

**THE USE OF BRAINSTORMING STRATEGY TO IMPROVE STUDENTS'
SPEAKING ABILITY AT THE 11TH GRADE STUDENTS' OF SMAN 1
BENGKULU TENGAH ACADEMIC YEAR 2020/2021**
(English Classroom action Research)

THESIS

Submitted as a Partial Requirements for the degree *Sarjana Pendidikan (S.Pd)*
in English Education Study Program



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MOTTO

حَقُّ اللَّهِ وَعَدَا إِنَّ فَاصْبِرْ

“Maka bersabarlah kamu, karena sesungguhnya janji Allah itu benar”

(Al-Mu'min:55)

AFTER A STORM COME A CAIM

“Dibalik musibah pasti ada hikmah yang dapat dipetik”

(Hapri Octarina)

DEDICATION

This thesis is dedicated to:

1. Allah swt.
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3. My beloved parents Mr. Erni Johan dan Mrs. Asmara Dewi, thanks a lot for your pray, your love, your care, and your spirit, without you are I'm nothing.
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I hereby sincerely state that the thesis entitled “The Use of Brainstorming Strategy to Improve Students Speaking Ability at 11th Grade Students’ of Sman 1 Bengkulu Tengah Academic Year 2020/2021 (English Classroom Action Research) ”is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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ABSTRACT

Octarina, Hapri. 2021. The Use of Brainstorming Strategy to Improve Students' Speaking Ability at the 11th Grade Students' of SMAN 1 Bengkulu Tengah Academic year 2020/2021 (English Classroom action Research).

**Advisor I : Dr. Syamsul Rizal, M.Pd.
Zasrianita, M.Pd.**

Advisor II : Fera

The purpose of this study to investigate whether brainstorming strategy can improve the students' speaking ability. The subject of research was XI IPA 2 in Academic year 2020/2021. The design of this research is classroom action research (CAR). The researcher evaluates the students' speaking in five forms those are, Pronunciation, grammar, vocabulary, fluency and comprehension. Before doing cycle 1 the researcher gave speaking test of pre-cycle, based on the result the test in pre-cycle; the researcher gave treatments of action 1 and action 2 they are planning, implementing, observing and reflecting to see improvement of students' speaking ability after the treatments were given. The brainstorming strategy can improve the students' speaking ability in two cycle. Then the researcher find out there is a significance difference between the mean score of students' speaking ability in cycle 1 (62,24) and the mean score of students' speaking ability in cycle 2 (75,68). There is impact of cycle 2 and the result can achieve the criteria of success. By comparing the means, the researcher concluded that improvement students' speaking ability through brainstorming strategy is an effective to develop students' speaking skill. Therefore, English teacher are encourage to teach speaking through brainstorming strategy.

Key word : Strategy, Brainstorming, Speaking Ability

ABSTRAK

Octarina, Hapri. 2021. The Use of Brainstorming Strategy to Improve Students Speaking Ability at the 11th Grade Students' of SMAN 1 Bengkulu Tengah Academic year 2020/2021 (English Classroom action Research).

**Pembimbing I : Dr. Syamsul Rizal, M.Pd.
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II : Fera

Tujuan dari penelitian ini untuk mengetahui apakah strategi brainstorming dapat meningkatkan kemampuan berbicara siswa. Subjek penelitian adalah XI IPA 2 Tahun Ajaran 2020/2021. Desain penelitian ini adalah penelitian tindakan kelas (PTK). Peneliti mengevaluasi kemampuan berbicara siswa dalam lima bentuk yaitu, Pengucapan, tata bahasa, kosakata, kefasihan dan pemahaman.

Sebelum melakukan siklus I peneliti memberikan tes berbicara prasiklus, berdasarkan hasil tes prasiklus; Peneliti memberikan perlakuan pada tindakan 1 dan tindakan 2 yaitu perencanaan, pelaksanaan, observasi dan refleksi untuk melihat peningkatan kemampuan berbicara siswa setelah diberikan perlakuan.

Strategi brainstorming dapat meningkatkan kemampuan berbicara siswa dalam dua siklus. Kemudian peneliti menemukan ada perbedaan yang signifikan antara skor rata-rata kemampuan berbicara siswa pada siklus 1 (62,24) dan skor rata-rata kemampuan berbicara siswa pada siklus 2 (75,68). Ada dampak siklus 2 dan hasilnya dapat mencapai kriteria keberhasilan. Dengan membandingkan cara tersebut, peneliti menyimpulkan bahwa peningkatan kemampuan berbicara siswa melalui strategi brainstorming efektif untuk mengembangkan keterampilan berbicara siswa. Oleh karena itu, guru bahasa Inggris didorong untuk mengajar berbicara melalui strategi brainstorming.

kata kunci : Strategi, Brainstorming, Kemampuan Berbicara

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CHAPTER I

INTRODUCTION

A. Background

There are so many languages in this world, when students decide to learn a new language or a foreign language they will be involved in the process of learning language comprehension skills for complete communication. Learning a new language or foreign language; it does have the same and lengthy process when we learn our native language. Starting with listening, then speaking, then reading and the final process is writing. Language skills are divided into 2 skills, namely language input skills and language output skills. Language input skills consist of listening and reading while language output skills consist of speaking and writing. There are four important skills in English, namely speaking, reading, writing and listening. Talking seems most important intuitively. State that spoken or spoken communication is an essential component of the English arts curriculum and provides a basis for the growth of reading, writing and listening skills.¹

Then we know that there are four skills that we know, speaking is one of the important skills that we use to communicate and understand each other in our daily activities. Furthermore, speaking is the key for us to communicate with each other and also interact as an interactive process

¹ Ur, Penny. *A Course in Language Teaching*. Cambridge University. 2000 P. 120

to develop meaning and knowledge that is contained and involves the production, reception and processing of information.

Speaking is one of the language skills that are very important in learning a language. To master a language, a learner must be able to speak the language because speaking skills can clearly show that students know when using the language.

Most students who learn English in the classroom are always passively involved in its learning process. They mostly silent in the class and never ask the teacher though they do not understand Worse that, many teachers also do not care about their students' improvement in speaking English. What they need is just coming to the class, giving the lesson, discussing it (no matter if the students got that or not), and sometimes giving them homework; that's all.

Many English teachers complain that their students rarely used the target language classroom. The students want to answer the teacher's question if they should answer those questions. They make some mistakes in a speaking activity. They prefer to join in oral repetition or model dialogues arranged by teacher. Lack of vocabulary, the students lack up the practice, they are event cannot say a simple thing in English.

In the other opinion, stated that reason of suggesting for pupils' speaking skill is learner given speaking tasks that fail to motivate them to speak, during speaking tasks, learner engage in off-task behavior, and revert to the mother tongue, a lesson that offers learner few opportunities

to use the language independently or spontaneously, anxiety on the part of learners, which makes them reluctant to take risks in using the language, perhaps for fear of making a mistake or losing face in front of peers, learners uncertainly about pronunciation and lack of strategies to make for gaps in their knowledge, to keep the conversation going.²

For most people mastering speaking skills is the most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on conversation in that language.³

Speaking is not easy, so learners need extra effort to master the skill of course because we have to really learn. Therefore, English teachers are demanded to be more creative in presenting their lessons, especially the speaking subject since it is considered as the difficult skill to be mastered, learning especially speaking because they are considered to be difficult skills to master, learning to speak is clearly more difficult than learning to understand spoken language. The students are expected to be able to speak English in the classroom along with their mother tongue. They also expected to be able to ask a question using English. But the fact some students be passive in the classroom. Where the teachers have tried so many methods and tools to teach speaking skills but they were still low

² Norbert Pachler and Ana Redondo. *A Practical Guide to Teaching Modern Foreign Language in Secondary School*. Routledge: New. 2007. York. P. 59

³D. Nunan *Language Teaching Methodology: A Text Book For Teacher*. New York: Prentice Hall International, Ltd. 1991 P. 39

in speaking because the students afraid to make mistakes in grammar and pronunciation.

The way that allows people to communicate is in Brainstorming. According to Isaksen brainstorming is a brief summary or issue of ideas as Osborn who introduces, presenting this famous group approach to the next generation given.⁴ A creativity technique with various efforts made to find conclusions and results for a particular problem by compiling a list of ideas that are spontaneously provided by its members. People can think more freely and they spontaneously suggest as many new ideas as each person has different ideas. All ideas are recorded and accepted without criticism and after the brainstorming session the ideas are evaluated which ones are really needed. Some students are more better successful than others. To find out why, learn the characteristics of students because they have different heads and also their curiosity and interests.

Brainstorming Strategy is one of the strategies used to provoke someone's creativity by releasing their new ideas and solving problems in the fields of education, commercial, industrial and politics. The Brainstorming Strategy was introduced by Alex Osborn, he was a manager at an American advertising company in 1938 which was the result of his inconvenience in meeting with traditional businesses. Brainstorming

⁴ Scot isaksen "*linking creativity and problem solving*" Washington DC: 1998, P.3

means the use of the brain to bring out their ideas to solve problems and brainstorming sessions aimed at getting creative solutions to problems.⁵

Brainstorming is a popular method of group interaction in both the educational and business environment because a person's argument is very useful in educational and business development. Although there are matters regarding productivity, brainstorming is still the most widely used method for developing creative solutions. This is a strategy in research and improvement or variation is still continuing and developing. Many of these methods are claimed to be more efficient than original brainstorming.

From the result of pre-observed, there is the level of student awareness in learning English especially speaking is very low, they complain of being bored and do not enjoy when in class, as we know speaking is one of the skills that we must understand. The first problem that also arises is their lack of vocabulary and also lack understanding of grammar, the students also afraid to speak in the classroom, they are sometimes difficult to understand and understand what is speaking because sometimes they are also not given the opportunity to speak. But there are also some of them who feel happy and enjoy it because they can hone their ability to speak English no matter the pronunciation and grammar.

⁵ Bilal Adel Al-Khatib. The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College. *American International Journal of Contemporary Research*. Vol. 2 No.10; October 2012. www.aijcrnet.com Centre for Promoting Ideas, USA P. 1 Access on February, 01, 2020

Relevant researcher needed to observe several previous kind of researcher conducted by other researcher who are relevant to our research. In addition, we must analyze what points are the focus, inform the design, findings, and conclusion from previous studies, that for: First, Mahtawarni's research focuses on the "Improving students" speaking skill by using Problem based learning (pbl) model a Study at Second Grade Junior High School of SMP N 1 Timang Gaja" the researcher found the result of the questionnaire indicates that the majority of students are happy in learning speaking by using PBL model and most of them believe that the PBL model could help them to express their ideas in speaking and also motivate them in highly learning English. Second, Al-khatib's research focuses on the "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College" the researcher found the effectiveness of using brainstorming strategy In developing creative thinking skills. Third, Budiarti's Research focused on "the use of brainstorming game to improve students' Speaking ability at eight grade students of smp Negeri sumberwringin-sukowono-jember In 2015/2016 academic year" the researcher found there is impact of Cycle 2 and the result can achieve the criteria of success. Brainstorming game held by group of students, and the students choose one picture of the animals

Based on the explanation above, the researcher interested to Improve students' ability in speaking with entitled "**The Use of**

**Brainstorming to Improve the Students Speaking Ability at the 11th
Grade Students' of SMAN 1 Bengkulu Tengah Academic Year
2020/2021"**

B. Identifications of the Problems

Based on the background above the problems of this research can identify as follows:

1. Students were afraid to speak up in classroom
2. Students did not know much the vocabulary and grammar errors.
3. Students did not understand how to speak English.

C. Limitation of the Research

This study was limited on The use of Brainstorming strategy to Improve Student' Speaking Ability. The level of student's ability will be focused on 11th Grade at SMAN 1 Bengkulu Tengah academic year 2020/2021.

D. Research Question

Based on the previous background, the researcher formulated the research problem as follow: How can brainstorming strategy improve the students' ability in speaking at SMAN 1 Bengkulu Tengah academic year 2020/2021?

E. Research Objective

Related to the research problem above, the researcher formulated research objective as follow: To aims investigate whether Brainstorming Strategy can improve the students' speaking ability.

F. Research Significances

The field of this research is intensely expected to carry out some significance of teaching and learning speaking as follows:

a. Teachers

It would be useful for them and it would give them information to the teacher about the contribution of brainstorming on their speaking.

b. Learners

This observes was expected give advantages to the learner about the usually problem that faced in speaking and they became aware to practice more.

c. Next researcher

The result of this research was expected to give information for next research that has the same area

G. Definition of Key Terms

1. Speaking Ability

Speaking is the skill or power that had by students to improve their learning English.

2. Brainstorming

Brainstorming technique involves oral exercises for helping the learner and for expressing ideas by the teacher. It is a technique that is used under the discussion method.

3. Strategy

Strategy is action that will be taken to achieve the goals that have been set in brainstorming strategy to improve speaking ability.

CHAPTER II

LITERATURE RIEVIEW

A. Speaking

1. Definition of Speaking

Speaking is communication that people do to show their ideas, comments, opinion independently or with the other as a speaker and listener. The listener is a person to listens and understands what the speaker says and can give a response. The speaker can speak what he or she wants to say or speak about something.

Speaking is a performance or a competency to express or communicate opinions, thoughts, and ideas. Nunan said that Speaking is a productive oral skill which consists of constructing systematic verbal utterance to convey meaning. It is a person's skill to produce the sound that existss at the meaning and understood by other people, so that able to create good communication. It is a mental concept that processed by someone to from a meaning when uttered.⁶

Speaking is often considered a very difficult skill because it is one of the productive skills and has qualified skills. Speaking is assumed to be the most important language skill which is referred for people who know about a language to speakers of that language.⁷

⁶ D. Nunan. *Language Teaching Methodology: A Text Book For Teacher*. New York: Prentice Hall International, Ltd. 1991

⁷ Ur, Penny. 1996. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press.

Speaking is very important at work and school because it can help create a friendly atmosphere and maintain a smooth relationship. In this case, students must have a good understanding or pronunciation, have a large vocabulary, and have a good understanding of English patterns. In fact, speaking is one of the skills that are complex and difficult for students to master.

According to Hughes, speaking is the first mode in which children acquire language. It constitutes a large part of the daily life of most people engaging in linguistic activity, and it is a major reason for language change.⁸

In learning a language, speaking may be important for learners, Horwitz stated that "speaking is the hallmark of second language learning. Although some learners may have personal goals for learning a language that does not include speaking, most educators accept speaking as an important goal of language learning and teaching. Speaking is very important because someone's skills can be seen directly that learners of a language can succeed. One might judge that the success of a language learning is when the learner can produce the language they learn. This is in line with a study by McDonough and Shaw "In many contexts, speaking is a skill upon which one judges 'at face value'. In other words, people sometimes infer judgments about

⁸ Rebecca Hughes. *Spoken English TESOL and Applied Linguistic Challenges for Theory and Practice*. Palgrave macmillan: new york. 2006. P. 144

the competence of successful language learners from speaking skills rather than other skills.⁹

Furthermore, Speaking is the ability to articulate sound or words in expressing, initiating, and conveying thoughts, ideas, and feelings. This means speaking is not just expressing ideas that are in our minds, but also can convey and present new information to others. Speaking is very complex because it can cover many aspects such as grammar, pronunciation, fluency and vocabulary. The object of conversation can be various, such as discussion, speech, dialogue, and conversation. Based on the above definition, it can be concluded that speaking is the skill of producing language and expressing ideas that have meaning and can be easily understood by others about what the speaker is saying. It is a speaker's skill to convey and inform the listener by transferring it effectively.

