

## APPENDIXES

(APPENDIX 1)

### TRANSLITERACY

|                                 |   |
|---------------------------------|---|
| <p>QS. AN<br/>NAHL:<br/>125</p> | <p>أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ أَنْ رَبُّكَ هُوَ أَعْلَمُ<br/>بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ</p>   |
|                                 | <p>Call on (the people) your Lord's path with good wisdom and lessons and refute them in a good way. Indeed, your lord is he who knows better who is lost from His ways and He who knows better those who are guided.</p>   |
|                                 | <p>Serulah (manusia) kepada jalan Tuhan-Mu dengan hikmah dan pelajaran yang baik dan bantahlah mereka dengan cara yang baik. TuhanMu Dialah yang lebih mengetahui tentang siapa yang tersesat dari jalan-Nya dan Dialah yang lebih mengetahui orang-orang yang mendapat petunjuk.</p> |
| <p>QS<br/>THAHA<br/>:44</p>     | <p>فَقُولَا لَهُ قَوْلًا لَيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى</p>  |
|                                 | <p>Then speak the two of you to him with meek words, hopefully he will remember or be afraid.</p>   |
|                                 | <p>Maka berbicaralah kamu berdua kepadanya dengan kata-kata yang lemah lembut, mudah-mudahan ia ingat atau takut.</p>   |

*(APPENDIX 2)*

## **LESSON PLAN**

School : SMA GIBS  
Topic / lesson : English / Analytical Exposition  
Grade/ semester : XI / 2  
Time Allocation : 2 × 45 minutes  
Skill : Speaking

### **A. Core competence**

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
4. Trying processing and presenting in concrete form (using, composing, modifying, and creating) and in accordance with the abstract domain are studied in schools and other sources in the same with view point of theory.

### **B. Basic Competence**

1. To appreciate the chance that had to learn English as an international language.
2. To appreciate the honesty, discipline, responsibility, caring in doing functional communication.

3. Understanding the social function, text structure, and language feature in written and oral text in doing analytical exposition text.
4. Arranging own written and oral text in making an analytical exposition text related to the student's daily life and with a good language future related to the context.

### **C. Indicator**

#### **1. Cognitive**

The students are to identify analytical exposition text to understand the social function, text structure and language feature in written and oral text in doing analytical exposition text related to student daily life.

#### **2. Affective**

The students are to analyze the social function, generic structure, and language, to apply honest, discipline, responsibility, and carrying, polite and confident behaviors in doing functional communication consistently.

#### **3. Psychomotor**

the students are to retell the social function, generic structure, and language future, to create new the social function, generic structure, and language futures.

### **D. Learning Objective**

1. The students identify analytical exposition.
2. The students are able to analyze analytical exposition.
3. The students are able to retell the analytical text.

## **E. Teaching and learning Material**

### **Analytical Exposition Text**

#### *Definition of Analytical Exposition Text*

Is a text that elaborates the writer's idea about the phenomenon surrounding.

#### *Social function of Analytical Exposition Text*

The purpose of the analytical exposition text is to persuade the listeners or readers that something is the case.

#### *Generic structure*

a. Thesis: Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.

b. Arguments: It consists about Point and Elaboration

Point, states the main argument

Elaboration, develops and supports each point of argument.

c. Reiteration: Conclusion (restatement), restates speaker or writer's position.

#### *Language Features*

Focus on generic human or non-human participants.

Use of simple present tense

Reasoning through causal conjunction or nominalization (in addition, furthermore, firstly, thirdly, finally)

*Relational processes*, such as to be (is, am, are), and has / have.

Example: Ninety percent of lung cancers **are** caused by smoking

**Example of Analytical Exposition Text:**

*Is Smoking Good for Us?*

Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a nonsmoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than nonsmokers.

Children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, nonsmoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

The generic structure of the text above:

**Thesis :** Before we are going to smoke, it is better to look at the fact. About 50 thousand people die every year in Britain as direct result of smoking.

This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

**Argument 1 :** Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a nonsmoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than nonsmokers.

**Argument 2 :** Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, nonsmoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

**Reiteration :** Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for everybody else.

#### **F. Teaching and Learning Media**

Text book

#### **G. Teaching and Learning Technique:**

Discussion (the students are divided into several groups, which consist of 3 students of each group), answer the question.

