### Translatery List

<table>
<thead>
<tr>
<th>No</th>
<th>Surah/Verse</th>
<th>Indonesian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ﷺۡوَمِنۡءَايَٰتِهِۡ خَلَقَ ٱلسَّمََٰوََٰتِۡ وَٱلۡأَرَضَۡ ۡوَخَلَقَ لَهَا مِثْلَهَا وَمِثْلَ أَرْضٍۡۚۡإِنَّۡفِِۡلَأٓيََٰتٖۡلِل عََٰلِمِينَ</td>
<td>22. “Dan di antara tanda-tanda kekuasaan Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang yang mengetahui”.</td>
<td>And among His sihns is the creation of the creation of the heavens and the earth, and the variation in your languages, and your colours; verily in that are Signs for those who know.</td>
</tr>
<tr>
<td>2</td>
<td>ﷺۡسُب حََٰنَۡ ٱلََِّّي خَلَقَ زَوۡجَتَ ۡوَمِمَّاۡلََۡيَع لَمُونَۡ</td>
<td>36. Maha suci Tuhan yang telah menciptakan pasangan-pasangan semuanya, baik dari apa yang ditumbuhkan oleh bumi dan dari diri mereka maupun dari apa yang tidak mereka ketahui.</td>
<td>Glory be to Him Who created all the sexual pairs, of that which the earth growth, and themselves, and of that which they know not!</td>
</tr>
<tr>
<td>3</td>
<td>ﷺۡبَلَۡيَّٰهَا الرَّسُولُ نُزِلَ بَلۡ ۡمَآۡأٓلَ كَۡمِنۡرَّب ِكََۖۡوَإِنۡلَّم ۡتَف عَل ۡ ۙ ۡوَۡ ۡيَع صِمُكَۡمِنَۡ ٱلنَّاسِ ۡ إِنَّۡ ٱللََّۡلَََۡيَه دِيۡ ٱل قَو مَۡ ۡٱل كََٰفِرِينَ ٦٧</td>
<td>67. wahai Rasul sampaikan apa yang telah diturunkan Tuhanmu kepadamu jika tidak engkau lakukan (apa yang diperintahkan itu) berarti engkau tidak menyampaikan amanatNya. Dan Allah memelihara engkau dari (gangguan) manusia. Sungguh, Allah tidak memberi petunjuk kepada orang-orang kafir.</td>
<td>Messenger, announce that which has been revealed to you from your Lord, and if you do not, then you have not conveyed His message. And Allah will protect you from the people. Indeed, Allah does not guide the disbelieving people.</td>
</tr>
</tbody>
</table>

-Al-Qur’an Terjemahan Indonesia Inggris, 2008. Solo, Indonesia: Qomari
THE RESEARCH LOCATION

A. Description of The Research Location

1. Brief History of MTsN Aluh-Aluh.

   Education has an important role in the progress of a nation because education is a tool to educate the people. According to administration staff, document and based MTsN Aluh-Aluh which is located on Jln. Jambu Burung, Beruntung Baru Subdistrict Banjar Regency Kalimantan Selatan.

   This institution is used namely Islamic Teacher Education, and was established on 01 Januari 1965. In 1978 this institution replaced the name became MTs Al-Irsyad Jambu Burung, then, on 25 November 1995 was legitimated and based on the Letter of decree of Minister Religion Affair Number 515 A 1995 on 06 March 1996 became MTsN Aluh-Aluh.

   Teaching and learning at MTsN Aluh-Aluh goes on as follows:
   a. Monday-Thursday, from 07.30 am - 14.00 pm.
   b. Friday, from 07.30 am - 11.00 am.
   c. Saturday, from 07.30 am - 14.00 pm.

   Meanwhile, there are extracurricular activities, which are done at MTsN Aluh-aluh as follows:
   a. Speech (Muhadharah)
   b. Maulid Habsyi
   c. Rebana
   d. Scout
   e. Sport and art

1. School Facilities of MTsN Aluh-aluh

   MTsN Aluh-aluh has facilities for supporting teaching and learning process as white board, LCD, library, and etc, but the head master of MTsN, H.
Rusli, S.Pd always tries to get good facilities of MTsN Aluh-aluh can be seen in appendix 2.