2. Type of Speaking

Brown stated that, the generally there are two types of spoken language as follows:¹⁰

a. Monologue

Brown stated that, the monologue is the speaking where the one speaker uses spoken language for any length of time such as in speechless, lectures, readings, new broadcast, and the like, then the

⁹ McDonough, Christopher Shaw Jo.. *Material and Method in ELT, Second Edition (A Teacher Guide)*. Cornwall: Blackwell Publishing. 2003

¹⁰ Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman. 2001. P. 250

listener, have to process the information without interruption and the speech will go on whether or not listeners comprehend what the speaker means.

b. Dialogue

It is different with monologue, Nunan said that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

Finally, we might make a difference between speaking. That is the monologue and speaking that is dialogue, such as a conversation that takes place spontaneously.¹¹

3. Speaking Ability

As has been discussed above, the ability of speaking is the language skill that is seen as the evidence and the hallmark of language of teaching and learning.

Speaking ability is the productive skill in the oral mode and it like any others skills more complicated than that seem at first and involves more than just pronouncing words.

The students should know some strategies to improve their speaking, because learning strategies are mental process which learners employed to learn and use the target language. Students often think

¹¹ Harmer. J. 2000. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Edinburgh: Addison Wesley Longman. Ur, Penny. 1995. *A Course in Language Teaching Practice*. New York: Cambridge University. P. 343

that the skill to speak a language is the product of language learning, but speaking is also crucial part of the language process. Effective instructor teach students speaking strategies, using minimal responses, recognizing script, and using language to talk about language, that can use to help themselves expand their knowledge of the language and their confidence in using it

Since human being have been, speaking will be started being though and each human has speaking instrument. Those who complete speaking instrument is normally to speak. Moreover we face a group of people in such condition we feel speak fluently, clearly attractive and also completely is needed, this case shows that speaking ability.

The goal of the participants is to make social interactions more comfortable and less threatening and can communicate goodwill. Although information can be communicated in the process, accurate and orderly presentation of information is not the main objective.¹²

Speaking ability is needed to be owned by everybody, whether their assumption and jobs. This skill must be owned many by the students, teachers, actor, leader, supervisor, informants and etc. Their assumption, show the meaning of speaking ability, that is the capability of someone in making communication with the other both individually or a group. Someone who skill in speaking can be proved

¹² Ur, Penny.. *A Course in Language Teaching Practice and Theory*. New York: Cambridge University Press. 1995 P. 53

by the capability in the oral language fluently, attractively and the listener becomes and the listener convinces to what the speaker said.

4. Elements of Speaking

According to Harris, there are five components of speaking skill related with comprehension, grammar, vocabulary, pronunciation, and fluency.¹³

a. Pronunciation

Pronunciation is a performance for students to produce clearer and more straightforward language when they speak. That relating to phonological processes that refer to grammatical components consisting of several elements and principles that determine how sounds can vary and patterns that can be in a language. From the above statement, the researcher concludes that pronunciation is a process of learning knowledge about how words in a certain language are produced clearly when people talk.

b. Vocabulary

Vocabulary is the right diction used in communication. Without having certain vocabulary is adequate, a person cannot communicate effectively or express their ideas both if vocabulary is inadequate oral and written forms. Having limited vocabulary is also a barrier that prevents a student from learning languages. Without grammar very little can be said, without vocabulary of course nothing can be

¹³ H. David., *Testing English as a Second Language*. New York: Mc. Graw 1974

conveyed. So, based on explanation, the researcher can conclude that without mastering adequate vocabulary, an English learner will not be able to speak English or write English well because lack of vocabulary will greatly affect.

c. Grammar

The subject matter is the organization of words into various combinations, usually representing many layers of structure, such as phrases, sentences, and complete speech. Grammar is also sometimes defined as the form of words put together to make a correct sentence. A particular example of the grammar that is commonly referred to as structure is the past tense, plural nouns, comparative purposes, and so on. After students study this initial presentation, individual grammar points are isolated and can also be put into practice. The teacher also participates in practicing grammar to students or introducing a concept through examples of meaningful explanations and exercises.

d. Accuracy and fluency

Speaking fluency is the goal of many language learners. This shows that the speaker did not spend much time searching for the language items needed to express the message. From the above ideas, researchers conclude that one other important component is fluency. Fluency equals ability someone speaks fluently and

accurately with little use of pauses in speaking such as 'ums' and 'ers', and etc.

e. comprehension

Comprehension is one of the components that must be considered in order to improve students' speaking ability so that they can speak better. There is pronunciation, grammar, vocabulary, and fluency. Yet, speaking means making up language in an ordinary way that includes these components.

5. The Function of Speaking

According to Brown and Yule, "The function of speech is classified into three; they speak as interactions, speak as transactions, and speak as performance. Each of the activities below is very different both in terms of form and function and requires a different and appropriate teaching approach."¹⁴

1. Speaking as interaction, refers to whatever we usually mean by "conversation" and describes any interaction that primarily serves a social function. For example, when people meet, they exchange greetings, small talk, share current experiences and so on. Then the speaking aspect, as an interaction is knowing how to do; 1) opening and closing conversations, 2) selecting topics, 3) making

¹⁴ Brown, Gillian and Yule George. *Teaching the Spoken Language*. Cambridge University Press. 2008 P. 21

small talk, 4) joking, 5) taking turns, 6) interrupting, 7) using appropriate speech styles.

2. Speaking as transaction, it refers to situation where the focus is in what is said or done. It means that is important to convey the message and make oneself understood clearly and accurately. For example, the teacher teaches the students in class, and then asks the students about the lesson that had been taught yesterday. When the students could be able to give the correct answer of the question, is means that they are speaking as transaction.
3. Speaking as Performance, it refers to public talk, that is talk that transmits information before an audience, such as classroom presentation, public announcement and speech. This type tend to be form of monologue rather than dialogue. for example, a teacher ask to perform in front of the class, such as retell story or explain topic.

6. Characteristics of Successful Speaking

Success in the main goals of teaching and learning. In reaching the success, it is not easy. It needs appropriate learning materials and teaching strategies. To describe successful speaking activities in EFL classroom, the following details of a successful speaking activity such as bellow:¹⁵

¹⁵ Ur, Penny. *Teaching Listening Comprehension*. Cambridge University Press. 2009 P.
120

- a. **Learners talk a lot.** As much as possible in the time period allocated for these activities is actually occupied by the speaking learners. This may seem obvious, but often most of the time is spent with teacher lectures or pauses.
- b. **Participation is even.** Classroom discussions are not defined by participants who have a lot of monitory talk: all get a chance to speak, and contributions are shared equally..
- c. **Motivation is high.** Learners are excited to talk: because they are interested in a topic and have something new to say about it, or because they want to contribute to achieving an assignment goal.
- d. **Language is of an acceptable level.** Learners express themselves in speech that is relevant, easily understood by one another, and with an acceptable level of language accuracy.

To reach the success class, it is important for the teachers to use the best strategy and model during the lesson. When teaching speaking or producing skill, the teacher can apply three major stage, those are: 1) *introducing new language*, 2) *practice*, 3) *communicative activity*.¹⁶ This theory means that the teacher should teach the students about basic knowledge of language (English) such as the elements of language that must be learned by the students. Then, the teacher should ask the students to practice the language by using various strategies.

¹⁶Jeremy Harmer. *The Practice of Language Teaching Third Edition*. USA: Longman. 1990. P. 296

To make the students familiar with the new language, they must use the language in everyday life in form of various kinds of communicative activities.

7. Procedures in Teaching Speaking

The success of speaking in a foreign language class is usually achieved through effective teacher training. According to the Harmer model, the unit of instruction must consist of the following stages:

- a. *Introduction.* It consists of several activities, namely explaining to students the objectives of the current lesson; ask them to describe their background knowledge on the topic. For example, if the subject of a lesson is buying tickets about flights, students could be asked to guess the context for a possible conversation take at the travel agency.
- b. *Presenting the task.* At this stage, what students want and expect must be explained correctly and clearly. For example, if the teacher wants students to have a dialogue with their partners about a certain topic, they can create a similar dialogue with the students as a first step. To check whether the given assignment can be clearly understood by students, students can be asked to repeat the process. This can be done in English while maintaining the level of the student. In addition, students should be given all necessary role cards, pictures, listening and reading texts, etc.

- c. *Observation.* The teacher records the activities that occur in class. The teacher intervenes whenever needed. These interventions do not always involve correcting errors, but rather ensuring student progress is in line with lesson objectives.
- d. *Feedback.* To make students learn to understand their performance at the end of the activity. In this stage, feedback about activity content rather than grammatical accuracy will be more appropriate. Telling students what they have accomplished is better than telling them what they have failed. Such feedback will contribute to their inner motivation, sense of accomplishment and self-confidence.
- e. *Follow up activity on the topic* Finally, follow-up assignments to reinforce the activities and ideas in the lesson can be given. For example, if the topic of learning about activities talks about purchasing airplane tickets for flights abroad, then the homework could be a research on how purchase the same ticket on the internet and presenting the data on the following class.

B. Brainstorming

1. Definition of Brainstorming

According to Duwaidi In Masri, it defines as "carefully planned, step-by-step learning situations to capture as many innovative ideas as

possible in order to develop their mental abilities according to Bloom's education levels.¹⁷

Agha also defines it as the generation and production of ideas and creative ideas from individuals and groups to solve a particular problem. These new thoughts and ideas, namely the mind are ready to think in all directions to produce as much and as possible thoughts about a particular problem or topic, so that the individual has the right to freedom to show the possibility of all new opinions and ideas.¹⁸ Procedural definition: can be defined as "an educational method in which students have not fully demonstrated their ideas in group sessions to get as many ideas as possible and encourage them to raise them, show them and accept them without criticism to reach existing solutions for certain problems."

This may be called a brain drain or generate ideas, because the mind recognizes, solves a problem and then examines it and examines some of its particles so that it can come up with a suitable creative solution. And the first person who founded this method (Alex Osborn) then he developed and changed it in 1957, and this method produces ideas first and then tries and modifies and develops them.

¹⁷ Amaal Masri. The Impact of Using Brainstorming in the Development of Creative Thinking and Achievement in the English Language of the 10th Grade Students at King Abdullah II Schools of Excellence in Amman. *International Education Studies*; Vol. 12, No. 2; 2019 ISSN 1913-9020 E-ISSN 1913-9039. <https://doi.org/10.5539/ies.v12n2p82>. P. 85 Access on February 01, 2020

¹⁸ Agha, M. *The Effect of Using Brainstorming Strategy in the Development of Some Mathematical Thinking Skills in the Brain Sides of 11th Grade Students* (Unpublished master thesis). Faculty of Education, Islamic University, Gaza. 2009

The method of brainstorming is used to solve problems individually or collectively, and training is meant to increase efficiency and raise the creative abilities of the individual.¹⁹

Brainstorming means using the brain to actively participate in solve the problems and brainstorming sessions aimed at developing creative solutions and solutions to problems.

Brainstorming involves the generation and production of ideas and creative ideas from individuals as well as groups to solve and find solutions to certain problems, and these ideas and opinions are good and of course useful. A state of mind in a state of excitement and self-readiness to think in all directions to produce and find as many ideas as possible about a problem or subject, so that individuals have the freedom to emerge over all opinions and ideas. Therefore, we say that this brainstorming strategy is one of the modern strategies that encourages creative thinking and shows the students' potential in an atmosphere of freedom and security that allows all opinions, ideas and opinions to emerge where trainees are at the peak of interaction with the situation. This method is suitable for both open-ended problems and problems for which there is no one correct answer.

Brainstorming has a great benefit in the teaching and learning process. Referred to it is importance for students as follows:

¹⁹ Al-Huwaidi, Z. *Modern methods in teaching science*. University Book House, UAE. 2005 p. 82

1. Helps students in solving a problem, and providing innovative solutions.
2. Helping students to benefit from the ideas others develop and build on.
3. Helping students cohesion in build relationships between them and assessing the opinions of others.

So it can be concluded that brainstorming is a large or small group activity that encourages students to focus on a topic or problem and contribute and develop creative ideas freely. The teacher can start an opinion session by asking a question or problem, or by introducing and explaining a topic. Students then express relevant answers, words and ideas.

2. Brainstorming in Functional management

Brainstorming is a passionate strategy and ideas for all functional areas of management to solve problems critically. The group idea that exists from several different departments is of course a benchmark and assessment for quality improvement and also production for better production. Brainstorming can easily carry out the task of developing a new product as well as modifying it for several existing products. New avenues for meeting sales problem targets are also examined through line executive brainstorming sessions. Customer complaints are also properly protected in brainstorming sessions at a scheduled functional level so that customer brainstorming would be properly preserved. It's

not uncommon when things get worse or an emergency like a situation arises and leads out of control.

3. Group Decision Making Technique

Haberberg stated that in brainstorming, a team of 5 to 10 members meets to generate creative ideas, usually following strict and well-structured guidelines. As for the purpose behind a brainstorming session is to generate as many ideas as possible and no idea is criticized, no matter how absurd the ideas are. Any suggestion that is completely insane can be dismissed and balanced in the evaluation stage. This encourages the process of free spinning, and one idea can sometimes lead to another.²⁰ Brainstorming works best when it is well organized and managed. Kelly said her approach through brainstorming is: set ideal goals in sentences and distribute them within a day or two before the session, with the brainstorming session limiting to one hour; keep small groups of usually 5 to 7 members; There is no such thing as criticism or no such thing as a "bad" idea; encourage everyone to build on each other's ideas; and, make sure there is no follow up process by implementing something from the brainstorming session..²¹

²⁰ Adrian Haberberg and Alison Rieple. *“Strategic Management”*, Oxford University Press, New Delhi. 2008

²¹ Spors Kelly K. *“Productive Brainstorms Take the Right Mix of Elements”*, The Wall Street Journal. 2008 Access on February 01, 2020

4. The Strategy of Brainstorming in Classroom

Brainstorming is a large or small group activity that encourages students to focus on a topic or problem and contribute and develop creative ideas freely. The teacher can start an opinion session by asking a question or problem, or by introducing and explaining a topic. Students then express relevant answers, words and ideas.

How to get started

According to PLB Brainstorming sessions may seem like unstructured activities, however, setting some rules can ensure a smooth session. Here are some ideas that can help brainstorming sessions as follow:²²

- Write the discussion question on the board or flip chart and tell students to give, issue and show their ideas or input. After some time has passed, students can emphatically voice their ideas but do not run away from questions or problems that are written on the board or chart.

- Discuss and don't fight: Neither team wins or loses when brainstorming. All ideas and thoughts given will be considered and given the same preference. The teacher must control the session so that the discussion is friendly and students learn. Also make sure everyone or students can contribute to this session.