#### **H. Teaching and Learning activities**

| No. | Activity                                    | Teaching Activity   |
|-----|---|---|
| 1.  | Opening                                     | <input type="checkbox"/> The teacher gives greeting.<br><input type="checkbox"/> Checked the students attendance list<br><input type="checkbox"/> Give information the aim of teaching learning.<br><input type="checkbox"/> Give information about the material in this meeting. |
| 2.  | Observing                                   | <input type="checkbox"/> The teacher showing the video conversation about present Vs Continuous Tenses.<br><input type="checkbox"/> Students find the example of tenses on the conversation video .   |
| 3.  | Questioning                                 | <input type="checkbox"/> The teacher give time for the students to delivers questions.  |
| 4.  | Experimenting/<br>Collecting<br>information | <input type="checkbox"/> Guiding students in learning the way of pronunciation, intonation and pressure in greetings.   |
| 5.  | Associating                                 | <input type="checkbox"/> The teacher asks to the student to make the dialog about present vs continuous tense.  |
| 6.  | Communicating                               | <input type="checkbox"/> The students present the result in from the class and read the dialog in pair.   |
| 7.  | Closing                                     | <input type="checkbox"/> Students reflecting on the learning activities that they have been carried out<br><input type="checkbox"/> Teacher and students conclude the result of learning process.   |

## I. Teaching and Learning Sources

Real English 2 For Senior High School Grade XI

## J. Evaluation

### Corruption and Indonesian Culture

Corruption has happened for many years and today it becomes a bad culture in Indonesia for three reasons.

Most adult Indonesian or foreigners have known and admitted that corruptions happen in many places. The daily newspapers, news programs on TV and radio have reported corruptions are done everywhere, almost in all departments or public services of this country. Corruptions happen in health, education departments and banks. When we manage to get some documents in public service offices, we usually need much money to pay. **Manipulations** happen everywhere.

The actions **to eliminate corruption** are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have **to reinforce the justice** today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public **prosecutors**, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had **bribed** the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see



practices of bribery and other kinds of corruption. Therefore, we can say that corruptions becomes our culture. Do you like it?

The citizens have no goodwill to fight against the corruption. They create the situations in which people a have **opportunities** to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the **driving license or necessary documents.** Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

Conclusion Based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?

**Listen the instructions!**

(Underline and find the Generic structure from the text above).

## **LESSON PLAN**

|                 |  |
|-----------------|--|
| School          | : SMA GIBS                               |
| Topic / lesson  | : English / Present VS Continuous Tenses |
| Grade/ semester | : XI / 2                                 |
| Time Allocation | : 2 × 45 minutes                         |
| Skill           | : Speaking                               |

### **A. Core competence**

1. To appreciate and to apply their religion that they already believe.
2. To appreciate and to apply honesty, discipline, responsibility, caring and polite, confident behaviors with social environment and nature in their social achievement.
3. To understand the knowledge (functional, conceptual, and procedural) based on their curiosity science, technology, art, cultural related to the phenomenon and the real act.
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#### **3. Psychomotor**

the students are to retell the social function, generic structure, and language future, to create new the social function, generic structure, and language futures.

### **D. Learning Objective**

1. The students identify analytical exposition.
2. The students are able to analyze analytical exposition.
3. The students are able to retell the analytical text.

## E. Teaching and learning Material

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### Simple Present Tense

*SIMPLE PRESENT TENSE* adalah gramatika yang digunakan untuk mengekspresikan kebiasaan sehari-hari, termasuk aktivitas rutin serta kalimat pernyataan fakta secara umum.

Bila ingin mengutarakan suatu hal, kejadian situasi yang selalu atau biasa terjadi, baik di masa lalu, kini, dan mendatang, maka *tense* inilah yang harus Anda gunakan.

Format kalimat untuk mengutarakan sesuatu dalam *simple present tense* adalah:

|                        | Simple Present Tense   | Contoh   |
|------------------------|--|--|
| <b>Kalimat Positif</b> | <i>Subject + Verb (s/es)</i><br><br>• I/You/They/We + Verb<br><br>• She/He/It + Verb (s/es)                            | <i>I go to school</i><br><br><i>She goes to work</i><br><br><i>He eats breakfast</i><br><br><i>We eat dinner</i><br><br><i>It excites me</i> |
| <b>Kalimat Negatif</b> | <i>Subject + Do/Does not + Verb</i><br><br>• I/You/They/We + Do not + Verb<br><br>• She/He/It + Does not + Verb (s/es) | <i>I do not smoke</i><br><br><i>She does not drink alcohol</i><br><br><i>We do not watch TV</i>  |

|                                     |  |   |
|-------------------------------------|--|---|
|                                     |  | <i>It does not match</i>  |
| <b>Kalimat</b><br><b>Pertanyaan</b> | <i>Do/Does + Subject + Verb?</i><br><br>• Do + I/You/They/We + Verb + ?<br><br>• Does + She/He/It + Verb + ? | <i>Does he listen to music?</i><br><br><i>Do you hate me?</i><br><br><i>Do I love her?</i><br><br><i>Does break-up feel hurt?</i> |

Dalam bentuk *simple present tense* biasanya terdapat kata keterangan (*adverb*) yang berkaitan dengan waktu sebagai pelengkap bahwa aktivitas tersebut merupakan hal yang kerap/selalu, namun bisa juga jarang/tidak pernah, dilakukan.