2. Description about Teachers, Administration, Staff and Students Population of MTsN Aluh-aluh academic year 2016/2017.
   a. Teachers

   MTsN Aluh-aluh has 27 teachers from different education background. Almost of them are University Graduated. To more details about the description of the teachers at MTsN Aluh-aluh can be seen in appendix 3.

   Based on the documentary of administration staff of MTsN Aluh-aluh, it can be known that there are 2 English teachers at MTsN Aluh-aluh. More information can be seen in appendix 4.

   b. Administration staff

   The administration Staff of MTsN Aluh-aluh are 2 people, for more information about them can be seen in appendix 5.

   c. Students

   The number of students at MTsN Aluh-aluh in Academic year 2016/2017 are 200 students. They are divided into 9 classes, ninth class consists of 3 classes, eight class consists of 3 classes, and seventh class consists of 3 classes. The number of ninth grade students are 71 students, eight consist of 73 students and seventh class includes 56 students. For more information about them, it can be seen in appendix 5.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name of teacher</th>
<th>Position</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Drs. H. Rusli</td>
<td>Headmaster</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Mukhdar, S. Pd</td>
<td>Representative</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>H. Ah. Nabhan, S.Pd</td>
<td>Administration</td>
<td>Social Science</td>
</tr>
<tr>
<td>4.</td>
<td>Masyhur, S. Pd</td>
<td>Teacher</td>
<td>Mathematics</td>
</tr>
<tr>
<td>5.</td>
<td>H. Samsul Bahri, S. Pd, M. Pd</td>
<td>Teacher</td>
<td>Indonesian</td>
</tr>
<tr>
<td>6.</td>
<td>Safuani, S. Pd. I</td>
<td>Teacher</td>
<td>Mathematics</td>
</tr>
<tr>
<td>7.</td>
<td>Mujibatunnisa, S. Pd</td>
<td>Teacher</td>
<td>Mathematics</td>
</tr>
<tr>
<td>8.</td>
<td>Drs. Ahmad Murjani</td>
<td>Teacher</td>
<td>Islamic Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>History</td>
</tr>
<tr>
<td>9.</td>
<td>Masitah, S. Ag</td>
<td>Teacher</td>
<td>Behavior Believe</td>
</tr>
<tr>
<td>10.</td>
<td>Hj. Shafiah, S. Ag</td>
<td>Teacher</td>
<td>Indonesian</td>
</tr>
<tr>
<td>11.</td>
<td>M. Busiri, S. Ag</td>
<td>Teacher</td>
<td>Hadis’s Koran</td>
</tr>
<tr>
<td>12.</td>
<td>Hj. Muhdiyah, S. Ag</td>
<td>Teacher</td>
<td>Behavior Believe</td>
</tr>
<tr>
<td>13.</td>
<td>Ummi Mahmudah, S. Ag</td>
<td>Teacher</td>
<td>Islamic Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>History</td>
</tr>
<tr>
<td>14.</td>
<td>Hindun, S. Ag</td>
<td>Teacher</td>
<td>Hadis’s Koran</td>
</tr>
<tr>
<td>15.</td>
<td>Muhammad Zain, S. Pd. I</td>
<td>Teacher</td>
<td>Fiqih</td>
</tr>
<tr>
<td>16.</td>
<td>Fahmi Khairuddin, S. Pd</td>
<td>Teacher</td>
<td>English</td>
</tr>
<tr>
<td>17.</td>
<td>Drs. Arbain</td>
<td>Teacher</td>
<td>Civic Education</td>
</tr>
<tr>
<td>18.</td>
<td>H. Salahuddin</td>
<td>Teacher</td>
<td>Arabic</td>
</tr>
<tr>
<td>19.</td>
<td>Kastaniah, S. Pd</td>
<td>Teacher</td>
<td>Artistry</td>
</tr>
<tr>
<td>20.</td>
<td>Hj. Artimas, S.Pd</td>
<td>Teacher</td>
<td>Mathematics</td>
</tr>
<tr>
<td>21.</td>
<td>Harmini, S. Pd</td>
<td>Teacher</td>
<td>Local content</td>
</tr>
<tr>
<td>22.</td>
<td>Fathurrahman, S. Pd. I</td>
<td>Teacher</td>
<td>Sport</td>
</tr>
<tr>
<td>23.</td>
<td>Inderiani, S. Pd</td>
<td>Teacher</td>
<td>English</td>
</tr>
<tr>
<td>24.</td>
<td>Kholdani, S. Pd</td>
<td>Teacher</td>
<td>Sport</td>
</tr>
<tr>
<td>25.</td>
<td>Salamat, S. Pd</td>
<td>Teacher</td>
<td>Counselling Guidance</td>
</tr>
<tr>
<td>26.</td>
<td>Norhadie, S.Pd. I</td>
<td>Administration</td>
<td>-</td>
</tr>
<tr>
<td>27.</td>
<td>Ahmad Rumambie, S. Pd. I</td>
<td>School Keeper</td>
<td>-</td>
</tr>
<tr>
<td>28.</td>
<td>Rahimullah</td>
<td>Security</td>
<td>-</td>
</tr>
</tbody>
</table>
The English Teacher at Madrasah Tsanawiyah Aluh-alue