- Students' ideas must be listened to and accepted patiently, without having to give any assessment or comments until this session is over.

²² Idaho, Professional learning board *"How can I facilitate Brainstorming in the Classroom?"* <https://k12teacherstaffdevelopment.com/tlb/how-can-i-facilitate-brainstorming-in-the-calsroom/access> on 3 march, 2020

- Contributions are accepted without assessment and are summarized on the board or flip chart.
- These ideas are usually examined in an open class discussion format.

5. The benefits of Brainstorming Strategy

Brainstorming is designed to facilitate lateral thinking. This is based on the fact that the human brain is a machine like pattern recognition. Humans can interact with their environment in patterned ways and it is sometimes difficult to go beyond these patterns and reach, develop creative solutions to problems. Brainstorming is a useful tool for generating ideas or finding solutions to a problem. In addition, brainstorming can be applied in the classroom to motivate students to freely express their ideas and thoughts about a subject, problem, or subject matter. Since there are no right and wrong answers, the sessions provide students with a platform where they can voice their thoughts without fear of failure. The sessions give their students the opportunity to make use of the knowledge they have previously acquired and form connections between current topics and what they have learned. It also encourages them to listen to and consider other people's ideas, thereby showing respect for their classmates.

Dealing with brainstorming techniques, Gebhard states: It used to be a popular activity called 'brainstorming,' where a topic

was introduced by a teacher or student, after which students came up with ideas related to the topic while the teacher (or one or two students) wrote ideas on whiteboard. Even though there is no right or wrong association in this activity, some EFL / ESL students will be reluctant to voice their ideas. Thus, some teachers ask students to brainstorm first in small groups, then as a whole in class.

C. Previous study

Relevant researcher needed to observe several previous kind of researcher conducted by other researcher who are relevant to our research. In addition, we must analyze what points are the focus, inform the design, findings, and conclusion from previous studies, that for:

First, Yuni Mahtawarni 2016 with entitled "*Improving Students Speaking skill by Using Problem Based Learning (PBL) Model (A Study at Second Grade Junior High Scholl of SMPN 1 Timang Gajah*" Used in this research was quantitative research To investigate wheter problem Based Learning can improve students, speaking skills. Findings of this study showed that T-test indicate that there wasa significant differences between the score of pretest and post test.²³

Second, Diah Fifin Budiarti (2016) entitled "The use brainstorming game to improve students' speaking ability at eight grade students of SMP Negeri Sumber Wringin Sukowono JEMBER IN 2015/2016" The kind of

²³ Yuni mahtawarni (2016). *improving students speaking skills' by using problem based learning (PBL) model (a study at second grade junior high school of SMPN 1 Timang Gajah* (Thesis, state islamic University, Banda Aceh) Retrieved from <http://repository.usd.ac.id>

this research is classroom action research Whether or not brainstorming game can improve speaking ability. The brainstorming can be applied in teaching speaking. Brainstorming game technique improves the students' speaking ability in two cycles. The percentage is 40% of students who got score ≥ 60 . in Cycle 1 to (E=73.33%) in Cycle 2. Based on the above data, there is impact of Cycle 2 and the result can achieve the criteria of success.²⁴

Third, Bilal Adel Al-khatib entitled The Effect of Using Brainstorming strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College with methods Torrance creative thinking test. Investigate if There are difference-s in the means of female students score on problem solving skills attribute to the brainstorming program. The findings of study showed that there are statistical significant differences at the level between the experimental group and the control group in the total score and the sub score of creative thinking.²⁵

The differences in previous study above with my research is the result where the method is differences make the result differences. The similarity is the strategy and what are going to do the thesis.

²⁴ Diah Fifin B. (2016), *The use of brainstorming game to improve students, speaking ability at eight grade students of SMP Negeri sumber wringin sukowono jember in 2015/2016* (Thesis, muhammadiyah university, Jember) Retrieved from <http://repository.usd.ac.id>

²⁵ Bilal Adel Al-Khatib. The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College. *American International Journal of Contemporary Research*. Vol. 2 No.10; October 2012. www.aijcrnet.com Centre for Promoting Ideas, USA P. 1 Access on February, 01, 2020

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used or applied the Classroom Action Research (CAR) method. The research conducted is classroom action research. It aim at to find and implement some actions to improve the speaking ability. Which focus on teaching and learning in the classroom. In addition, classroom action research is one of the strategies for solving problems that use concrete actions and analyzing every influence of the situation.

Action in class is a method for finding out what is the best way in class. So, we can improve students' abilities in the learning process. The purpose of this class action research is to improve the teaching of teachers in their own class or school. Although there is no requirement that the findings can be generalized to other situations, the results can add to the knowledge base. Classroom Action Research consists of three words, namely:

1) Research

Check the activity of an object, use certain methodological rules to get data or information to improve the quality of something that is interesting and important to researchers.

2) Action

Some activities are deliberately made with a specific purpose, which in this study formed a series of cycle activities.

3) Class

Classes are groups of students who at the same time receive lessons from a teacher. The limits written to understanding class are old interpretations, to paralyze misunderstandings and be widely understood by the public with "space for teachers to teach". Class is not just a room but a group of students who are learning.

1. Characteristic of a Classroom Action Research

Kemmis and Mc Taggart in Nunan's book suggest that there are three characteristics of Action Research, namely:

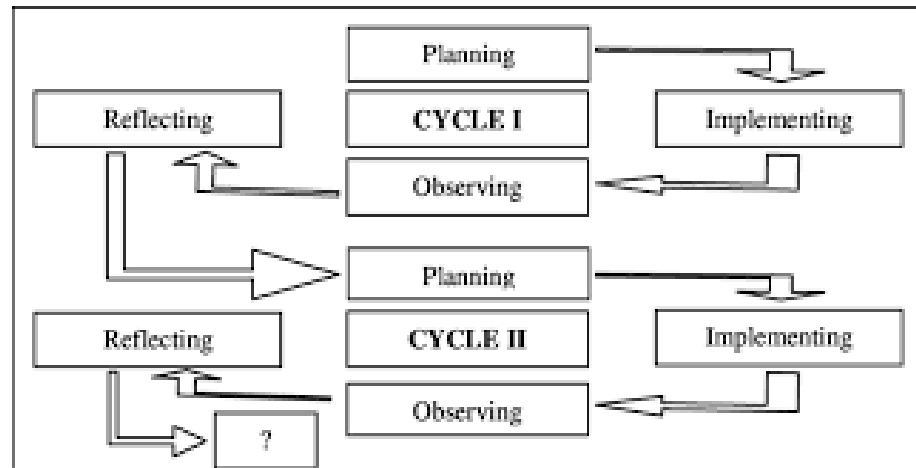
- a. This was done by practitioners (for our purposes, classroom teachers) rather than outside researchers
- b. it's collaborative and
- c. it aims to change things

2. Model of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, implementation, observation, and Reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phases will conclude based on the previous one and the next. It means that the activities in the classroom action research were based on planning, implementing, and observation, than the researcher could make a reflection to determine the next cycle. In this study, the researcher use Brainstorming strategy

to improving students' speaking ability. Classroom Action Research consist of the series of four activities that it is done repeating cycle. They are planning, implementing, observing, and reflecting as follows:

Table 3.1 Model of Classroom Action Research



source :Mc Taggart in Arikunto : Model Classroom Action Research²⁶

1) Planning

Planning an action research by focusing who, when, what, where and how the action will be done.

2) Implementing

The researcher as the teacher taught the students in the class by using lesson plan made before. During the teaching learning process, the researcher observed the students activities. In implementing the researcher will make lesson plan for speaking

²⁶ Arikunto, S. "prosedur penelitian, suatu pendelatan praktik", Jakarta: Rineka Cipta. 2014.p.16

classes and enter Brainstorming strategies for improve students speaking ability in class.

3) **Observing**

Observation is the process of controlling and monitoring the condition or activities of the student in the classroom. In other word, the observation was done together with actions which have already been mentioned in action stage.

4) **Reflecting**

Reflection is the processing of the data from activity in each cycle from the score of students. The researcher gives evaluation by using test with collaburator.

B. The Subject Of This Research

The subject of the research is class XI MIPA 2 student SMA N 1 Bengkulu Tengah in academy year 2020/2021. This participant of the class consists of 31 students.

Table 3.2

Distribution of the Research Population and Sample

No.	Class	Male	Female	Students	Mean Score of Speaking
1	XI MIPA 1	7	22	29	75
2	XI MIPA 2	11	20	31	69
3	XI MIPA 3	9	21	30	70

4	XI MIPA 4	13	15	28	78
	Total	40	78	118	

Based on the table above there were 11th grade students of SMAN 1 Bengkulu Tengah. However the researcher only took the XI MIPA 2 that consist of 31 students as the subject of this research because of some reasons, *first*, based of English teacher's information XI MIPA 2 has a problems in english lesson especially in speaking. *second*, with compared the means score of each class XI MIPA 2 is the smallest score. Therefore, the researcher considered that this class is the most appropriate as the subject of the research.

This classroom action research was conducted collaboratively. The English teacher as the collaborator and the research prepared all the procedures in the research. Hopefully, the result of this reseach was able to solve problems in speaking ability.

C. Research Instrument

The instrument of collecting data is used by the researcher collaborate with english teacher to get the data observation by using:

1. Speaking Test

In this research, the researcher collaborate with teacher, kinds of test that would be given by the researcher were an oral test. The intelligence test was an oral test that systematically done by guidance rubric of speaking.

Table 3.3**The scoring rubric for speaking score**

Level		Score Indicators
Pronunciation	4	<input type="checkbox"/> The pronunciation is very clear and easily understood
	3	<input type="checkbox"/> Easily understood the word despite the influence of mother tongue can be detected
	2	<input type="checkbox"/> The pronunciation is not really clear, but it can be understood by the listener
	1	<input type="checkbox"/> The pronunciation is not clear.
Grammar	4	<input type="checkbox"/> Little or no grammatical errors.
	3	<input type="checkbox"/> There is an error sometimes but does not affect the meaning.
	2	<input type="checkbox"/> Often use grammatical errors in speaking.
	1	<input type="checkbox"/> Use the wrong sentences structure and grammar.
Vocabulary	4	<input type="checkbox"/> Using appropriate vocabulary an expressions.
	3	<input type="checkbox"/> Use inappropriate word sometimes that is needed to be explained more.
	2	<input type="checkbox"/> Use inappropriate words frequently.
	1	<input type="checkbox"/> Vocabulary which is used is so limited and often repeats he same words.
Fluency	4	<input type="checkbox"/> Speak very fluency.
	3	<input type="checkbox"/> Slightly disturbed by the language problems.
	2	<input type="checkbox"/> Often hesitated and stalled because of lack of vocabulary.
	1	<input type="checkbox"/> Stop speaking for a long time to think of idea.
Comprehension	4	- can understand any conversation within the range of his experience
	3	- comprehension is quite complete at a normal rate of speech.
	2	- can get the gist of most conversation of non-technical subjects
	1	- within the scope of his very limited language experience, can understand simple questions and statements

Theresa (2001). Tool and Technique for classroom Assessment²⁷

²⁷Theresa M kush et. al *Put the test: tools and technique for classroom Assessment*. New York. 2001

2. Observations

Observation was a complex process, a process that was composed of a variety of biological and psychological processes, among which the most important was the process of observation and memory.²⁸ The researcher used observation checklist in this research. The researcher sat among the students and observed the situation by filling an observation checklist.

Table 3.4 observation sheet guidelines

No	Research variable	Component	Indikator	Items
1	Brainstroming Strategy	Disscus not Fight	The students voice their ideas don't run away from the question	4,5
		Motivation	The students must give the motivation	1,2,3,6
		Ideas	The students share their ideas to all their friend in front of class	7,8
			The students can independent to practice	9,10,11

3. Interview

This research used structured interview. Interview is aimed to dig deeper the response experience, view and feeling.²⁹ Interviews is only used to support data from observation,

²⁸ Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta. 2013. p14.

²⁹ Heigham & Croker R. *Qualitative research in applied linguistics* Hampshire. (UK. Palgrave Macmillan. 2009). p.87

therefore; that interview the question must be related to these points observed in class observations.

4. Field note

Used to record what observers see about the stages that collect and reflect data. It was handled the observation performance of both students teacher and student activities in the class. This includes strengths, weaknesses, and descriptive classroom atmosphere that is also assisted by collaborator.

5. Study Documentation

Study documentation use to show the teaching and learning process by using the photograph.

D. Technique for Collecting Data

Technique of collecting data in this research using qualitative data (experience-based) and quantitative data (number-based). The qualitative data consist of observation within the physical activity in the classroom. On the other side, the quantitative data cycle 1 and cycle 2. The completely explanation as follows:

1. Test

The tests used in this study were the initial test and the final test. The pre-test is carried out before implementing the brainstorming strategy. This is to measure students' speaking ability at first. While the post-test was carried out after using the brainstorming strategy. In this study the test

was carried out in the form of an oral test. Tests are held at the end of each cycle.

2. Researchers used the observation checklist in this study. The researcher sits among students and observes the situation by filling out an observation checklist.

E. Research Procedure

This research collaborate with english teacher used a classroom action research the method is to know how the teacher can organize her teaching and learning condition from there own experience. She can try an idea as reparation in there teaching and learning process and look the real effect of those efforts.

There are four components in one cycle for doing classroom action research it consists of Planning, Implementing, observing and reflecting. This classroom research is arranged into two cycle they are cycle 1 and cycle 2. The researcher will collaborate with the English teacher who teaches in 11th class. The activities that will be done in each cycle as follows:

1. preliminary research

In the preliminary study, researchers and English teachers discussed and take some action to find the right technique in teaching speaking. Then the researchers gave several questions about speaking.

2. Cycle 1

a. Planning

Planning means every activity that is prepared for all steps which would be done by researchers and english teacher as collabolator before applying research actions. The activities carried out before the action are as follows:

a. Choose themes and sub-themes taught in 2020/2021 academic year.

b. Prepare teaching methods and strategies that used for teaching talk using brainstorming. They are chosen based on the themes and sub themes selected from the curriculum used.

c. Develop lesson plans for the first cycle (Lesson Plans I and II).

e. Prepare ways to assess students' speaking tests.

b. Implementing

In implementing, the researcher plans

a. Give the students motivation for speaking classes

b. Enter the brainstorming strategy for improve students' speaking ability.

c. Teacher ask students to mentioned what things are the material.

c. Observing

Observation is a very important step to control brainstorming activities in speaking ability. Observations would be made at each meeting. The test used to measure students' speaking abilities as primary data. There are four aspects of evaluation; fluency, pronunciation, grammar, vocabulary and comprehension.

d. Reflecting

Reflection is carried out as the final step of action research to analyze the results of observations and tests to find out the extent of the development of the strategy it works.

