pembelajaran

Siswa dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis memberi dan meminta pendapat dan fikiran serta dapat menganalisis teks descriptive yang telah diberikan sesuai dengan unsur kebahasaan dan menunjukkan perilaku jujur, sopan, disiplin, percaya diri, dan bertanggung jawab.

Indikator pencapaian

KD

- 3.4.1 mengidentifikasi struktur teks untuk melaksanakan fungsi sosial descriptive teks, sesuai dengan konteks penggunaannya
- 3.4.2 memahami makna dalam teks descriptive
- 3.4.3 menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial teks descriptive tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

Kegiatan Pembelajaran

1. Sebelum memulai pembelajaran peserta didik diminta untuk berdoa dan menyiapkan buku pembelajaran serta melakukan absensi.
2. Sebelum menjelaskan materi, peserta didik diminta untuk mengerjakan soal Pre-test terkait materi yang akan disampaikan.
3. Setelah melakukan Pre-test, kemudian peserta didik diberikan treatment dengan menggunakan metode discovery learning.
4. Guru menstimulus peserta didik dengan mengajukan pertanyaan-pertanyaan terkait materi descriptive teks.
5. Peserta didik diarahkan untuk mengidentifikasi sebanyak mungkin agenda-agenda atau masalah terkait descriptive teks.
6. Peserta didik diarahkan untuk mengumpulkan informasi yang relevan sebanyak-banyaknya.
7. Peserta didik diarahkan untuk mengolah data/ informasi yang telah diperoleh, lalu ditafsirkan.
8. Peserta didik diarahkan untuk melakukan verifikasi data/ informasi telah di peroleh sebelumnya.
9. Kemudian peserta didik diminta untuk menarik kesimpulan.
10. Setelah diberikan treatment dan untuk mengetahui pemahaman peserta didik diadakan post test

LESSON PLAN

(RPP) meeting 2

School : SMAN 04 South Bengkulu
 Subjects : Bahasa Inggris
 Main Material : Descriptive text
 Class/Semester : XI / 1
 Time Allocation : 2 x 40 minutes (2 jp)
 Tools, Materials and Media : KLS Erlangga, laptop

Tujuan Pembelajaran

Siswa dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis memberi dan meminta pendapat dan pikiran serta dapat menganalisis teks descriptive yang telah diberikan sesuai dengan unsur kebahasaan dan menunjukkan perilaku jujur, sopan, disiplin, percaya diri, dan bertanggung jawab.

Indikator pencapaian

KD

- 3.4.1 mengidentifikasi struktur teks untuk melaksanakan fungsi sosial descriptive teks, sesuai dengan konteks penggunaannya
 3.4.2 memahami makna dalam teks descriptive
 3.4.3 menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial teks descriptive tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

Kegiatan Pembelajaran

1. Sebelum memulai pembelajaran peserta didik diminta untuk berdoa dan menyiapkan buku pembelajaran serta melakukan absensi.
2. Sebelum menjelaskan materi, peserta didik diminta untuk mengerjakan soal Pre-test terkait materi yang akan disampaikan.
3. Setelah melakukan Pre-test, kemudian peserta didik diberikan treatment dengan menggunakan metode discovery learning.
4. Guru menstimulus peserta didik dengan mengajukan pertanyaan-pertanyaan terkait materi descriptive teks.
5. Peserta didik diarahkan untuk mengidentifikasi sebanyak mungkin agenda-agenda atau masalah terkait descriptive teks.
6. Peserta didik diarahkan untuk mengumpulkan informasi yang relevan sebanyak-banyaknya.
7. Peserta didik diarahkan untuk mengolah data/ informasi yang telah diperoleh, lalu ditafsirkan.
8. Peserta didik diarahkan untuk melakukan verifikasi data/ informasi telah di peroleh sebelumnya.
9. Kemudian peserta didik diminta untuk menarik kesimpulan.
10. Setelah diberikan treatment dan untuk mengetahui pemahaman peserta didik diadakan post test

LESSON PLAN

(RPP) meeting 3

School	: SMAN 04 South Bengkulu
Subjects	: Bahasa Inggris
Main Material	: Descriptive text
Class Semester	: XI / 1
Time Allocation	: 2 x 40 minutes (2 jp)
Tools, Materials and Media	: KLS Erlangga, laptop

Tujuan Pembelajaran

Siswa dapat menerapkan fungsi sosial, strukture teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis memberi dan meminta pendapat dan fikiran serta dapat menganalisis teks descriptive yang telah diberikan sesuai dengan unsur kebahasaan dan menunjukkan perilaku jujur, sopan, disiplin, percaya diri, dan bertanggung jawab .