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fahmi Khairuddin, S. Pd</td>
<td>English Teachers of class VII</td>
</tr>
<tr>
<td>2.</td>
<td>Inderiani, S. Pd</td>
<td>English Teachers of class VII &amp; IX</td>
</tr>
</tbody>
</table>

The Facilities at Madrasah Tsanawiyah Aluh-alue

<table>
<thead>
<tr>
<th>No.</th>
<th>Facility</th>
<th>Amount</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>9</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Office</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>Laburaturium</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>4.</td>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5.</td>
<td>Headmaster Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6.</td>
<td>School Health Unit</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers’ Toilet</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>Students’ Toilet</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>9.</td>
<td>Mosque</td>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>10.</td>
<td>Cooperation/Shop</td>
<td>1</td>
<td>Good</td>
</tr>
</tbody>
</table>
The questions to interview The Teacher

The questions are continuity and will be developed by the teacher answer. Therefore, there are only 7 main questions.

1. Do you know work in pair technique?
2. How do you know work in pair technique?
   - University
   - Training
   - ..............
3. Do you use work in pair technique in your class?
   - If yes, how often?
   - If no, why? And what are the difficulties?
4. How is the students’ response if you use work in pair technique?
5. What methods do you usually use to teach English, especially in teaching speaking?
6. In your opinion, what is the best method in teaching English, especially in teaching speaking?
7. What do you do in your class to be active and the student being addicted to English lesson?
CURRICULUM VITAE

1. Name : Masniah Widyastuti
2. Place and Date of Birth : Kandangan, September, 15th 1992
3. Religion : Islam
4. Nationality : Indonesian
5. Marital Status : Married
6. Address : Jl. Ir Phm Noor Gg. Berkat Bersama Rt. 028, Rt. 02, No. 08, Kel. Pelambuan Kec. Banjarmasin Barat

    b. MTs. Aluh-aluh graduated in 2008
    c. MAN 3 Martapura graduated in 2011
    d. S1 English Department, IAIN Antasari Banjarmasin 2016 (until now)

8. Family:
   a. Father
      1) Name : H. Abdul Hamid
      2) Occupation : Farmer
   b. Mother
      1) Name : Hj. Badriyah
      2) Occupation : Housewife
   c. Husband : Rizqi Fadhilah
   d. Son : Alif Hafizh

Banjarmasin, 22 Rabiul Awal 1436H
December 22nd 2015 A.D

Masniah Widyastuti
### Observation sheet for teacher’s activity

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher participation</th>
<th>Meeting I</th>
<th>Meeting II</th>
<th>Meeting III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Make lesson plan</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Check the student’s attendance</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Tell the aim of study</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Teacher introduces the topic that will be taught.</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>Brainstorming, apperception, and motivation</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Teacher gives clear instruction</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Teacher presents an example of work in pair technique</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>8</td>
<td>Teacher can build interaction between students</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>Teacher can involve all students in teaching and learning activity</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>No</td>
<td>Teacher participation</td>
<td>Meeting I</td>
<td>Meeting II</td>
<td>Meeting III</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------</td>
<td>-----------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Teacher uses the media to support her teaching</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Teacher uses the appropriate media when she teach</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Teacher asks students to perform in front of the class.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Teacher gives support to students to implement the material and get used to in daily life.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Teacher does evaluation and reflection in teaching and learning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
LESSON PLAN