3. Cycle 2

a. Planning

- a. Prepare Learning material
- b. Prepare teaching methods and strategies that would be used for teaching talk using brainstorming. They are chosen based on the themes and sub themes selected from the curriculum used.
- c. Ways to assess students' speaking tests.

b. Implementing

In implementing, the researcher plans

- a. Give the students motivation for speaking classes

- b. Enter the brainstorming strategy for improve students' speaking ability.
- c. Teacher ask students to mentioned what things are the material.

c. Observing

Observation is a very important step to control brainstorming activities in speaking ability. Observations will be made at each meeting. Speak out The test will be used to measure students' speaking abilities as primary data. There are four aspects of evaluation; fluency, pronunciation, grammar, vocabulary and comprehension.

d. Reflecting

Reflection is carried out as the final step of action research to analyze the results of observations and tests to find out the extent of the development of the strategy it works.

F. The Criteria of Success

The criteria of success is used to find out whether the goal of the action is achieved. The score target of vocabulary mastery is 75 based on the minimum score requirement of SMAN 1 Bengkulu Tengah.

G. Data Analysis Technique

In this research, the researcher collaborate with english teacher also conducted which has obtained. Which are in form scores of numbers, by evaluating and comparing the result from each cycle in order to know whether the Brainstorming strategy can improve the students speaking ability. Additionally, to support the data analysis, in order to find out the students percentage, the researcher use formula bellow:

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

Where :

P : Precentage

F : Frequency

N : Total number of students³⁰

When the data has collected it was analyzed to get mean score of the aspect of Speaking.

The data of this research and english teacher were the scores taken from cycle one and cycle two. They were scored to get the data of each aspect if the students' speaking namely pronunciation, grammar, vocabulary, fluency, and comprehension used and relevance the Speaking and compared the means score of aspect cycle. This was done to see in order to see whether there was effect of the action to the students' speaking ability.

³⁰ Sudijono, Anas. *pengantarstatistic pendidikan*. Raja wali Press 2009

The mean score of the class can be searched by using this following formula:

$$M = \frac{\sum X}{\sum Y}$$

Where:

M = Mean score

$\sum X$ = Total of Students score

$\sum Y$ = Total of Students³¹

Data are gotten in qualitative data, According to Miles and Huberman the process of analysis in three phases: consisting of data reduction, data display and conclusion.

1. Data reduction becomes first steps to do in analyzing the data in this research. Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns. It is the process of sorting, focusing, simplifying, abstracting, and transforming the raw data. Based on the theory there researcher will observe with observation checklist, fillnote, interview and documentation. In this step will reduced data that means make it summarize to easy in analyzing the data and continuing the next steps.
2. Data Display

³¹ Muhammad Arif, Tiro. *Dasar-Dasar Statistika*. Makassar: Andira Publisher. 2008

The second steps data display. generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.³²This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion drawing/verification

Analysis of qualitative data was through drawing conclusion and verification.³³ The results of analysis was tested for reliability and validity through triangulation. It was “an attempt to check the truth of the data or information obtain by researcher from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”.

³² Miles, Matthew B. and A. Michael Huberman. *Qualitative Data Analysis (terjemahan)*. Jakarta : UI Press. 2005. p24.

³³ Sugiono, *Memahami Penelitian Kualitatif*. Bandung: CV. ALFABETA. 2012, p99.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings of the Research

In this chapter, the researcher discussed with english teacher discuss about the finding of the research related to the implementation of brainstorming in improve students' speaking ability that was done at SMA N 1 Bengkulu Tengah.

1. Result of the Test

The test was given to the students in order to measure the students improvement in speaking ability before and after treatment. The data obtained from cycle 1 and cycle 2 were statistically calculated in order to identify the mean of the scores.

1.1 Pre-Cycle

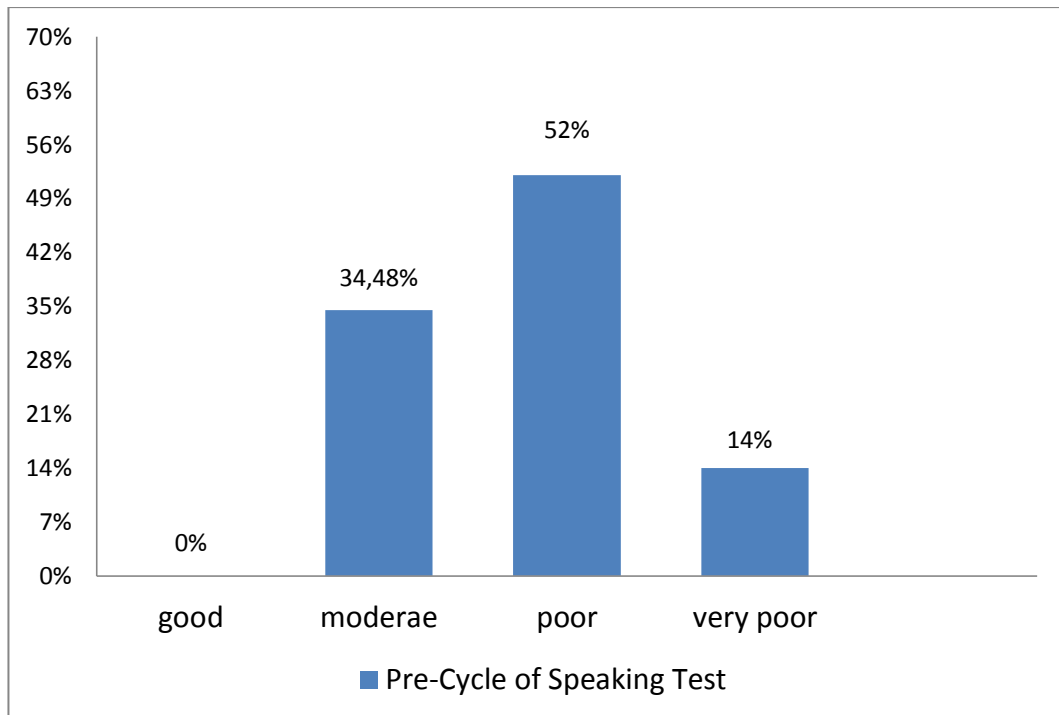
At the beginning of the research collaborate with english teacher as a assess of speaking test, the researcher and english teacher gave pre-test to the students. The aim of the test was get information about students' basic skill in speaking. It was conducted on July 27, 2020 at SMAN 1 Bengkulu Tengah 11th grade students. When the data has collected it was analyzed of the aspect of speaking such as: pronunciation, grammar, vocabulary, fluency and comprehension. It was done in order to decide the treatment which would focus on in the next cycle.

The Result of Pre-Cycle based on assess english teacher can be seen of the table below :

Table 4.1: The Result of Pre-Cycle based on assess english teacher

Score interval	Category	Frequency	%
80-100	Good	0	0%
60-79	Moderate	10	34,48%
40-59	Poor	15	52%
0-39	Very Poor	4	14%

Based on the table above, the students speaking ability is still poor, based on the pre-assesment were: 0 students include “good” category; 10 students include “moderate” category; 15 students include “poor” category; 4 students include “very poor” category. And then it show that students ability in speaking needed improvement. Means of the students score (56,39). The calculation showed that the students average in listening ability was “poor” category. Base on the data above, it is important that the researcher gave the treatments in cycle 1, and next cycles.

Chart 1: percentage of pre cycle

Based on the chart above, the result of students before conducting the action, it was found that the students had not much mastery of speaking test. Based on the result above, that were 0% students at 80-100 (good), that were 34,48% student at level 60-76 (Moderate), that were 52% students at level 40-59 (poor) and 14% at level 0-39 (very poor). With means the students 59,36. In pre-cycle, students have mistakes in pronunciation and vocabulary and their speaking is not details with the subject of the theme. To solve this problem will be solve in the next cycle.

Based on the percentage in pre-assessment, the researcher concluded that were some factors causes the students still categorized poor. The students still lack of vocabulary and did not

know what is vocabulary they can say. The teacher also never applied strategy in classroom it makes the students are bored. So, the researcher applied brainstorming strategy to helps the students improve the students speaking ability with the teacher as a collaborator.

1.2 Cycle 1

Based on the evaluation, this cycle was done as follow up of the pre-cycle. The researcher has found that some of the students could not speaking well. They made mistakes in content (development of subject details), determining, pronunciation, grammar, vocabulary, fluency and comprehension, there are some weaknesses in teaching and learning process such as lack of the teachers' motivation, lack of students' participation because in teaching and learning process. In this session the researcher and english teacher as a collaborator applied brainstorming strategy to helps the students improve their speaking ability. Speaking Test in Cycle 1 was conducted on August 3, 2020.

a. Planning

1. Make a lesson plan. designing the steps in doing action. This should be done in order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in classroom. (It can be seen at appendix I).

2. Prepare to learning process material. In the first cycle, the researcher prepared gave a story question about “Hopes and Dreams” as the material to be learned by the students. (It can be seen at appendix D).
3. Enter the strategy.
4. Make scoring when students speak in front of the class then the english teacher as a asses to speaking score.

b. Implementation

After prepared the lesson plan teaching material. In this cycle, there was to introduction cycle and there was meetings of teaching and learning process in this research. The researcher had to socialize to brainstorming become familiar to the students.

Moreover the teacher would apply the brainstorming strategy at the classroom. Based on lesson plan on cycle 1 was the detail implementation of speaking Brainstorming strategy, the researcher was divided the action in giving material of teaching speaking into three steps, they were: pre-activities, while-activities, and post activities.

a. Pre-teaching : a). Teacher starts the lesson by greeting and saying prayer. b) Teacher checks the students'. c) Teacher introduce the topic of what they are going learn today.

b. Whilst teaching

Presentation : a) Students listen to the model of brainstorming strategy. b) Students identify the topic by competing ideas to the conservation in the topic. c) Students identify other ways to make a ideas freely.

Practice : a) Students find some ideas of the topic in learn to share in front of Class. b) Students practice the ideas in front of class the use of expression by making a short conversation based on the situation.

Production : Students use of brainstorming strategy to speak up in front of class with ideas freely.

c. Post teaching : a) teacher gives feedback. b) students teacher make a conclusion of what they are learning today. c) Teacher ends the lesson by saying a prayer

c. Observation

During process the action 1, the researcher also did the observation with English teacher in SMAN 1 Bengkulu Tengah. The researcher and teacher observed about the students activity in classroom, especially their speaking ability in front of class. Through the observation in action 1, the researcher it hasn't not found yet the progress better than pre cycle. The researcher and teacher saw that were hasn't progress such as their actives in speaking, Actually, the students had several chances to learn speaking. First, Their don't have the motivation well in teaching learning process the students still say with the new strategy,. In the other hand the researcher also found some problems during action 1. Second, it because of there were some students who are not focus yet. Third, the condition of the classroom was rather noisy, The students then the researcher tried to control them in teaching and learning process for they are can be focus on learning activity.

Through this condition, the researcher felt that the monitoring and controlling of the students might be improved again on the next cycle to get better situation and result.

d. Reflection

As mentioned the observation above that were hasn't progress yet that showed by students in cycle 1. The researcher found even there were still some problem.

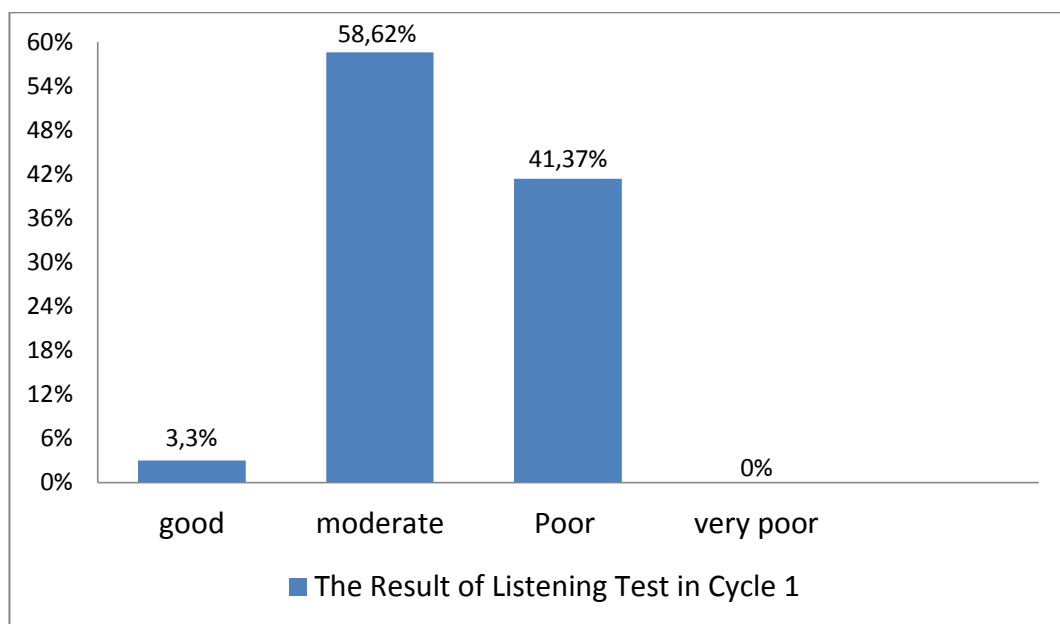
The result of the test can be seen in the table bellow:

Table 4.2: The Students Result of Cycle I on assess by english teacher

Score interval	Category	Frequency	%
80-100	Good	1	3,44%
60-79	Moderate	17	58,62%
40-59	Poor	12	41,37%
0-39	Very Poor	0	0%

Based on the table above, the students speaking ability is still poor, based on the Cycle I were: 1 students include "good" category; 17 students include "moderate" category; 12 students include "poor" category; 0 students include "very poor" category. And then it show that students ability in speaking needed improvement. Means of the students score (62,24) (see appendix 2). The calculation showed that the students average in speaking ability was "poor" category. Based on the data above, it is important that the researcher gave the treatments in cycle 2, and next cycles.

Chart 2 : The Result of Speaking Test in Cycle I

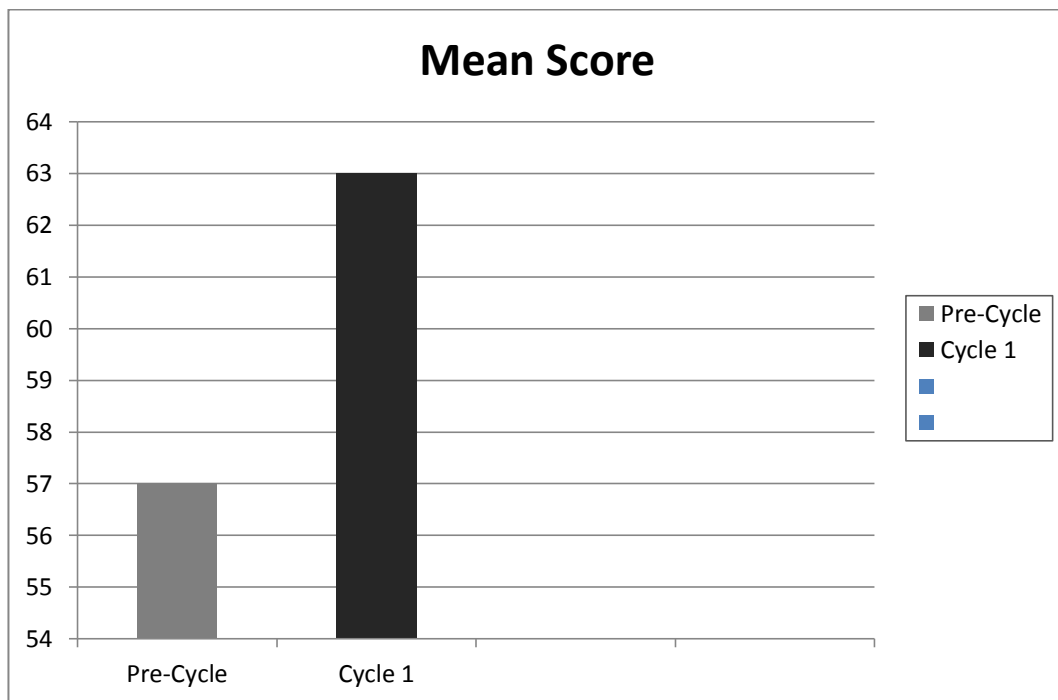


Based on the chart above, the result students score the chart above the result of cycle I that were 3,44% students at level 80-100 (Good), that were 58,62% students at level 60-79 (Moderate), that were 0% students at level 0-39 (Very poor). With mean score 62,24 (see appendix 2).