Indikator pencapaian

KD

- 3.4.1 mengidentifikasi struktur teks untuk melaksanakan fungsi sosial descriptive teks, sesuai dengan konteks penggunaannya
- 3.4.2 memahami makna dalam teks descriptive
- 3.4.3 menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial teks descriptive tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

Kegiatan Pembelajaran

1. Sebelum memulai pembelajaran peserta didik diminta untuk berdoa dan menyiapkan buku pembelajaran serta melakukan absensi.
2. Sebelum menjelaskan materi, peserta didik diminta untuk mengerjakan soal Pre-test terkait materi yang akan disampaikan.
3. Setelah melakukan Pre-test, kemudian peserta didik diberikan treatment dengan menggunakan metode discovery learning.
4. Guru menstimulus peserta didik dengan mengajukan pertanyaan-pertanyaan terkait materi descriptive teks.
5. Peserta didik diarahkan untuk mengidentifikasi sebanyak mungkin agenda-agenda atau masalah terkait descriptive teks.
6. Peserta didik diarahkan untuk mengumpulkan informasi yang relevan sebanyak-banyaknya.
7. Peserta didik diarahkan untuk mengolah data/ informasi yang telah diperoleh, lalu ditafsirkan.
8. Peserta didik diarahkan untuk melakukan verifikasi data/ informasi telah di peroleh sebelumnya.
9. Kemudian peserta didik diminta untuk menarik kesimpulan.
10. Setelah diberikan treatment dan untuk mengetahui pemahaman peserta didik diadakan post test

PRE-TEST

name: FIKEH RAMA HAZANAH

class: XI IPA 1

task: please write a short descriptive text about your self!

Hi, my name is Fikeh rama hazanah. im from keban. agung I.
 hobbies Volly ball my favorite drink is ice tea, my favorite food
 chocolate. my age 17 year, ~~my~~ broter I have brother two and I
 ve sister one. and I have one younger brother.
 I want be come midwife in order to can happiness person
 I have hair long. I to wish be come person success.
 I glad student perjaktes. I not gland longs.

re: 52

C	: 5
O	: 12
M+V	: 10
G	: 15

POST-TEST

Name: SURATUL AINI

Class: XI IPA 1

Direction: Write and describe one of family members in your house at least 250 words!

My family, my nuna is SURATUL AINI, I am 18 years old. I have two older sisters and two older brother. My father is a farmer and my mother is a housewife and a farmer. My two sisters are married or have families of their own and two of my brothers are single. My siblings are so independent to do daily activities. They wash their

own clothes and so do I. We were taught to be tough and independent from a very young age. I love my family very much. I learn many things from my parents. My family is a simple family. My family consists of 7 people, we consist of 3 boys and 4 girls. My father's name is Subiono, he is 53 years old. and my mother's name is Sisna Hartini, she is 49 years old. My family are the best friends I have ever had. I am very grateful to have a family like them. They are my best family. I love my family very much.

score 75

C: 24

O: 22

MTV: 15

6: 13

POST-TEST

Name: Selmi Nur Syafitri

Class: XI IPA 7

Direction: Write and describe one of family members in your house at least 250 words!

My family consists of my mother, older brother and sister. My older brother is married and has one daughter as well as my older sister who is married and has one daughter. My older brother and wife and children, my older sister lives at her husband's house. My mother is the best. She is a patient and loving woman. My older brother is also the best. He acts as a substitute for my father. My sister and mother are my best listeners. If I have a problem I always tell them. Many say that I am similar to my father, starting from the skin and posture. While my brother and sister are similar to mother. I am very grateful to have a loving family like them.