SMP : MTsN Aluh-Aluh
Subject : English
Class / Semester : IX/1
Year : 2016/2017
Time allocation : 2 x 40’

Competence standard :

SPEAKING

Giving meaning in transactional and interpersonal conversation simple short spoken to interact with surroundings area

Basic competence :

Comprehend and response to simple transactional (to get things done) and interpersonal (to socialization) short conversation by using many kind of spoken language in accurate, fluent to interact with surroundings area about asking repetition.

I. Learning Purpose :

At the end of learning process, the students are able to :

Giving expression about asking repetition
II. Learning Subject

1. The Expressions

a. Giving expression about asking repetition

Asking for repetition

FORMAL

- Excuse me,
- I didn’t hear what you said
- Pardon me
- What did you say?
- Could you repeat that?
- I beg your pardon

INFORMAL

- Sorry
- What
- I didn’t hear you
- What did you say?
- I didn’t catch what you said

III. Learning Methode :

1. Learning Question

2. Modelling

3. Practice

4. P-P-P
IV. Activity of Learning

a. Preface activity
   1. The students response to teacher’s questions to build clannish atmosphere.
   2. The students response to teacher’s question about attendance
   3. Active participating in learning process
   4. The teacher gives some questions which related previous lesson with the next subject
   5. The teacher explains the learning purpose or basic competence that will be achieved
   6. The teacher gives the subject range and its assessment

b. Core Activity
   1. Student asks about how to express asking repetition
   2. Student asks about the asking, giving certainly dialogue
   3. Students in pair are given a role card
   4. Student makes simple sentence related to the role card
   5. Student practices asking, giving certainly in spoken
   6. Student performances a dialogue in pair in front of the class

c. Last activity
   1. Student listens to the node about subjects that learned by teacher
   2. Student gives reflection/comment about the subject that already comprehended, and please subject or not
   3. Student are given structured task to strengthened the competence
4. Student listens to teacher’s expectations and advice

5. Prepare the next subject

**V. Learning Sources**

1. English in Focus 2
2. Role card
3. Dictionary
4. LKS Galileo

**VI. Structured assignment**

Student performances a dialogue in front of the class

**VII. Assessment**

Competence achievement: Asking and giving certainly

Assessment

Technical form

Performance

Instrument: Perform s dialogue in front of the class

base on the role card

**Criteria for assessment**

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect (Conversation)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Comprehension (Structure of conversation)</td>
<td>1-10</td>
</tr>
<tr>
<td></td>
<td>b. Grammar</td>
<td>1-15</td>
</tr>
<tr>
<td></td>
<td>c. Pronunciation</td>
<td>1-15</td>
</tr>
<tr>
<td>2</td>
<td>Total score</td>
<td>40 (result)</td>
</tr>
</tbody>
</table>

Note result: Obtained score / max \* 100 = Score
Score Categories:

A (8-9) : very good
B (7-8) : Good
C (6-7) : less good
D (5-6) : Bad

Banjarmasin, 9 November 2016

Mengetahui

Indreani, S.Pd
LESSON PLAN

SMP : MTsN Aluh-Aluh
Subject : English
Class / Semester : IX/1
Year : 2016/2017
Time allocation : 2 x 40’

Competence standard:

SPEAKING
Giving meaning in transactional and interpersonal conversation simple short spoken to interact with surroundings area

Basic competence:
Comprehend and response to simple transactional (to get things done) and interpersonal (to socialization) conversation by using many kind of spoken language in accurate, fluent to interact with surroundings area about asking, giving certainly and doubt.