However the improvement of students achievement will be showed as follow:

Table 4.3 : Mean score of Pre-Cycle and Cycle I

Data	Mean Score
Pre cycle	56,39
Cycle I	62,24



Based on the chart above researcher found there were different results between Pre-cycle and the cycle I. In this research the researcher saw the improvement but it's not perfect.

Based on the table cycle 1 above it, it was shown that there was an increasing of the score of each aspect even though their increasing was still low. In cycle 1, the researcher found that there are: 4 students high score, 4 students were passing grade, 21 students were still low and 2 students were absent.

It means that the indicator of successful was not met. Thus the researcher concluded that next cycle held since the result of speaking test in cycle 1 was not satisfied. First, They don't have the motivation well in teaching learning process the students still say with the new strategy. In the other hand the researcher also

found some problems during action 1. Second, it because of there were some students who are not focus yet. Third, the condition of the classroom was rather noisy, The students then the researcher tried to control them in teaching and learning process for they are can be focus on learning activity. The focus of treatment in the second cycle was decide on the Grammar as the lowest score.

1.3 Cycle 2

In this cycle, the researcher was focus on the treatment on the content (development of subject details). and Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The speaking test in cycle II was conducted on August 24, 2020. The researcher though the students how to control the content of their speaking and how to apply pronunciation, grammar, vocab, fluency and comprehension in speaking. The researcher gave an example and asked the students to do exercises. And the researcher will give the students a motivations and participation in teaching and learning process with asked to them about their experiences or person them like that the relationship with the descriptive material.

a. Planning

- 1 Make a lesson plan. designing the steps in doing action.
This should be done in order to control the teaching process, the researcher used the lesson plan as guidance for

the researcher's activities in classroom. (It can be seen at appendix I).

- 2 Prepare to learning process material. In the first cycle, the researcher prepared gave a story question about "Bullying" as the material to be learned by the students based on the curriculum. (It can be seen at appendix I).

b. Implementation

The researcher was divided the action in giving material of teaching speaking into three steps, they were: pre-activities, while-activities, and post activities.

1. Pre-teaching : a). Teacher starts the lesson by greeting and saying player. b) Teacher checks the students'. c) Teacher introduce the topic of what they are going learn today.

2. Whilst teaching :

Presentation: a) Students listen to the model of brainstorming strategy. b) Students identify the topic by competing ideas to the conservation in the topic. c) Students identify other ways to make a ideas freely.

Practice : a) Students find some ideas of the topic in learn to share in front of Class. b) Students practice the ideas in front of class the use of expression by making a short conversation based on the situation.

Production : Students use of brainstorming strategy to speak up in front of class with ideas freely.

3. Post teaching : a) teacher gives feedback. b) students teacher make a conclusion of what they are learning today.
- c) Teacher ends the lesson by saying a prayer

c. **Observation**

Beside the collaborator though the material to students, the researcher also did observation and monitoring during the process of action with collaborator (the English teacher of SMAN 1 Bengkulu Tengah). During the observation in this cycle II, The researcher found that all the students tried to show their best ability in their speaking ability. Besides that, the researcher also motivated the students' to speak as well as students could in the class with their group. The researcher saw there were some improvements that students gave question to the researcher if they did not know or confused about material in learning. The researcher observed the students activity in the classroom, especially their speaking ability. The students were very active and serious during cycle process. Furthermore the researcher found that some problems but it could be handle with a little motivation and handle the classroom for students' who are not focus. The process of this cycle was running as well to stop in cycle II.

d. Reflection

As mentioned in the observation above, there were progresses of students in speaking ability that caused by condition in the classroom and the students. It could be seen the result of students speaking ability in the last cycle was really satisfied because that were significant improvement of their speaking ability. They are motivated well, their interest in learning and teaching process and speaking activity really different with the result of pre cycle and cycle 1. The result can be seen at the table bellow:

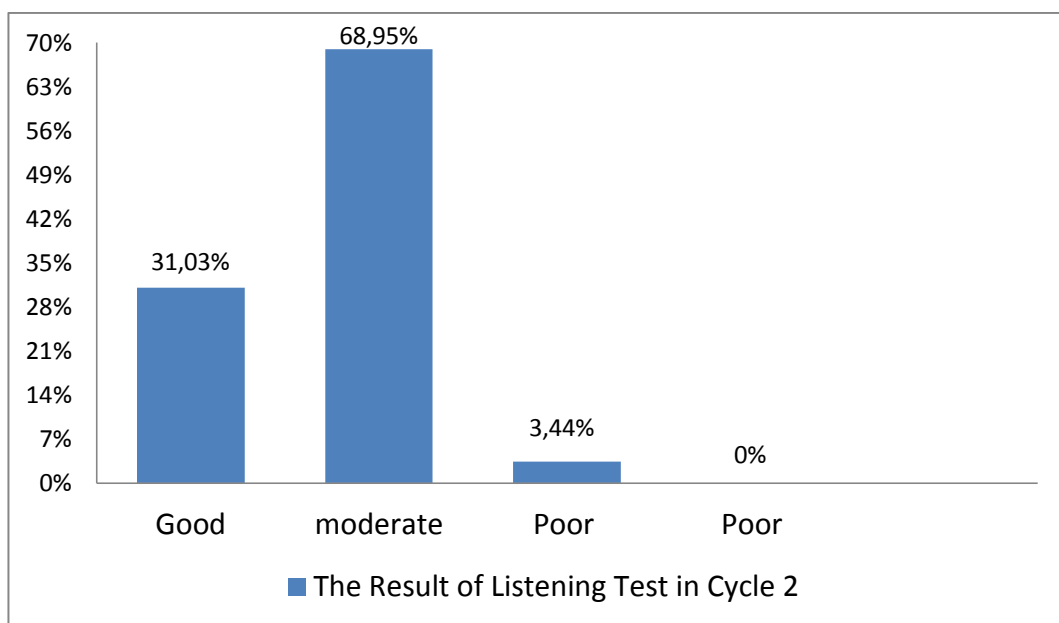
Table 4.4: The Students Result of Cycle II on assess by english teacher

Score interval	Category	Frequency	%
80-100	Good	9	31,03%
60-79	Moderate	20	68,95%
40-59	Poor	1	3,44%
0-39	Very Poor	0	0%

Based on the table above, the students speaking ability is still poor, based on the Cycle I were: 9 students include “good” category; 20 students include “moderate” category; 1 students include “poor” category; 0 students include “very poor” category. And then it show that students ability in speaking was

improvement. Means of the students score (75,68) (see appendix 2). The calculation showed that the students average in speaking ability was “moderate” category. Base on the data above, it is stop to give treatments.

Chart 3: Result of Speaking Test in Cycle II

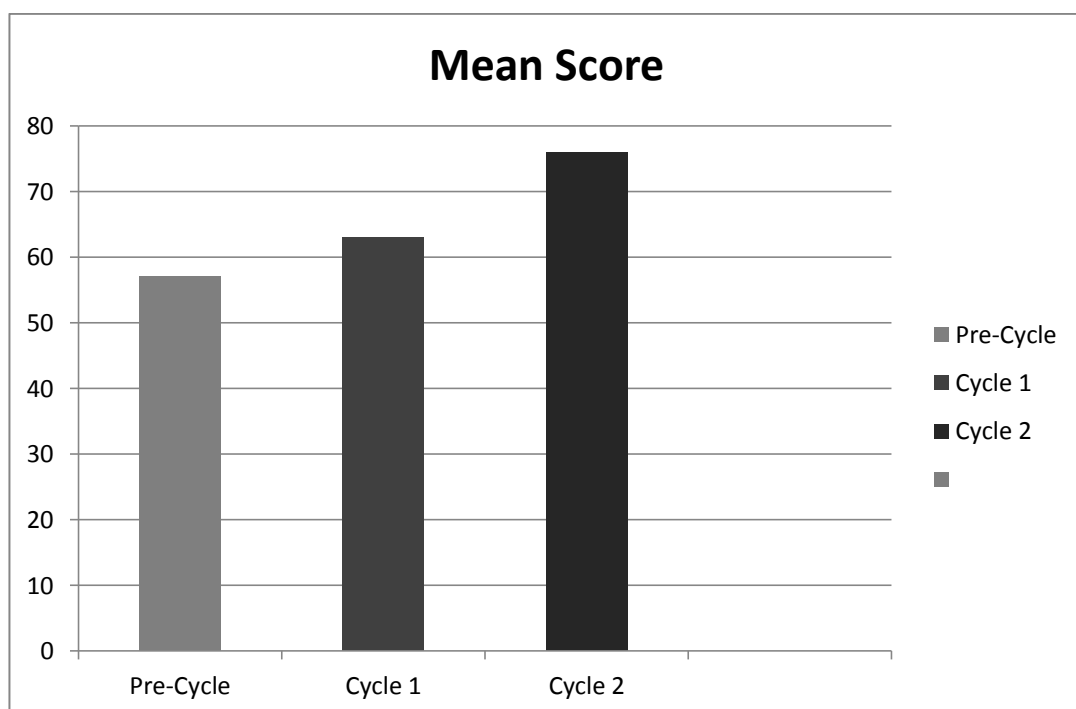


Based on the chart above, the result students score the chart above the result of cycle II that were 31,03% students at level 80-100 (Good), that were 68,95% students at level 60-79 (Moderate), that were 0% students at level 0-39 (Very poor).

However the improvement of students achievement will be showed as follow: The mean score of cycle 2 75,68 (see appendix 2)

Table 4.5: Mean Score of Pre cycle, Cycle I, and Cycle II

Data	Mean Score
Pre-Cycle	56,39
Cycle I	62,24
Cycle II	75,68



Based on the chart above, the result of the second cycle was significant. In this cycle, the researcher found the improvement between Pre-cycle, Cycle I, and Cycle II. It means that, the brainstorming was being able to improve students speaking ability.

Based on the table 2, it can be included that there was increasing scores on each aspect of speaking and the improving was good the score. In cycle 2 the researcher has found that there are: 9 students were high

score, 14 students were passing grade, 6 students were still low score and 2 students were not absent.

After achieving the improvement of the students' speaking ability where 29 students who passed the KKM, therefore the researcher decided to stop CAR because the students' achievement in speaking class was improved by brainstorming strategy. It was meant, the researcher did not need to revise the plan.

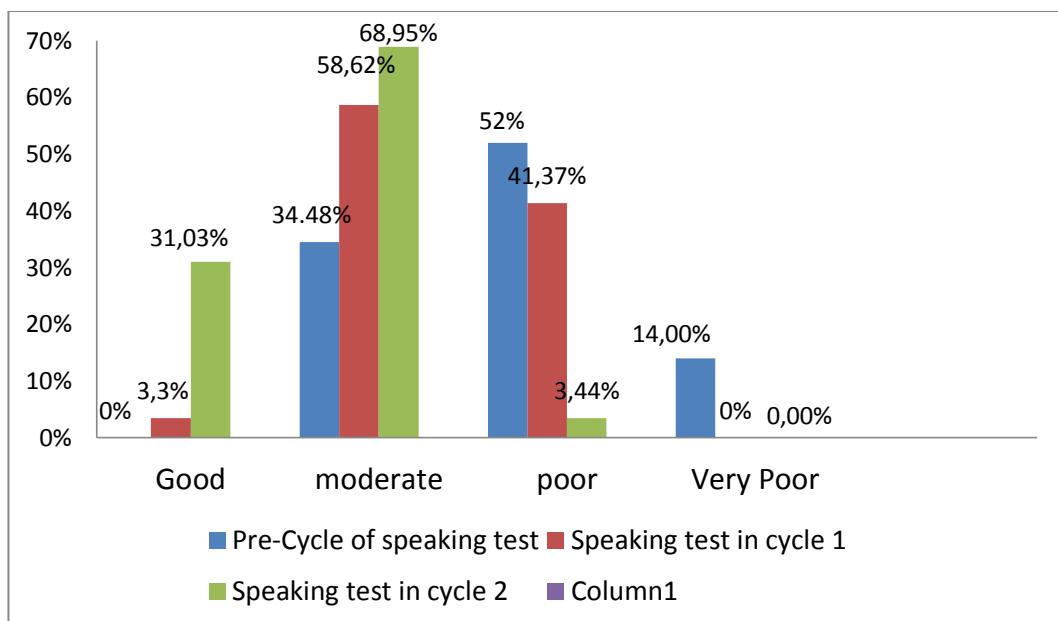
According to the result of the evaluation that has been done by the researcher, it could be assumed that the implementation of Classroom Action Research to teach speaking through brainstorming strategy was appropriate with the planning that had been discussed by the researcher. In this case, each action was planned as good as possible so that the learning activities could be accomplished well.

1.4. Data analysis

Based on the data analysis above, the researcher found that the results of this result of this research have answered the research question, that is can brainstorming strategy improve students' speaking ability at 11th grade students of SMAN 1 Bengkulu Tengah. the exact result in each cycle could be seen on the following chat bellow:

The Result of improvement Speaking Ability

Chart 4 : The Result of Pre-Cycle of Speaking Test, Speaking Test in Cycle 1, Speaking Test in Cycle 2 in percentage



From chart above, it can be seen that were significant improvement between the result in pre-cycle, cycle 1, and cycle 2. Based on the result, that were 0% or no students got good in category pre-cycle, 3,44 % or 1 student got in cycle 1, 31,03% or 9 students in cycle 2. Then 34,48% or 10 students got moderate category in pre-cycle, 58,62% or 17 students in

cycle 1, 68,95% or 20 students in cycle 2. After that, 52% or 15 students got poor category in pre-cycle, 42,37% or 10 students in cycle 1, and 3,44% or 1 student in cycle 2. The last, 14% or 4 students got very poor in pre-cycle, 0% or no students in cycle 2, and 0% or no student in cycle 2. In sum, the researcher concluded that the research should be ended in cycle 2 since the result of students' speaking ability had been satisfied and could reached the indicator of success.