85

C : 25

O : 20

V+M : 20

G : 20

STUDENT'S SCORE FROM THE TEACHER

NO	NAME	PRE-TEST SCORE OF STUDENTS'				SCORE
		Content	Organization	Vocabulary and Mechanic	Grammar	
1	LA	15	12	15	8	55
2	LN	15	9	20	6	58
3	TO	13	13	14	10	58
4	PO	9	10	11	8	38
5	SAA	22	18	23	13	75
6	FK	13	10	15	10	48
7	SNS	20	10	15	15	60
8	SBP	12	18	17	8	55
9	AN	12	10	9	9	40
10	FN	15	14	12	9	57
11	FH	13	10	8	9	40
12	MKA	11	9	10	5	35
13	OM	15	10	10	8	43
14	TRS	20	10	15	10	55
15	RS	15	10	9	6	40
16	FRH	15	12	10	15	52
17	CNT	15	13	12	8	50
18	RW	15	10	6	8	39
19	FDS	20	10	15	10	55
20	OTC	15	10	15	6	46
21	DAR	25	15	10	10	60
22	IS	15	10	9	8	39
23	FAS	15	12	12	10	49
24	FIR	16	15	12	10	53
25	OS	15	12	10	10	47
26	SA	15	15	13	10	53
27	YLN	12	10	8	9	39

NO	NAME	POST-TEST SCORE OF STUDENTS'				SCORE
		Conte nt	Organitatio n	Vocabulary and Mechanic	Grammar	
1	L A	20	15	18	12	64
2	LN	22	20	20	18	80
3	TO	20	18	12	13	63
4	PO	21	14	20	10	65
5	SAA	20	13	12	13	58
6	FK	20	9	10	11	50
7	SNS	25	15	14	20	74
8	SBP	20	10	15	15	60
9	AN	20	15	10	15	52
10	FN	20	20	15	10	65
11	FH	20	15	15	13	63
12	MKA	15	15	10	10	50
13	OM	15	12	13	9	49
14	TRS	15	13	10	8	47
15	RS	19	15	13	10	57
16	FRH	11	10	9	8	40
17	CNT	15	10	15	15	55
18	RW	20	15	15	15	65
19	FDS	25	20	20	15	80
20	OTC	20	15	15	17	67
21	DAR	20	20	15	20	75
22	IS	22	15	20	18	75
23	FAS	20	15	10	15	60
24	FIR	20	14	15	15	64
25	OS	20	15	10	15	60
26	SA	15	10	15	7	47
27	YLN	20	10	15	10	55

SURAT KETERANGAN

Hal : Validasi Instrumen

Yang bertanda tangan dibawah ini :

Nama : Dahniarti, S.Pd

NIP : 087606102007012008

Telah memvalidasi intrumen dari penelitian yang berjudul **"The Effect of Discovery Learning on Students' Writing Skills at SMAN 04 South Bengkulu"** oleh peneliti :

Nama : Iren Aprilia Nurangka

Nim : 1811230106

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan Intrumen yang digunakan pada penelitian ini, maka evaluasi terhadap media pembelajaran tersebut tercantum dalam lampiran.

Demikian surat keterangan ini saya buat untuk digunakan semestinya.

Bengkulu, maret 2022
Validator Instrumen



Dahniarti, S.Pd
NIP: 087606102007012008

DOCUMENTATION OF THE RESEARCH









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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 4819 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan

Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Feny Martina, M.Pd. 198703242015032002	P I	Iren Aprilia Nurangka	TBI	The Effect of Discovery Learning on Students' Writing Skill at SMAN 4 South Bengkulu
2	Andri Saputra, M.Sc. 199106262019031014	P II	1811230106		(Experiment Research Design of Students Class XI IPA 1 at SMAN 4 South Bengkulu)

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 4 November 2021

Plt. Dekan,


 → ZUBAEDI



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BENGKULU FAKULTAS TARBİYAH DAN TADRIS**

Alamat : JL.Raden Fatah Pagar Dewa Telp:(0736)15276, 51171 Fax (0736)511171 Bengkulu
Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas Nama : Iren Aprilia Nurangka, NIM : 1811230106 yang berjudul "THE EFFECT OF DISCOVERY LEARNING ON STUDENTS' WRITING SKILLS AT SMAN 4 SOUTH BENGKULU (*A Quasi-Experemental Study at the Eleventh Grade of SMAN 4 South Bengkulu in Academic year 2022*) Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 13 Januari 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Januari 2022