I. Learning Purpose:
At the end of learning process, the students are able to:

Giving expression about asking and giving certainly
Giving expression and responding doubt.

 caractar Building:

1. Trustworthines
2. Respect  
3. Diligence  
4. Responsibility  
5. Courage

**II. Learning Subject**

1. The Expressions

2. Asking, giving dan express certainty

<table>
<thead>
<tr>
<th>Asking for certainty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Really?</td>
</tr>
<tr>
<td>- Are you sure?</td>
</tr>
<tr>
<td>- Are you certain?</td>
</tr>
<tr>
<td>- Are you really certain about that, Sir?</td>
</tr>
<tr>
<td>- I'm sure about it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving certainty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I’m quite sure that she will come soon.</td>
</tr>
<tr>
<td>- I’m absolutely sure about the news</td>
</tr>
<tr>
<td>- I have no doubt about it</td>
</tr>
<tr>
<td>- I’m absolutely certain that he told me the truth.</td>
</tr>
<tr>
<td>- Certainly/definitely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Express uncertainty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I’m not sure that…</td>
</tr>
<tr>
<td>- I am not certain…</td>
</tr>
<tr>
<td>- It could not be that…</td>
</tr>
</tbody>
</table>
- It’s very unlikely that…
- I hesitate…
- I’m afraid it won’t

**Expressing doubt**

- I’m afraid I’m not sure
- Sorry, I’m not sure about that
- I’m doubtful
- I doubt it
- I’m not really sure that he told me the truth

**Responding to doubt**

- Please don’t worry
- Everything will be fine
- Don’t be worried to much
- Next time better
- I think you don’t need to be worried about it

**Conversations**

Ichan : Anang told me that his father is going to buy him a car. Is that true?

Handy : I’m sure he told you the truth. I heard his father mentioned about it.

Anang : Are you sure about that?

Handy : Absolutely. I was there when his father mentioned about it.

Anang : unbelievabe. He was just a kid.
III. Learning Methode:

1. Learning Question
2. work in pair
3. Modelling
4. Practice

IV. Activity

a. Preface Activity

1. The students response to teacher’s questions to build clannish atmosphere.
2. The students response to teacher’s questions about attendanc
3. Active participating in learning process.
4. The teacher gives some questions which related previous lesson with the next subject.
5. The teacher explains the learning purpose or basic competence that will be achieved.
6. The teacher gives the subject range and its assessment.

b. Core Activity

1. Student asks about how to express asking, giving certainly in custom/ tradition.
2. Student asks about the asking, giving certainly dialogue
3. Students in pair are given a role card.
4. Student makes simple sentence related to the role card.
5. Student practices asking, giving certainly in spoken.
6. Student performances a dialogue in pair.
   in front of the class

c. Last activity

1. Student listens to the node about subjects
   that learned by teacher.

2. Student gives reflection/comment about the subject that already
   comprehended and please subject or not.

3. Student are given structured task to strengthened
   the competence.

4. Student listens to teacher’s expectations and advice.

5. Prepare the next subject.

V. Source of Material

1. English in Focus 2

2. Role card

3. Dictionary

4. LKS Galileo

VI. Structured assignment

Student performances a dialogue in front of the class

VII. Assessment

Competence achievement indicator

Asking and giving certainly

Assessment

Technical form: Performance
Instrument : Perform a dialogue in front of the class base on the role card

Criteria for assessment

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect (Conversation)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>d. Comprehension (Structure of conversation)</td>
<td>1-10</td>
</tr>
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</tr>
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<tr>
<td>2</td>
<td>Total score</td>
<td>40 (result)</td>
</tr>
</tbody>
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Note result : Obtained score / max x 100 = Score

Score Categories :

A (8-9) : very good
B (7-8) : Good
C (6-7) : less good
D (5-6) : Bad

Banjarmasin, 17 November 2016

Mengetahui

Indreani, S.Pd
LESSON PLAN

School: MTsN Aluh-Aluh
Subject: English
Theme: Be Creative!
Topic: Expression to show attention and admiration
Macro Skill: Speaking
Sub skill: pronunciation and grammar
Time allocation: 2 x 40 Minutes
Class/semester: IX/I
Academic year: 2016/2017

A. Standard Competence

3.1 Speaking
Express the meaning of the conversation short oral transactional simple to interact in the context of everyday life

B. Basic Competence

3.2 Expressing meaning in conversation transactional (to get things done) and interpersonal (social) using a variety of short simple spoken language accurately, smoothly, and thanked to interact in the context of daily life involves speech act: showing concern, and expressed admiration.