1.5. Teaching and learning Process

In this study, The researcher collaborate with english teacher at SMAN 1 Bengkulu Tengah his name is Hariyantoni, M.Pd. the researcher designing the lesson plan and the strategy and then the english teacher applied the strategy to teach the students at class XI MIPA 2. The teaching and learning process is very significant where students initially feel bored and not excited, lack of motivation to learn English. But as a teacher we must know what is happening starting from approaching students and providing motivation in the process of teaching and learning activities.

After giving a little explanation and giving a little motivation for students in the class, there is already an interest in participating in learning activities.

The students are very flexible and excited about the strategies applied. Dare to interact with friends and also don't hesitate to ask if someone doesn't understand.

In the process of teaching and learning activities, students are expected to be always enthusiastic and not quickly bossed by new strategies or new methods that can be applied in teaching and learning activities.

B. Discussion

Based on the previous chapter, by cycle 1, cycle 2 and Observation it was found that there is was gradual improvement on the students' speaking ability. The result of this research was compared to some theorist and ideas explained in chapter 2. The improvement of students' means score in pre cycle that 56,39 increase to 62,24 in cycle 1. Moreover cycle 2 was the cycle that improved Students' speaking ability that means score 75,68.

Based on improvement of each cycle, brainstorming strategy improved students' speaking ability. the result of this research was also similar to result some previous studies. Firstly the result of the research by Diah Fifin Budiarto (2016) entitled "The Use of Brainstorming Game to Improve Students' Speaking Ability at Eight Grade Students of SMP Negeri Sumber Wringin Sukowono Jember in 2015/2016." That research method is classroom action research (CAR). The result of the research findings and showed that the Brainstorming game with the use of speaking

activities in classroom. The brainstorming game can be applied in teaching speaking. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. Speaking ability In two cycle The percentage is 40% of students who got score ≥ 60 . in Cycle 1 to (E=73.33%) in Cycle 2. it can make the improvement in some aspect of speaking skills such as vocabulary, grammar, pronunciation, fluency and comprehension. This research was similarity to the result of this research was through brainstorming can be improve the students' speaking ability.³⁴

Secondly, the result of the research by Yuni Mahtawani (2016) with entitled "Improving Students Speaking Skills by Using Problem Based Learning (PBL) Model (A Study at second grade Junior high school SMPN 1 Timang Gajah. this research used the quantitative research finding and showed that the T-test indicate that was a significant differences between the score of pretest and post-test. It can make a improvement the Speaking students skill improvement. Similarities in this research was improvement students speaking activities in classroom, and the differences is the method to guide the data.³⁵

Thirdly, the research by Bilal Adel Al-Khatib (2012) with entitled "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills Among Female Students in Princess Alia

³⁴ Diah Fifin B. (2016), The use of brainstorming game to improve students, speaking ability at eight grade students of SMP Negeri sumber wringin sukowono jember in 2015/2016 (Thesis, muhammadiyah university, Jember) Retrieved from <http://repository.usd.ac.id>

³⁵ Yuni mahtawarni (2016). improving students speaking skills' by using problem based learning (PBL) model (a study at second grade junior high school of SMPN 1 Timang Gajah (Thesis, state islamic University, Banda Aceh) Retrieved from <http://repository.usd.ac.id>

University” this research used the quasi experimental. The result is the finding of study showed that are statistical significant differences at the level of ($\alpha = 0.05$) between the experimental group and the control group in the total score and the sub score creative thinking. It make the effectiveness using the brainstorming strategy to implementing the students in different strategies.³⁶ The result is similarity to show the brainstorming strategy can applied in classroom. the different in this research is how to collect the data.

Finally, after get through all step the Brainstorming strategy is an effective that the teacher use to teach speaking ability. So, the students’ fluency, accuracy covering grammar, vocabulary. pronunciation and comprehension can be improved.

From the above explanation and the theory, the brainstorming strategy can be applied in teaching speaking that was able to improve students’ speaking ability.

³⁶ Bilal Adel Al-Khatib. *The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College*. American International Journal of Contemporary Research. Vol. 2 No.10; October 2012. www.aijcrnet.com Centre for Promoting Ideas, USA P. 1 Access on February, 01, 2020

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the previous chapter, it can be concluded that brainstorming strategy can improve students' ability in speaking by giving more practice, more explanation about the way to use brainstorming in speaking teaching and learning proses and ask them to perform their ideas. The students were able to express their ideas more fluently and natural. It makes the students active to be involved in teaching and learning process. By grouping them, they can share their idea. So, the students' fluency, accuracy covering grammar, vocabulary, pronunciation and comprehension can be improved.

The students divided in group pair to make them become more confident to answer the problems or question in white board. It makes students more actively in teaching and learning process. They are can share their ideas to each other. They can speak more and enjoyed during the teaching and learning process.

B. Suggestions

From the result of the last score above, the researcher concluded that brainstorming strategy can improve the students speaking ability, so the researcher would like to suggest that:

1. The teacher can be use brainstorming as an alternative strategy in teaching speaking can improve the students abilities.

2. The students are suggested to accustomed to speak English because can improve their speaking skill. It also can improve the students English score.
3. Before implementing this strategy I suggested to motivate and support the students in order to make them active in learning process.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 1 Bengkulu Tengah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ Ganjil
Materi Pokok : HOPES AND DREAMS!
Alokasi Waktu : 1 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hopes and dreams di dalam diri sendiri, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi ungkapan-ungkapan yang menunjukkan tentang keinginan dan mimpi terbesar.• Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.• Memahami struktur teks ungkapan tentang harapan dan mimpi terbesar terhadap diri sendiri.• Memahami unsur kebahasaan dari ungkapan hopes and dreams informasi terkait niat melakukan suatu tindakan.
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan hopes and dreams, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">• Menyusun kalimat pernyataan tentang hopes and dreams seseorang.• Menanggapi pernyataan tentang hopes and dreams yang ditujukan kepadanya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait hopes and dreams
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan informasi terkait hopes and dreams
- Memahami unsur kebahasaan dari hopes and dreams yang di ungkapkan
- Menyusun kalimat pernyataan keinginan dan harapan terbesar dalam hidup seseorang
- Menanggapi pernyataan hopes and dreams yang ditujukan kepadanya.

D. Materi Pembelajaran

- Fungsi Sosial
Menyatakan rencana, menyarankan, dsb.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan atau di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan pernyataan hopes and dreams yang sesuai, dengan modal I hopes, one day, my dreams, come true.
 - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan hopes and dreams yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
2. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru : Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran

- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p style="color: blue; text-decoration: underline;">KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p style="padding-left: 20px;">Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi ungkapan-ungkapan Hopes and Dreams melakukan suatu tindakan/kegiatan ● Pemberian contoh-contoh tentang apa saja hopes dan apa saja dreams untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p style="padding-left: 20px;">Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ungkapan-ungkapan yang menunjukkan tentang hopes and dreams.</p> <p>→ Menulis</p> <p style="padding-left: 20px;">Menulis resume dari hasil pengamatan dan bacaan terkait ungkapan-ungkapan hopes and dreams dari masing-masing orang.</p> <p>→ Mendengar</p>

	<p>Pemberian ungkapan hopes and dreams yang akan dilakukan oleh siswa diberikan oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi tentang hopes and dreams yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi hopes and dreams yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi hopes and dreams yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi ungkapan-ungkapan memberi dan meminta informasi terkait hopes and dreams kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p>

	<p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi hopes and dreams ini.</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait hopes and dreams yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri ungakapan-ungkapan tentang hopes and dreams sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti(cita-cita)</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti(cita-cita)</i></p> <p>→ Mengolah informasi dari materi ungakapan-ungkapan hopes dan juga dreams informasi terkait keinginan dalam waktu singkat dan juga mimpi yang belum terwujud yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi ungakapan-ungkapan hopes and dreams informasi terkait keinginan terbesar dalam waktu singkat dan juga cita-cita yang belum terwujud.</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti (cita-cita)</i></p>

	<p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi ungakapan-ungkapan hopes and dreams terkait keinginan dalam waktu singkat dan cita-cita berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi ungakapan-hopes and dreams terkait keinginan terbesar dalam waktu singkat dan cita-cita dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi ungakapan-hopes and dreams terkait keinginan terbesar dalam waktu dekat dan cita-cita yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>Ungkapan keinginan terbesar dalam waktu dekat dan mimpi terbesar yang akan terwujud suatu hari nanti(cita-cita)</i> → Menjawab pertanyaan tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran ungakapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p align="center">Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait hopes and dreams yang baru dilakukan. 	

- Mengagendakan pekerjaan rumah untuk materi pelajaran ungkapan-ungkapan memberi dan meminta informasi terkait hopes and dreams yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi hopes and dreams
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran ungkapanhopes and dreams kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Adinda Mutiara Sagita	75	75	80	75	305	76,25	B
2	Alfian	75	80	75	60	290	72,5	B
3	Annisa	80	75	75	75	310	77,5	B
4.	Anom Ali Peratama	60	65	90	80	290	72,5	B
5.	Aulia Desi RahmaDania	75	75	85	75	310	77,5	B
6.	Bella Indah Agustina	70	80	85	85	320	80	A
7.	Cindy Puspita Sari	80	75	85	70	312	78	B
8.	Dela Puspita Sari	75	70	80	85	310	77,5	B
9.	Dimas Adi Pratama	70	70	65	75	280	70	B
10	Fitri Dwi Maharani	75	75	85	70	305	76,25	B
11	Gizckha Fazirah Dyah Ayu	80	85	75	90	330	82,5	A
12	Halisa	75	82	85	76	318	79,5	B
13	Heni Yanti	70	83	73	67	293	73,25	B
14	Marisa Reviyanti	72	80	85	80	321	80,25	A
15	Marlita Sunarti	75	82	78	75	310	77,5	B
16	Melyanda Yulita Sari	85	87	85	90	347	86,75	A

17	M. Kurata Ayunin	75	84	86	75	320	80	A
18	Nico Jaya Syahputra	75	87	76	86	324	81	A
19	Nur Annisa	85	78	75	85	323	80,75	A
20	Puspita Ayu Pratiwi	78	80	76	77	309	77,25	B
21	Raihan Nafis	80	75	78	80	309	77,25	B
22	Ricky Kurniawan Alamsyah	85	82	78	85	330	82,5	A
23	Ririn Dwi Erka Putri	78	67	78	80	305	76,25	B
24	Rs. Yone Itetiharta	87	83	65	79	314	78,5	B
25	Sendy Priatna Putra	75	72	78	80	305	76,25	B
26	Syerani Ramadhani	78	80	72	80	310	77,5	B
27	Tiara Lestari	80	75	78	87	322	80,5	A
28	Tito Zaki Mubarak	75	60	75	78	288	72	B
29	Tri Herwansyah	75	68	79	81	303	75,75	B
30	Winda Herlina	80	83	85	85	333	83,25	A
31	Zahara Idzhar Sad Saputri Spepa	80	75	72	78	307	76,75	B

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100		450	90,00	SB
3	Memaksakan pendapat sendiri kepada anggota		100			

	kelompok.	
4	Marah saat diberi kritik.	100
5	...	50

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

2. Penilaian Pengetahuan

<i>Tabel Penilaian Aspek Pengetahuan</i>					
No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
		Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
Struktur teks yang digunakan cukup runtut	3	2			
2	Keruntutan Teks	Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut			
		Sangat variatif dan tepat	5	4	

4	Pilihan Tata Bahasa	Kosakata	Variatif dan tepat	4	3	
			Cukup variatif dan tepat	3	2	
			Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
			Tidak variatif dan tepat		1	
			Pilihan tata bahasa sangat tepat	5	4	
			Pilihan tata bahasa tepat	4	3	
			Pilihan tata bahasa cukup tepat	3	2	
			Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
			Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa: Ucapan Tata bahasa Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		

Skor yang dicapai

Skor maksimum

10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 1 Semester
Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____
: _____

Kelas _____

Contoh aspek yang dinilai							
No	Kompetensi Dasar	Periode	Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	Catatan pendidik
		30/7					
1.	Menulis karangan deskriptif	10/8					
	 dst					
		1/9					
2.	Membuat Resensi Buku	30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
		Sangat original	5	4
		Original	4	3
1	Keaslian Penulisan	Cukup original	3	2
		Kurang memahami	Hampir tidak original	1
		Tidak original		
		Isi sangat sesuai dengan judul	5	4
		Isi sesuai dengan judul	4	3
2	Kesesuaian isi dengan judul	Isi cukup sesuai dengan judul	3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	1
		Isi tidak sesuai dengan judul		
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4
		Keruntutan teks tepat	4	3

		Keruntutan teks cukup tepat	3	2
		Keruntutan teks kurang tepat	2	1
		Keruntutan teks tidak tepat	1	
		Pilihan kosakata sangat tepat	5	4
		Pilihan kosakata tepat	4	3
4	Pilihan Kosakata	Pilihan kosakata cukup tepat	3	2
		Pilihan kosakata kurang tepat	2	1
		Pilihan kosakata tidak tepat	1	
		Pilihan tata bahasa sangat tepat	5	4
		Pilihan tata bahasa tepat	4	3
5	Pilihan tata bahasa	Pilihan tata bahasa cukup tepat	3	2
		Pilihan tata bahasa kurang tepat	2	1
		Pilihan tata bahasa tidak tepat	1	
		Penulisan kosakata sangat tepat	5	4
		Penulisan kosakata tepat	4	3
6	Penulisan Kosakata	Penulisan kosakata cukup tepat	3	2
		Penulisan kosakata kurang tepat	2	1
		Penulisan kosakata tidak tepat	1	
		Tulisan rapi dan mudah terbaca	5	4
		Tulisan tidak rapi tetapi mudah terbaca	4	3
7	Kerapihan Tulisan	Tulisan tidak rapi dan tidak mudah terbaca	3	2
		Tulisan tidak rapi dan sulit terbaca	2	1

Tulisan tidak rapi dan tidak terbaca	terbaca	1
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e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
		Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		2	Intonasi (<i>intonation</i>)	Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna
Terlalu banyak kesalahan dan mengganggu makna	1				
Sangat lancar	5			4	
3	Kelancaran				

4	<i>(fluency)</i>	Lancar	Sangat tidak lancar	4	3
		Cukup lancar		3	2
		Kurang lancar		2	1
		Tidak lancar		1	
	Ketepatan Makna <i>(accuracy)</i>	Sangat tepat	Hampir tidak tepat	5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat		2	1
		Tidak tepat		1	

No.	Huruf	Skor Penilaian	Rentang angka
1.	Sangat Baik (A)	86-100	
2.	Baik (B)	71-85	
3.	Cukup (C)	56-70	
4.	Kurang (D)	≤ 55	

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Juli 20...

Mengetahui
Kepala Sekolah

.....

Guru Mata Pelajaran

.....

.....
NIP/NRK.

.....

NIP/NRK.