Penyeminar I

Feny Martina, M.Pd
NIP. 198703242015032002

Penyeminar II

Endang Haryanto, M.Pd
NIDN. 2004058601



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 Website: www.uinfasbengkulu.ac.id

Nomor : 0 C17/ Un.23/F.II/TL.00/02/2022

Lampiran : 1 (satu) Exp Proposal

7 Februari 2022

Perihal : **Mohon izin penelitian**

Kepada Yth,
 Kepala SMAN 04 Bengkulu Selatan
 Di -
 Kabupaten Bengkulu Selatan

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Effect Of Discovery Learning On Students' Writing Skills At SMAN 04 South Bengkulu*".

Nama : Iren Aprilia Nurangka
 NIM : 1811230106
 Prodi : Tadris Bahasa Inggris (TBI)
 Tempat Penelitian : SMAN 04 Bengkulu Selatan
 Waktu Penelitian : 14 Februari s/d 31 Maret 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan

 Mus Mulyadi





**PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 BENGKULU SELATAN
AKREDITASI "A"**



Jln. Durian Sebatang Kecamatan Kedurang Kabupaten Bengkulu Selatan Kode Pos 38557

SURAT KETERANGAN PENELITIAN

Nomor: 421.7/179/SMAN 4 B.S/2022

Yang bertanda tangan di bawah ini :

Nama : ANSRIDIANTO, M. Pd.
NIP : 196903041999031006
Pangkat/Gol : Pembina Tk.I / IV.b
Jabatan : Kepala SMAN 4 Bengkulu Selatan

Dengan ini menerangkan bahwa :

Nama : IREN APRILIA NURANGKA
NIM : 1811230106
Fakultas : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMA Negeri 4 Bengkulu Selatan

Bahwa nama tersebut benar-benar telah melaksanakan penelitian di SMA Negeri 4 Bengkulu Selatan dari Tanggal 14 Februari s.d 04 April 2022 untuk melengkapi data penulisan skripsi yang berjudul "*The Effect Of Discovery Learning On Students' Writing Skills At SMAN 4 South Bengkulu*".

Demikianlah surat keterangan ini dibuat agar kiranya dapat digunakan sebagaimana mestinya.





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SURAT TUGAS

DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1612-/Jn.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Iren Aprilia
NIM : 1811230106
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Hengki Satrisno, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Zelvia Liska Afriani, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadits yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Heny Friantary, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UUI/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, Maret 2022
Dekan,


Mus Mulyadi



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 Website: www.uinfasbengkulu.ac.id

Bengkulu, 15 Juli 2022

Nomor : 2695 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Kasmanoni, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Dedi Elfrizal, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 14 Juli 2022

Waktu : 13.30 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No.	Nama/Nim	WAKTU (WIB)	Judul
1	Muhammad Febliyansyah 1811230053	13.30-14.30 WIB	The Effect of Implementing Tik Tok Application with Project-Based Learning on Students's Speaking Skill (A Quasi Experimental at English Department in UIN Fatmawati Sukarno Bengkulu)
2	Iren Aprilia Nurangka 1811230106	14.30-15.30 WIB	The Effect of Discovery Learning on Students' Writing Skills at SMAN 4 South Bengkulu. (A Quasi-Experimental at the Eleventh Grade of SMAN 4 South Bengkulu in Academic year 2022/2023)
3	Bela Elza Fitri 1811230140	15.30-16.30 WIB	The Effect of EFL Students' Integrative And Instrumental Motivation on Reading Skill (Pre-Experimental Study of Eight Grade Students : t SMPN 06 Kota Bengkulu Acedemic Year 2022/2023)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

 M. Mulyadi





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 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : IREN APRILIA NURANEKA Pembimbing I/II : Feny Martina, M.Pd
 NIM : 191230106 Judul Skripsi : The Effect of Discovery Learning on Students' Writing Skill
 Jurusan : Prodi Bahasa Inggris At. SMA N 04 South Bengkulu
 Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Kamis, 11 November 2021	Bab II	Tawabkan teori dan tambahkan penelitian yang terkait.	[Signature]
2	Senin, 22 November 2021	Bab III	Janti metode penelitian	[Signature]
3	Jumat, 26 November	Bab III	Letakan Sampel Penelitian	[Signature]
4	Kamis, 02 Desember 2021	Bab II	Indikator	[Signature]
5	Senin, 06 Desember 2021	Bab III	Buat pola Desain time Series	[Signature]
6	Rabu, 08 Desember 2021	Bab III	Buat Rpp dan writing test	[Signature]
7	Kamis, 09 Desember 2021	Ace Semping	Ace Semping	[Signature]