C. Indicator of Competence Attainment

1. Asked and answered about the show that contains the value of caring attention to others
2. Asked and answered about the admiration that contains the value of respect for others
3. Responding transactional and interpersonal conversation
Expected student’s Characters
- Curiosity / enthusiast
- Social Care
- Appreciate achievement

D. Goal of Learning
First, students find and understand function of expression to show attention and admiration that contains the value of social care and appreciate the achievement. Second, student can express and response the expression to show attention and admiration with curiosity.

E. Learning Materials
English in focus (page 52)
- Expression to show attention
- Expression to show admiration

F. Learning Method and Technique
- Approach: Contextual Teaching and Learning (CTL).
- Learning Strategy: Communicative Language Teaching (CLT)

G. Learning Activity Steps
1. Beginning Activity (10’)
   - Say greeting warmly to the students when come into classroom (well manared and care as the applied characters).
   - Check the students attendance (discipline and diligent as the applied characters).
   - Linking the material / competencies to be learned by the characters.
   - With reference to the syllabus, lesson plans and teaching materials, delivering grain character to be developed in addition to those associated with the SK / KD
   - Students discuss the questions listed in the textbook.
2. **Main Activity (60’)**

   a. **Exploration**

    In exploration activity, teacher:

    - Give the stimulus by giving the materials about how expression to show attention and admiration by enthusiast and caring containing the value of caring for others, and respect for others.

    - Discuss the materials about how expression to show attention and admiration with the student together by enthusiast (Book: English learning materials in English in Focus page 52 about the ways how expression to show attention and admiration formally and non formally)

   b. **Elaboration**

    In elaboration activity, teacher:

    - Showing videos of native speakers associated with the topic (expression to show how attention and admiration), and ask students to listen to the video properly.

    - Ask students to name the sentences that show expression to show attention and admiration that is mentioned in the video.

    - Provide opportunities for students to be able to ask about things that do not understand the material, the teacher before proceeding to the next stage.

    - Facilitate students through giving an exercise. It’s make a short conversation in pairs (consist of 2 students) that express how expression to show attention and admiration.

    - Facilitate students as a counselor that can help them and allows them to ask their difficulties warmly. Student will feel safe.

    - Support the student so that they will not be afraid to practice and act according to their own conversation that express how expression to show attention and admiration.
Facilitate the students to present the conversation in front of class orally and without read the script by enthusiast.

c. Confirmation

In confirmation activity, teacher:

- Give a feedback to the students by giving positive reinforcement verbally or nonverball, for students who have finished their exercise well. Students will feel that they are appreciated by teacher.
- Give a confirmation to the student’s exercise result that has already done by them.
- Give a confirmation to the students who has not able or who are less of participation actively about the ways expression to show attention and admiration. Students will not embarrassed and sad.
- Between the teacher and the students each other can share communicatively in asking/answer form about things that have not known by the students that are related with expressing of how expression to show attention and admiration.

3. Final Activity (10’)

- Students are asked to review from the material about the expression to show attention and admiration.
- The teacher and students do a reflection to the activities that have done already.
- Students are given homework by the teacher that is related with expressing of how expression to show attention and admiration. the students have to memorize a dialogue (teacher-made dialogue)
- Tell the learning plan for next meeting.
- Close the teaching and learning process and say good bye.
H. Learning Source
a. English in focus for Junior High School Students Year IX, page 52
b. Video
c. CD
d. Dictionary
e. Worksheet
f. OHP/LCD
g. Classroom environment (real object in the classroom)

I. Assessment

📍 Technique : Oral test
📍 Instrument Form : Conversation in pairs
📍 Example of instrument :

Students, please make a short conversation use expression to show attention and admiration, and then, practice it in front of the class.