Catatan Kepala Sekolah

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 1 Bengkulu Tengah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/ Ganjil
Materi Pokok : Bullying
Alokasi Waktu : 1 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait bullying di dalam diri sendiri, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none">• Mengidentifikasi ungkapan-ungkapan yang menunjukkan tentang bagaimana bullying sebenarnya.• Mengidentifikasi pendapat terhadap bullying yang di dapati di sekolah.• Memahami konteks apa yang seharusnya dilakukan ketika ada ayang di bully di sekolah.• Memahami unsur kebahasaan dari tindakan bullying informasi terkait niat melakukan suatu tindakan.
4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan bullying, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none">• Menyusun kalimat pernyataan tentang bullying .• Menanggapi pernyataan tentang bullying yang ditujukan kepadanya.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait bullying.
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan informasi terkait bullying.
- Memahami unsur kebahasaan dari bullying yang di ungkapkan.
- Menyusun kalimat pernyataan keinginan dan pencegahan bullying ketika di dapati.
- Menanggapi pernyataan tentang bullying yang ditujukan kepadanya.

D. Materi Pembelajaran

- Fungsi Sosial
Menyatakan rencana, menyarankan, dsb.
- Struktur Teks
 - Memulai
 - Menanggapi (diharapkan atau di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan pernyataan terhadap perbuatan bullying yang sesuai, dengan modal affects, caess, children.
 - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan hopes and dreams yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

3. Media
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
4. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran

- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p style="color: blue; text-decoration: underline;">KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat)</p> <p style="padding-left: 20px;">Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi ungkapan-ungkapan terhadap bullying melakukan suatu tindakan/kegiatan ● Pemberian contoh-contoh tentang apa saja yang harus dilakukan ketika ada kasus pembulian untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p style="padding-left: 20px;">Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ungkapan-ungkapan yang menunjukkan tentang pendapat mereka tentang bullying.</p> <p>→ Menulis</p> <p style="padding-left: 20px;">Menulis resume dari hasil pengamatan dan bacaan terhadap informasi bullying dari masing-masing orang.</p> <p>→ Mendengar</p>

	<p>Pemberian ungkapan bullying yang akan dilakukan oleh siswa diberikan oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <p><i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
<p>Problem statemen (pertanyaan/identifikasi masalah)</p>	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi tentang bullying dan cara mengatasi jika adaya kasus tersebut yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi yang sedang dipelajari.</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi ungkapan-ungkapan memberi dan meminta informasi terkait bullying kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p>

	<p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi yang sedang di pelajari.</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri ungkapan-ungkapan tentang sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i></p> <p>→ Mengolah informasi dari materi dan informasi terkait keinginan dalam waktu singkat dan uga mimpi yang belum terwujud yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi ungkapan-ungkapan hopes and dreams informasi terkait keinginan terbesar dalam waktu singkat dan juga cita-cita yang belum terwujud.</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i></p>

	<p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi terkait keinginan dalam waktu singkat dan cita-cita berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi terkait menghadapi kasus dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>Ungkapan jika mereka melihat adanya kasus bullying yang terjadi di sekolah.</i> → Menjawab pertanyaan tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. → Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran ungkapan-ungkapan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p align="center">Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungkapan-ungkapan memberi dan meminta informasi terkait hopes and dreams yang baru dilakukan. 	

- Mengagendakan pekerjaan rumah untuk materi pelajaran ungkapan-ungkapan memberi dan meminta informasi terkait hopes and dreams yang baru diselesaikan.
- Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi hopes and dreams
- Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

6. Sikap

- **Penilaian Observasi**

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Adinda Mutiara Sagita	75	75	80	75	305	76,25	B
2	Alfian	75	80	75	60	290	72,5	B
3	Annisa	80	75	75	75	310	77,5	B
4.	Anom Ali Peratama	60	65	90	80	290	72,5	B
5.	Aulia Desi RahmaDania	75	75	85	75	310	77,5	B
6.	Bella Indah Agustina	70	80	85	85	320	80	A
7.	Cindy Puspita Sari	80	75	85	70	312	78	B
8.	Dela Puspita Sari	75	70	80	85	310	77,5	B
9.	Dimas Adi Pratama	70	70	65	75	280	70	B
10	Fitri Dwi Maharani	75	75	85	70	305	76,25	B
11	Gizckha Fazirah Dyah Ayu	80	85	75	90	330	82,5	A
12	Halisa	75	82	85	76	318	79,5	B
13	Heni Yanti	70	83	73	67	293	73,25	B
14	Marisa Reviyanti	72	80	85	80	321	80,25	A
15	Marlita Sunarti	75	82	78	75	310	77,5	B
16	Melyanda Yulita Sari	85	87	85	90	347	86,75	A

17	M. Kurata Ayunin	75	84	86	75	320	80	A
18	Nico Jaya Syahputra	75	87	76	86	324	81	A
19	Nur Annisa	85	78	75	85	323	80,75	A
20	Puspita Ayu Pratiwi	78	80	76	77	309	77,25	B
21	Raihan Nafis	80	75	78	80	309	77,25	B
22	Ricky Kurniawan Alamsyah	85	82	78	85	330	82,5	A
23	Ririn Dwi Erka Putri	78	67	78	80	305	76,25	B
24	Rs. Yone Itetiharta	87	83	65	79	314	78,5	B
25	Sendy Priatna Putra	75	72	78	80	305	76,25	B
26	Syerani Ramadhani	78	80	72	80	310	77,5	B
27	Tiara Lestari	80	75	78	87	322	80,5	A
28	Tito Zaki Mubarak	75	60	75	78	288	72	B
29	Tri Herwansyah	75	68	79	81	303	75,75	B
30	Winda Herlina	80	83	85	85	333	83,25	A
31	Zahara Idzhar Sad Saputri Spepa	80	75	72	78	307	76,75	B

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50	250	62,50	C
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100		450	90,00	SB
3	Memaksakan pendapat sendiri kepada anggota		100			

	kelompok.	
4	Marah saat diberi kritik.	100
5	...	50

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

7. Penilaian Pengetahuan

<i>Tabel Penilaian Aspek Pengetahuan</i>					
No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
		Struktur teks yang digunakan sangat runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
Struktur teks yang digunakan cukup runtut	3	2			
2	Keruntutan Teks	Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut			
		Sangat variatif dan tepat	5	4	

4	Pilihan Tata Bahasa	Kosakata	Variatif dan tepat	4	3	
			Cukup variatif dan tepat	3	2	
			Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
			Tidak variatif dan tepat		1	
			Pilihan tata bahasa sangat tepat	5	4	
			Pilihan tata bahasa tepat	4	3	
			Pilihan tata bahasa cukup tepat	3	2	
			Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
			Pilihan tata bahasa tidak tepat		1	

8. Penilaian Keterampilan

f. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa: Ucapan Tata bahasa Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		

Skor yang dicapai

Skor maksimum

10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

g. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

h. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____
: _____

Kelas

Contoh aspek yang dinilai							
No	Kompetensi Dasar	Periode	Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	Catatan pendidik
		30/7					
1.	Menulis karangan deskriptif	10/8					
	 dst					
		1/9					
2.	Membuat Resensi Buku	30/9					
	 dst					

i. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
		Sangat original	5	4
		Original	4	3
1	Keaslian Penulisan	Cukup original	3	2
		Kurang memahami	Hampir tidak original	1
		Tidak original		
		Isi sangat sesuai dengan judul	5	4
		Isi sesuai dengan judul	4	3
2	Kesesuaian isi dengan judul	Isi cukup sesuai dengan judul	3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	1
		Isi tidak sesuai dengan judul		
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4
		Keruntutan teks tepat	4	3

		Keruntutan teks cukup tepat	3	2
		Keruntutan teks kurang tepat	2	1
		Keruntutan teks tidak tepat	1	
		Pilihan kosakata sangat tepat	5	4
		Pilihan kosakata tepat	4	3
4	Pilihan Kosakata	Pilihan kosakata cukup tepat	3	2
		Pilihan kosakata kurang tepat	2	1
		Pilihan kosakata tidak tepat	1	
		Pilihan tata bahasa sangat tepat	5	4
		Pilihan tata bahasa tepat	4	3
5	Pilihan tata bahasa	Pilihan tata bahasa cukup tepat	3	2
		Pilihan tata bahasa kurang tepat	2	1
		Pilihan tata bahasa tidak tepat	1	
		Penulisan kosakata sangat tepat	5	4
		Penulisan kosakata tepat	4	3
6	Penulisan Kosakata	Penulisan kosakata cukup tepat	3	2
		Penulisan kosakata kurang tepat	2	1
		Penulisan kosakata tidak tepat	1	
		Tulisan rapi dan mudah terbaca	5	4
		Tulisan tidak rapi tetapi mudah terbaca	4	3
7	Kerapihan Tulisan	Tulisan tidak rapi dan tidak mudah terbaca	3	2
		Tulisan tidak rapi dan sulit terbaca	2	1

Tulisan tidak rapi dan tidak terbaca	terbaca	1
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j. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4		
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4		
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3		
		Ada beberapa kesalahan dan mengganggu makna	3	2		
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1	
		Terlalu banyak kesalahan dan mengganggu makna		1		
		Hampir sempurna		5	4	
				Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
				Ada beberapa kesalahan dan mengganggu makna	3	2
		2	Intonasi (<i>intonation</i>)	Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2
Terlalu banyak kesalahan dan mengganggu makna	1					
Sangat lancar	5			4		
3	Kelancaran					

	(<i>fluency</i>)	Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
		Sangat tepat		5	4
		Tepat		4	3
4	Ketepatan Makna (<i>accuracy</i>)	Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

No.	Huruf	Skor Penilaian	Rentang angka
1.	Sangat Baik (A)	86-100	
2.	Baik (B)	71-85	
3.	Cukup (C)	56-70	
4.	Kurang (D)	≤ 55	

9. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

10. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Juli 20...

Mengetahui
Kepala Sekolah

.....
Guru Mata Pelajaran

.....

.....

.....

NIP/NRK.

NIP/NRK.

Catatan Kepala Sekolah

.....
.....
.....
.....
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.....
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.....

SILABUS SMA.

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

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, 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	Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> <ul style="list-style-type: none">Menjaga	Mengamati <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	KRITERIA PENILAIAN: <ul style="list-style-type: none">Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnyaTingkat kelengkapan dan keruntutan	2 x 2jp	<ul style="list-style-type: none">CD/ Audio/ VCDKoran / majalah berbahasa InggrisSumber dari intern

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>nal yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya</p>	<p>hubungan interpersonal dengan guru, teman, dan orang lain</p> <ul style="list-style-type: none"> • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You should ...</i></p>	<p>menuliskan ungkapan yang digunakan.</p> <ul style="list-style-type: none"> • 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 - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</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 tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi 	<p>struktur teks memberi saran dan tawaran dan responnya</p> <ul style="list-style-type: none"> • Tingkat ketepatan 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 memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan 		<p>et:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://earneenglish.council.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>a, 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><i>You can ...</i></p> <p><i>Do you need ...?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<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 setiap yang dia sampaikan dalam kerja kelompok. Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <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 	<p>dalam memberi saran dan tawaran serta responnya</p> <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>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.</p> <ul style="list-style-type: none"> • Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan 	<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: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran / majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>akan komunikasi transaksi sosial 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>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon</p>	<p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose.</i></p> <p>..</p> <p><i>In my opinion</i></p> <p>...</p> <p>Unsur Kebahasaan</p> <p>Ucapan, tekanan kata, intonasi</p>	<p>menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>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</i> 	<p>penulisan/ penyampaian</p> <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 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 menanyak 		<p>- http://earneenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<p><i>journal</i>).</p>	<p>an pendapat atau pikiran ketika muncul kesempatan.</p> <ul style="list-style-type: none"> • 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 		
<p>1.1.Mensyukuri kesempatan dapat mempelajari</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran / majal

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<p>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</p>	<p>serta responnya</p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa</p> <p>- <i>I hope</i></p> <p>- <i>I wish you all the best. Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> 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 (questioning)</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>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan harapan dan doa yang telah 	<p>menyatakan harapan dan doa</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap Tingkat ketepatan 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 		<p>ah berbahasa Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_file_s - http://earnenglish.council.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>(<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3</p> <p>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>dipelajari dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <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>harapan dan doa bersayap</p> <ul style="list-style-type: none"> Ketepatan 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 bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			dalam melaksanakan komunikasi		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagah hubungan transaksi sosial dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></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</i></p>	<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 	<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 	3 x 2 JP	<ul style="list-style-type: none"> Berbagai undangan dalam bahasa Inggris CD/ Audio/ VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur</p>	<p><i>party?</i></p> <p><i>Closing</i></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>digunakan 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 	<p>dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</p> <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"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran 		<p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat klipng undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>n di setiap tahapan.</p> <ul style="list-style-type: none"> • 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 teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan</p>	<p>Surat pribadi sederhana</p> <p>Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi Tingkat kelengkapan dan keruntutan struktur teks surat Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan Kesesuaian format penulisan/ 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks pengunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p>	<p><i>Salutation:</i> <i>Dear</i></p> <p><i>Opening paragraph:</i> <i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i> Mengabarkan 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 	<p>(questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. • 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 paragraph-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 	<p>penyampaian</p> <p>Cara Penilaian: Pengamatan (observasi)</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi • Kesungguhan 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>		<p>ce file s</p> <p>- http://earne.english.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dan cetak yang jelas dan rapi. <ul style="list-style-type: none"> • 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 	kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. <ul style="list-style-type: none"> • 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 feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	<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 		
1.1 Menyukuri kesempatan dapat mempelajari bahasa	teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi</i>	Mengamati <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangot 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</p>	<p>: menyelaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan 	<p>struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan</p> <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 	<p>prosedur</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations) Tujuan untuk memberi balikan. 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 		<p>VCD</p> <ul style="list-style-type: none"> • Koran / majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_file_s - http://earneenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>aan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial,</p>	<ul style="list-style-type: none"> ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. 	<p>masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>an di setiap tahapan</p> <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 penyuntingan teks prosedur. Kumpulan hasil tes dan latihan. <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	Alokasi Waktu	Sumber Belajar
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelaku (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kejadian tanpa perlu menyebutkan pelakunya <i>Struktur Teks</i></p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/penyampaian <p>Cara Penilaian: Pengamatan</p>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/eresources

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksiasional dengan guru dan teman.</p> <p>3.7 Mengenal fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks</p>	<p>Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata kerja be (is/am/are/was/were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan 	<p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <ol style="list-style-type: none"> Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. <p>MENGASOSIASI</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 		<p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11</p> <p>Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan</p>	<p>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>Indonesia.</p> <p>KOMUNIKASI</p> <ul style="list-style-type: none"> • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sesuai konteks					
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Conditio</p> <p>Sentence</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <p>- <i>If teenagers eat too much</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. 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>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam</p>	<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>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi</p>	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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 suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks</p>	<p><i>fast food, they can easily become overweight.</i></p> <p>- <i>If you exercise regularly, you will get the benefit physically and mentally</i></p> <p><i>Unsur Kebahasaan</i></p> <p>- If Clauses dalam simple present</p> <p>- Main Clause dengan modals can/ will</p> <p><i>Topik:</i> Berbagai hal terkait dengan pengandaian keadaan/kejadian/peristiwa</p>	<p>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 menanyakan tentang 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 bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan 	<p>balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>diwaktu yang akan datang</p>	<p>dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian • Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 	<p>capaian belajar</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		
<p>1.1 Menyukuri kesempatan dapat</p>	<p>Teks ilmiah faktual (<i>factual report</i>) lisan dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio / VCD • Koran / majal