Bengkulu, 09 Desember 2021

Pembimbing I/II

Feny Martina, M.Pd
 NIP. 198703242018032002



Mengetahui,
 Dekan

Dr. Zubedi, M.Ag, M.Pd
 NIP. 196903061996031003



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : IREN APRILIA NURANINGKA Pembimbing I/II : Andri Saputra, M. Sc.
NIM : 181230106 Judul Skripsi : The Effect of Discovery Learning on Students' Writing Skill
Jurusan : Prodi Bahasa Inggris At SMA N 04 South Bengkulu.
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Senin, 29, November 2021	Bab I, Aims of the research, Phenomenon, General data, report.	Aims of the research, Phenomenon, general data, General report.	A
2	Rabu, 08, Desember 2021	Bab I,	Previous Studies, Formulate the gap, research of the aim	A
3	Jumat, 10, Desember 2021	Bab I	ACC	A

Bengkulu, 10, Desember 2021

Pembimbing I/II

Mengetahui,
Dekan

Dr. Zubaidi, M. Ag, M. Pd.
NIP. 196103061936031003

Andri Saputra, M. Sc.
NIP. 199106262019031019

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 Website: www.iainbengkulu.ac.id

:Iren Aprilia Nurangka
 : 1811230106
 : Bahasa Inggris
 : Tadris Bahasa Inggris

Pembimbing I : Feny Martina, M.Pd
 Judul Skripsi : The Effect of Discovery Learning
 on Students' Writing Skill at SMA N
 of South Bengkulu.

Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
10 June 2022	Bab IV	> Tambahkan Penjelasan	f
13 June 2022	Bab IV	> Tambahkan Penelitian terkait	f
15 June 2022	Bab V	> Tambahkan Conclusion	f
17 June 2022	Bab IV	> Tambahkan Penjelasan & dan Perbaiki grammar	f
20 June 2022	Bab V	> Tambahkan Suggestion & Paraprase Conclusion	f
20 June 2022	Acc Munagasyah	Acc Munagasyah	f


Bengkulu, 20 Juni, 2022

Mengetahui,
 Dekan



Dr. Mus Mulvadi, M.Pd
 NIP. 197005142000031004

Pembimbing I



Feny Martina, M.Pd
 NIP. 198703242015032002





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 (UIN FAS) BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iren Aprilia Nurangka Pembimbing II : Andri Saputra, M.Sc
 NIM : 1811230106 Judul Skripsi : The Effect Of Discovery learning
 Jurusan : Bahasa Inggris on Students' writing Skill at SMA N 09
 Program Studi : Tadris Bahasa Inggris South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	16 may 2022	Bab IV	> Perbaiki grammar. > Tambahkan Penjelasan.	
2.	18 may 2022	Bab IV	> Tambahkan Penelitan terkait.	
3.	23 may 2022	Bab IV	> Tambahkan Penjelasan. > Perbaiki grammar.	
4	25 may 2022	Bab V	> Perbaiki grammar	

Bengkulu, Mei, 2022

Mengetahui,
 Dekan

 Dr. Mus Mulyadi, M.Pd
 NIP. 197005142000031004

Pembimbing II

 Andri Saputra, M.Sc
 NIP. 199106262019031014



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 UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
 (UINFAS) BENGKULU
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
 Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Iren Aprilia Nurangka Pembimbing II : Andri Saputra, M.Sc
 NIM : 1811230106 Judul Skripsi : The Effect of Discovery
 Jurusan : Bahasa Inggris learning on Students' Writing Skill
 Program Studi : Tadris Bahasa Inggris at SMA N 04 South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
5	01 June 2022	Bab v	Paraphrase Conclusion	
6	07 June 2022	Acc Munafasyah	acc Munafasyah.	