Expression to show attention and admiration

Vita : I brought some sandwiches. Do you want some? (she hands a sandwich to Nelly)
Nelly : Thank you. (Nelly takes the sandwich). It’s very delicious. Fantastic taste.
Vita : I made them by self.
Nelly : Really? Tell me how to make them.
Vita : Ok. First, take two slices of bread. Put a slice of butter on each slice. Then cut some cheese into slices.
Nelly : uh….uh....and then?
Vita : After that, place the cheese slices on a piece of bread. Finally, put the other piece of bread on top.
Criteria for assessment

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<tr>
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Banjarmasin, 23 November 2016

Mengetahui

Indreani, S.Pd
The pictures of teaching and learning process using work in pair technique in class Ninth MTsN Aluh-Aluh
REFERENCES


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI

Nomor: B- 516/ln.01/II.2.18/TL.00/10/2016
Lamp.: 
Hal.: Surat Per-setujuan Judul

Kepada Yth.
Sdr (i) Meinah Widyastuti
NIM. 1101240622
Mahasiswa Jurusan PBI
 di Banjarmasin

Assalamu'alaikum, Wr. Wb.

Berdasarkan hasil sidang tanggal 22 Agustus 2016 tentang per-setujuan Judul Skripsi demikian pula setelah kami mengadakan penelitian dan peninjauan seperiunnya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menerima/menyetujui judul skripsi Sdr (i) yang berbunyi:

THE USE OF ACCURACY WORK IN PAIRS IN TEACHING AND LEARNING ENGLISH AT NINE GRADE OF MTSN ALIH ALIH JAMBU BURUNG
SCHOOL YEAR 2016/2017

Menunjuk Bapak Drs. Saadilah M.Pd. sebagai Dosen Pembimbing.

Demikian agar sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Assalamu'alaikum, Wr. Wb.

[Signature]

Naski Deken Bidang Akademik

[Signature]

Debby Putri Jannah
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI

Nomor: 74/ FH/01/III.2/c/12/2016
Lamp. : [Perubahan Judul Skripsi]
Hai: [Perubahan Judul Skripsi]

Kepada Yth.
Sdr. (i) Masyahar Widayatuli
NIM: 1101340922
Mahasiswa Jurusan PG di Banjarmasin

Assalamualaikum Wr. Wb.

Bersamaan usulan dari Dosen Pembimbing Skripsi tentang perubahan judul Skripsi, demikian pula sekaligus kami mengadakan penelitian dan peninjauan sepertinya terhadap Proposal Skripsi Sdr. (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr. (i) yang wajar berikutnya:

THE USE OF ACCURACY WORK IN PAIRS IN TEACHING AND LEARNING ENGLISH AT NINTH GRADE MTSE ALUH-ALUH JAMBU BURUNG SCHOOL YEAR 2016/2017

Bertubah menjadi:

THE USE OF ACCURACY WORK IN PAIRS TEACHING SPEAKING AT NINTH GRADE OF MTSEN ALUH-ALUH ACADEMIC YEAR 2016/2017

Menunjuk:

Demikian agar Sdr. (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Assalamualaikum Wr. Wb.

An. Wakil Dosen Bidang Akademik

[Signature]

Banjarmasin, 01 Desember 2016
SURAT KETERANGAN
Nomor: B-514/in 01/III.2/18/TLL.00/09/2016

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Msniah Widyastuti
NIM : 1131240622
Jurusan/Prodi : Pendidikan Bahasa Inggris
Alamat : Jln Ir. PHM Noor Gg. Berkat Bersama Rt. 28 Rw. 04 No. 08 Banjarmasin Barat

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

THE USE ACCURACY WORK IN PAIRS IN TEACHING AND LEARNING ENGLISH AT NINE GRADE OF MTsN ALIUH-ALIUH JAMBU BURUNG SCHOOL YEAR 2016/2017

Pada Hari/Tanggal : Kamis, 22 September 2016
Tempat : Lokal 1.22

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 29 September 2016

[Signature]

Rahmadul Jannah
NIP. 335912011994032005
Perihal: Izin Riset

Hormat kami,

Asal Alim: Dr. H. Jibril, M.Ag.

Materi Bahan: Teori, Praktek, dan Evaluasi

Tanggal: 24 Oktober 2016

Pimpinan: Yth. Dekan Fakultas Tarbiyah dan Keguruan

IAIN Antasari

Banjarmasin,

Berikut adalah lampiran:

1. Lampiran: Naskah Riset
2. Lampiran: Petunjuk Penelitian
3. Lampiran: Daftar Pustaka

Demikian, kami berharap bantuan dan kerjasama yang diberikan atas pertimbangan dan kemudahan yang mungkin diberikan. Terima kasih.