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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</p>	<p>tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> - Mengamati alam - Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow 	<ul style="list-style-type: none"> • 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 pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks 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 terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa 	<ul style="list-style-type: none"> • Kelengkapan dan keruntutan 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 memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan 		<p>ah berbahasa Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang 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</p>	<p>loris is a mammal. It is found in ... It is a nocturnal animal . It is very small with</p> <p>- Penggambaran mengenai bagian, sifat dan tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <p>- Simple Present</p> <p>- Kata kerja yang menggambarkan binatang/ benda/</p>	<p>teks report.</p> <ul style="list-style-type: none"> • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) 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 (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</p> <ul style="list-style-type: none"> • 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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	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. - Rujukan kata		Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	Teks eksposisi analitis <i>Fungsi Sosial</i> Menyatakan	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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</p>	<p>pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></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>kebahasaannya</p> <ul style="list-style-type: none"> Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara 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 dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada 	<p>eksposisi analitis</p> <ul style="list-style-type: none"> 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 memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 		<p>Inggris</p> <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource/files - http://earneenglish.britishcouncil/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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>ung</p> <p>c. Diakhiri dengan kesimpulan yang menyimpulkan akan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>teman dengan menggunakan unsur kebahasaan yang tepat</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>) dari 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- 	<p>komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • 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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 	<p>komentar 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 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i></p> <p>Meneladani, membangun, bertindak teratur, teliti dan disiplin, melaporkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan</p>	<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 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran / majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>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 pengunaannya.</p> <p>4.15 Menangkap makna</p>	<p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur Kebahasaan</i></p> <p>- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa</p>	<p>(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 dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks biografi sederhana Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teksbiografit kepada 	<p>n</p> <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>state.gov/files/resource/files</p> <p>- http://learnenglish.britishcouncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>yang sedang banyak dibicarakan.</p> <ul style="list-style-type: none"> - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<p>teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) 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 keahsaannya. • Siswa membuat kliping 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 	<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	Alokasi Waktu	Sumber Belajar
		<p>kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. 	<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 Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari Siswa membacakan teks lagu dengan pengucapan dan 	<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 Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian dalam 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio / VCD Koran /Majalah berbahasa Inggris Buku lagu bahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailylifeenglish.com http://americanenglish.state.gov/files/es/americanenglish/ourcoursefile

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi 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>	<ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>tekanan kata yang tepat</p> <ul style="list-style-type: none"> • 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 dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</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. 	<p>pengucapan dan penyalinan lirik lagu</p> <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 		<p>es</p> <p>- http://learning.britishecouncil.org/en/</p>

Appendix 2

The Rubric scoring for result of speaking ability in cycle one

No.	Students' name	P	G	V	F	C	Total score	Passing grade	Category
1.	Adinda Mutiara S.	1	2	3	3	2	11/55	75	Low
2.	Alfian	2	1	2	2	3	10/50	75	Low
3.	Annisa	1	1	4	3	3	12/60	75	Low
4.	Anom Ali P.	2	2	3	3	3	13/65	75	Low
5.	Aulia Desti R.	3	3	3	3	3	15/75	75	Pass
6.	Bella Indah A.	3	2	3	2	3	13/65	75	Low
7.	Cindy Amelia U.	4	2	4	3	3	16/80	75	High
8.	Dela Puspita S.	3	2	3	3	3	14/70	75	Low
9.	Dimas Adi P.	3	2	2	2	3	12/60	75	High
10.	Fitri Dwi M.	2	2	3	3	3	13/65	75	Low
11.	Gizckha Fazirah D.	-	-	-	-		-	-	-
12.	Helisa	3	2	2	3	2	12/60	75	Low
13.	Heni Yanti	2	2	2	1	3	10/50	75	Low
14.	Marisa Reviyanti	3	3	3	3	3	15/75	75	High

15.	Marlita Sunarti	-	-	-	-		-	-	-
16.	Melyanda Yulita S.	2	1	3	3	2	11/55	75	Low
17.	M. Kurata Aayunin	3	2	4	3	3	15/75	75	Pass
18.	Niko Jaya S.	2	2	2	2	2	10/50	75	Low
19.	Nur Anissa	2	2	2	3	2	11/55	75	Low
20.	Puspita Ayu Pratiwi	2	2	2	3	3	12/60	75	Low
21.	Rayhan Nafis	1	1	3	4	3	12/60	75	Low
22.	Ricky Kurniawan A	3	2	2	2	2	11/55	75	Low
23.	Ririn Dwi Erkaputri	3	2	2	2	2	11/55	75	Low
24.	Rs. Yoneiteti Harta	4	3	3	3	3	16/80	75	High
25.	Sendy Priatna Putra	3	2	2	3	3	13/65	75	Low
26.	Syerani Ramadhani	3	3	3	3	3	15/75	75	Pass
27.	Tiara Lestari	3	2	2	2	2	11/55	75	Low
28.	Tito Zaki Mubbarak	2	3	4	3	3	15/75	75	Pass

29.	Tri Herwansa	2	3	2	2	2	11/55	75	Low
30.	Winda Herlina	2	2	2	2	2	10/50	75	Low
31.	Zahara Izhar Sad. S	3	2	2	2	2	11/55	75	Low
	MEAN	2,48	2,06	2.65	2,5 1	2,6 2	62,24		

Precentage :

1. Very Poor = 0%
2. Poor = $\frac{12}{29} \times 100\% = 41,37$
3. Moderate = $\frac{17}{29} \times 100\% = 58,62$
4. Good = $\frac{1}{29} \times 100\% = 3,44$

The rubric score for result score of speaking in cycle two

No.	Students' name	P	G	V	F	C	Total score	Passing grade	Category
1.	Adinda Mutiara S.	3	3	3	3	3	15/75	75	Pass
2.	Alfian	3	3	3	2	4	15/75	75	Pass
3.	Annisa	2	2	4	3	3	14/70	75	Low
4.	Anom Ali P.	3	3	3	3	3	15/75	75	Pass
5.	Aulia Desti R.	3	3	4	3	3	16/80	75	High
6.	Bella Indah A.	-	-	-	-	-	-	-	
7.	Cindy Amelia U.	4	3	4	3	3	17/85	75	High
8.	Dela Puspita S.	3	2	3	3	3	14/70	75	Low
9.	Dimas Adi P.	3	3	3	3	3	15/75	75	Pass
10.	Fitri Dwi M.	3	2	3	4	3	15/75	75	Pass
11.	Gizekha Fazirah D.	2	3	3	3	2	13/65	75	Low
12.	Helisa	4	3	3	3	2	15/75	75	Pass
13.	Heni Yanti	3	3	3	2	3	14/70	75	Low
14.	Marisa Reviyanti	3	4	4	3	3	17/85	75	High
15.	Marlita Sunarti	2	2	3	3	2	12/60	75	Low

16.	Melyanda Yulita S.	3	3	3	3	3	15/75	75	Pass
17.	M. Kurata Aayunin	3	3	4	3	3	16/80	75	High
18.	Niko Jaya S.	3	3	3	4	2	15/75	75	Pass
19.	Nur Anissa	-	-	-	-	-	-	-	-
20.	Puspita Ayu Pratiwi	3	3	3	4	3	16/80	75	High
21.	Rayhan Nafis	2	3	3	4	3	15/75	75	Pass
22.	Ricky Kurniawan A	4	3	3	3	2	15/75	75	Pass
23.	Ririn Dwi Erkaputri	3	3	3	3	3	15/75	75	Pass
24.	Rs. Yoneiteti Harta	4	3	3	4	3	17/85	75	High
25.	Sendy Priatna Putra	3	3	3	3	3	15/75	75	Pass
26.	Syerani Ramadhani	4	3	3	3	3	16/80	75	High
27.	Tiara Lestari	3	2	3	3	2	13/65	75	Low
28.	Tito Zaki Mubbarak	3	4	4	3	4	18/90	75	High
29.	Tri Herwansa	3	4	3	3	2	15/75	75	Pass

30.	Winda Herlina	3	3	3	3	3	15/75	75	Pass
31.	Zahara Izhar Sad. S	3	3	3	4	3	16/80	75	High
	MEAN	2,93	2,93	3,20	3,1 0	2,8 2	75,68		

Percentage :

1. Very Poor = 0%
2. Poor = $\frac{1}{29} \times 100\% = 41,37$
3. Moderate = $\frac{20}{29} \times 100\% = 58,62$
4. Good = $\frac{9}{29} \times 100\% = 3,44$

Appendix 3: Observation Sheet Guidelines for Cognitive Brainstorming Strategy for Students'

No	Research variabel	Component	Indikator	Items
1	Brainstrom -ing Strategy	Disscus not Fight	The students voice their ideas don't run away from the question	4,5
		Motivation	The students must give the motivation	1,2,3, 6
		Ideas	The students share their ideas to all their friend in front of class	7,8
			The students can independent to practice	9,10, 11

Appendix 3: Observation Sheet Guidelines for Cognitive Brainstorming Strategy for Students'

The Result of Students' Observation Checklist Cycle I

No	Indicator	Yes	No	Description
1	The students is not confidents to speak up in front of class			
2	The students still shy with the new strategy			
3	The students scared to show their arguments/ideas.			
4	Students' speaking ability has the new variation for improve their motivate and students' creative			
5	The students' enjoy when they learn the material			
6	Improvement the students' confident to speak up.			
7	Speaking activity use the brainstorming strategy more fun.			
8	There is the freedom in speaking by conveying the exsisting ideas in problem solving by given			
9	The students can help each other to handle the problems and share their ideas to their friend make more practice			
10	The students always acts to encourage students not to worry in using brainstorming strategy			
11	The students always active in group discussion or individual			
12	The students asking about the material			
13	Students do all activities in teaching learning process			

The Result of Students' Observation Checklist Cycle II

No	Indicator	Yes	No	Description
1	The students is not confidents to speak up in front of class			
2	The students still shy with the new strategy			
3	The students scared to show their arguments/ideas.			
4	Students' speaking ability has the new variation for improve their motivate and students' creative			
5	The students' enjoy when they learn the material			
6	Improvement the students' confident to speak up.			
7	Speaking activity use the brainstorming strategy more fun.			
8	There is the freedom in speaking by conveying the exsisting ideas in problem solving by given			
9	The students can help each other to handle the problems and share their ideas to their friend make more practice			
10	The students always acts to encourage students not to worry in using brainstorming strategy			
11	The students always active in group discussion or individual			
12	The students asking about the material			
13	Students do all activities in teaching learning process			

The Result of Teacher Observation Checklist Cycle I

No.	Indicator	Yes	No	Description
1.	The teacher greets and prepare the students to learn			
2.	The teacher ask the material last week before start the class.			
3.	The teacher explains procedures for the speaking activities by experimental learning.			
4.	The teacher explain how to implementation the strategy in classroom.			
5.	The teacher delivers the material.			
6.	The teacher guides and helps the students.			
7.	The teacher gives the motivation to the students.			
8.	The teacher guides the students to conclude the material.			
9.	The teacher give the opportunities to students ask before closing the class learn.			

The Result of Teacher Observation Checklist Cycle II

No.	Indicator	Yes	No	Description
1.	The teacher greets and prepare the students to learn			
2.	The teacher ask the material last week before start the class.			
3.	The teacher explains procedures for the speaking activities by experimental learning.			
4.	The teacher explain how to implementation the strategy in classroom.			
5.	The teacher delivers the material.			
6.	The teacher guides and helps the students.			
7.	The teacher gives the motivation to the students.			
8.	The teacher guides the students to conclude the material.			
9.	The teacher give the opportunities to students ask before closing the class learn.			

Field Notes

School : SMA Negeri 1 Bengkulu Tengah

Class : XI MIPA 2

Subject : English

Cycle : 1

In this cycle, many students did not prepare the learningg supplies and students did not bring dictionary. Students interest and enthusiem in lrearning processthe material were rathe good, but sometimes is not condusif and it still nededd to be improvred.

Field Notes

School : SMA Negeri 1 Bengkulu Tengah

Class : XI MIPA 2

Subject : English

Cycle : 2

In this cycle, more tyhan of students prepared the learning process is good. Students also more active and by attention do the material entiasm in doing lesson were improved.

INTERVIEW LIST
(BEFORE THE IMPLEMENTATION)

For the teacher

1. Teknik apa yang bapak pakai dalam mengajar bahasa inggris?
Jawab : tehnik diskusi
2. Apakah bapak menggunakan media pembelajaran untuk mengajar speaking? media apa yang digunakan?
Jawab : seperti media, gambar, laptop, dll
3. Bagaimana kondisi kegiatan belajar siswa dikelas bapak? apakah kendala atau masalah yang bapak hadapi ketika mengajar speaking? apakah kesulitan yang dihadapi siswa dalam belajar speaking?
Jawab : mereka terkadang sering ribut dan tidak fokus dalam pembelajarn berlangsung. Banyak kendala karena kurangnya vocabularry, tidak percaya diri mereka, dan lain halnya.

For the students

1. Apakah adik suka belajar bahasa inggris?
Jawab : suka tapi tidak terlalu karena susah.
2. Apa kesulitan yang adik alami ketika belajar bahasa inggris?
Jawab : banyak miss.
3. Kegiatan apa yang adik sukai dalam belajar bahasa inggris?
Jawab : cerita, mendengarkan, dll
4. Kegiatan speaking apa yang biasanya dilakukan di kelas?
Jawab : dialog miss

INTERVIEW LIST
(AFTER THE IMPLEMENTATION)

For the teacher

1. Bagaimana menurut pendapat bapak tentang implementasi strategi brainstorming ini?
Jawab : Bagus, menambah referensi baru untuk pengajaran dikelas nantinya.
2. Bagaimana keterampilan berbicara siswa setelah implementasi? aspek apa saja yang mengalami perubahan?
Jawab : lumayan meningkat dari yang sebelumnya, seperti pelafalan mereka, juga ide-ide baru yang ada.
3. Adakah yang masih harus di perbaiki?
Jawab : tentu saja, karena kita tidak hanya mengandalkan satu strategy saja, banyak yang harus diupayakan, karena susah dalam mempelajari bahasa inggris, apalagi speaking.

For the students

1. Bagaimana pendapat kalian tentang kegiatan pembelajaran bahasa inggris hari ini?
Jawab : seru mis, soalnya bisa mengeluarkan uneg-uneg.
2. Apakah adik senang belajar bahasa inggris dengan strategi ini?
Jawab : lumayan mis.
3. Apakah keterampilan berbicara adik meningkat setelah belajar bahasa inggris menggunakan strategi brainstorming ini?
Jawab : saya merasa meningkat mis dari yang sebelumnya, tapi tidak tau juga.
4. Apa kesulitan yang adik alami selama mengikuti kegiatan belajar mengajar?
Jawab : susah memahami diawal mis, tapi lama kelamaan setelah dijelaskan lebih rinci bisa juga.

cycle 1





CYCLE 2