Bengkulu, 07 Juni 2022

Mengetahui,
 Dekan

 Dr. Mus Mulyadi, M.Pd
 NIP. 197005142000031004

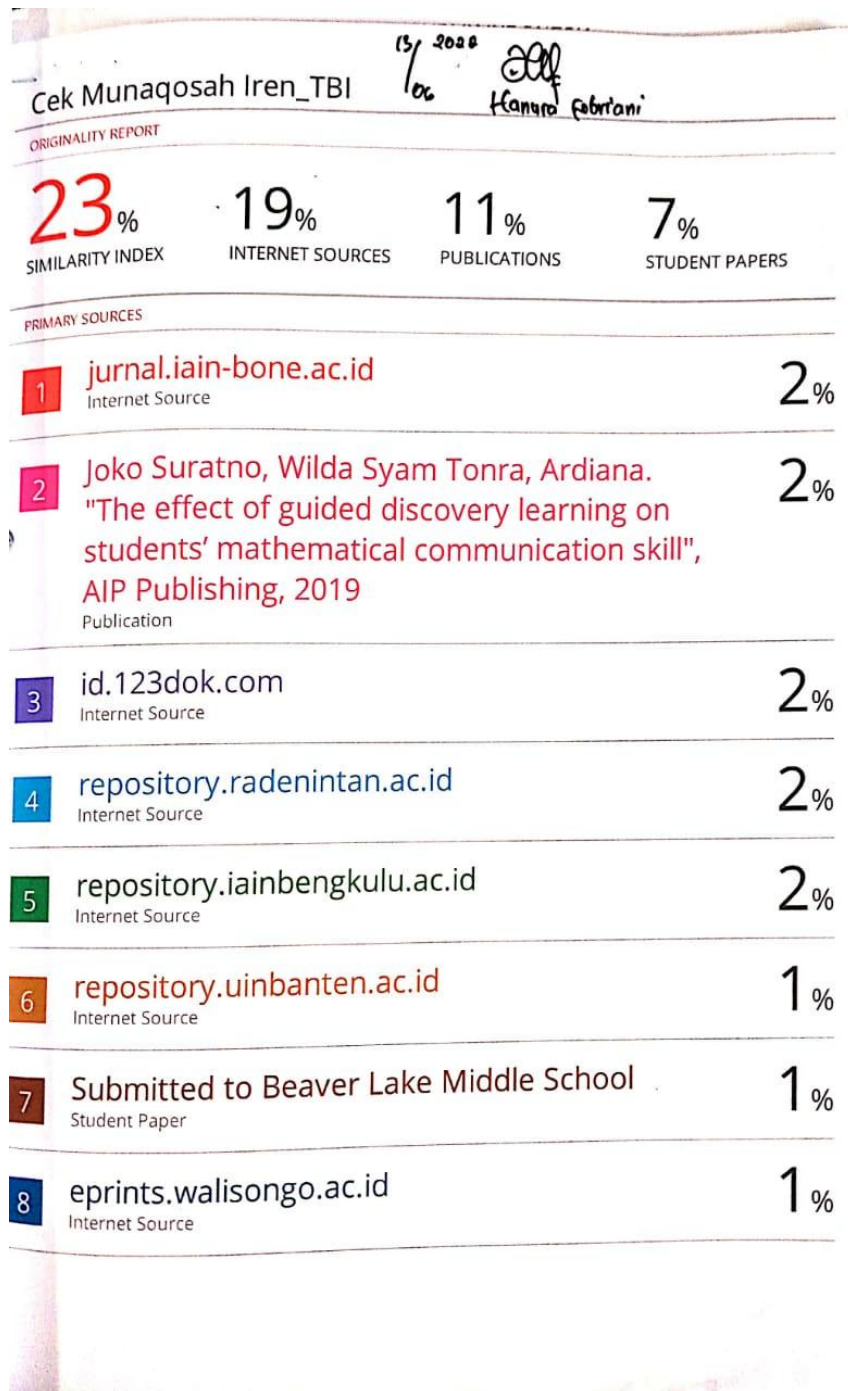
Pembimbing II

 Andri Saputra, M.Sc
 NIP. 199106262019031014

Cek Munaqosah Iren_TBI

by Iren Tbi

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