Yth. Yth.

Kepala Fakultas Tarbiyah dan Keguruan

IAIN Antasari

Banjarmasin,

Tertunda,

Kepala Kantor Kementerian Agama

Kabupaten Banjarmasin
KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANJAR
MADRASAH TSANAWIYAH NEGERI ALIH ALIH
Emai: madrasah.hif@gmail.com @ 0000000678690
Ketua Ruetul Banatan Indonesia

SURAT KETERANGAN
No: H-443/ Mts 17.03.07/ TL 00/ 12/ 2016

Saya yang bertanda tangan dibawah ini:
Nama: : H. RUSLI
NTP : 1956189241992011001
TTL : Banjarmasin, 24 September 1959
Pangkat/ Gol : Pembina IV a
Jabatan : Kepala Madrasah
Unit Kerja : MTs Negeri Aliah Aliah di Jambu Burung

Menerima dengan setenanya bahwa:
Nama : MASNIAH WIDYASTUTI
NIM : 1101240622
Jurusan : PSI
Alamat : Jl. I. R. PNM Noor Gg. Berkat Bersama RT.028
No.08 Pelambaran Banjarnasun Barat

Baru-baru ini telah melaksanakan Riset Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana S1 dengan judul "THE USE ACCURACY WORK IN PAIRS IN TEACHING AND LEARNING ENGLISH AT NINETH GRADE OF MTs ALIH ALIH JAMBU BURUNG SCHOOL YEAR 2016/2017", yang dilaksanakan selama 2 bulan dari tanggal 24 Oktober 2016 sampai dengan tanggal 15 Desember 2016.

Demikian Surat Keterangan ini kami sampaikan untuk dapat dipergunakan sebagai
mendahului.
<table>
<thead>
<tr>
<th>No</th>
<th>CATATAN PEMBIMBING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. All the text musteen changed about the real data and history</td>
</tr>
<tr>
<td></td>
<td>2. Revise some words problematic</td>
</tr>
<tr>
<td></td>
<td>3. Continue with Prepare the instrument</td>
</tr>
</tbody>
</table>

Sept 29, 2016

Catatan:
1. Setiap konsultasi, laporan dan catatan harus disesuaikan dengan hasil pembimbingan
2. Konsultasi berdasarkan bukti dan wawancara yang masih kosong
CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Maeniah Widyastuti
2. N.I.M. : 1101240022
3. Jurusan : Tadris Bahasa Inggris (TBI)
5. Dosen Pembimbing : Nani Hizbani, M.A.

CATATAN PEMBIMBING

1. Background of your work should be revised.
   General - Specific
2. Chapter II
   Add some theories
   1) Read English at Second School
   2) Use Approve vs Make vs Feel
   provide observation sheet

Tanggal: 11 November 2016

Catatan:
1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diproses oleh pembimbing.
2. Konsultasi berikutnya harus membawa lembaran lembaran yang masih kosong.
CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Masanih Widyastuti
2. NIM : 1101240622
3. Jurusan : Tadris Bahasa Inggris (1BI)
5. Dosen Pembimbing II : Nani Hizriani M.A

CATATAN PEMBIMBING

1. Give intro before you quote th in your theoretical ceua.
2. Use academic English & English research.
3. Parcy consult mini - 3
4. Your explanation in chapter iv shoult be based on your observation.
5. Include all the appendices, photos etc.

Catatan:
1. Setiap konsultasi, lembaran konsultasi harus dibawa untuk disioleh pada pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong
<table>
<thead>
<tr>
<th>NO</th>
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</tr>
<tr>
<td></td>
<td>Drs. Saifullah M.Pd</td>
</tr>
</tbody>
</table>

Catatan:
1. Setiap konsultasi, lembaran catatan atau hal-hal yang belum ditolong pembimbing
2. Konsultasi berkunjung harus membawa lembaran catatan yang masih kosong

Hari: 23/12/2016

[Signature]