*Adverbs* tersebut antara lain adalah:

- *Always*
- *Usually*
- *Often*
- *Sometimes*
- *Seldom*
- *Rarely*
- *Never*

*Adverbs* di atas diurutkan mulai dari yang frekuensinya tertinggi hingga yang terendah. Sehingga bila digunakan untuk mengutarakan aktivitas/kebiasaan akan seperti berikut ini:

- *I always drink milk at breakfast* (Saya selalu minum susu saat sarapan)
- *She never drinks milk at breakfast. She usually drinks coffee in the morning* (Ia tidak pernah minum susu saat sarapan. Ia biasanya minum kopi di pagi hari)

- *My teacher sometimes gives us homework* (Guru saya terkadang memberi kami pekerjaan rumah)
- *We don't have much money, so we rarely have vacation* (Kami tidak punya banyak uang, sehingga kami jarang bepergian)
- *Her family often has dinner at 7 PM* (Keluarganya sering makan malam pada pukul tujuh).

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## Present Continuous Tense

*PRESENT CONTINUOUS/PRESENT PROGRESSIVE TENSE* adalah gramatikal yang digunakan untuk mengekspresikan suatu aktivitas yang sedang terjadi/berlangsung pada saat ini.

Aktivitas tersebut sedang terjadi atau sedang dalam progres (karena itulah disebut juga dengan *present progressive*) saat Anda mengutarakannya.

Aktivitas dimulai di masa lalu, kini sedang dalam progres, dan kemungkinan masih akan berlangsung di masa mendatang atau tidak diketahui kapan aktivitas tersebut akan usai.

Format kalimat untuk mengutarakan sesuatu dalam *present continuous tense* adalah:

|                | <i>Present Continuous Tense</i>  | <b>Contoh</b>   |
|----------------|--|---|
| <b>Kalimat</b> | <i>Subject + Tobe (am/is/are)</i>  | <i>I am reading a newspaper</i>   |
| <b>Positif</b> | + <i>Verb (ing)</i><br><br>• I + Am + Verb (ing)<br>• You/They/We + Are + Verb (ing)<br>• She/He/It + Is+ Verb (ing) | <i>She is writing a letter</i><br><br><i>We are having a trip</i><br><br><i>It is very exciting</i> |

|                           |  |   |
|---------------------------|--|---|
| <b>Kalimat Negatif</b>    | <p><i>Subject + Tobe (am/is/are)</i></p> <p>+ <i>Not + Verb (ing)</i></p> <ul style="list-style-type: none"> <li>• I + Am not + Verb (ing)</li> <li>• You/They/We + Are + Not + Verb (ing)</li> <li>• She/He/It + Is + Not + Verb (ing)</li> </ul> | <p><i>The baby is sleeping</i></p> <p><i>They are not leaving</i></p> <p><i>We are not studying</i></p> <p><i>I am not talking to her</i></p> |
| <b>Kalimat Pertanyaan</b> | <p><i>Tobe (am/is/are)</i></p> <p>+ <i>Subject + Verb (ing) + ?</i></p> <ul style="list-style-type: none"> <li>• Am + I + Verb (ing) + ?</li> <li>• Are + You/They/We + Verb (ing) + ?</li> <li>• Is + She/He/It + Verb (ing) + ?</li> </ul>       | <p><i>Are you reading?</i></p> <p><i>Is your father working?</i></p> <p><i>Are they cleaning the room?</i></p> <p><i>Am I bleeding?</i></p>   |

Bentuk positif dari kedua struktur di atas dapat disingkat menjadi: *I'm, you're, she's, he's, it's, they're, dan we're.*

Bentuk negatif dari kedua struktur di atas dapat pula disingkat menjadi: *don't, doesn't, aren't, dan isn't.*

Namun, bentuk negatif dari *am* dan *not* **tidak dapat** disingkat.

## F. Teaching and Learning Media

Text book

## G. Teaching and Learning Technique:

Discussion (the students are divided into several groups, which consist of 3 students of each group), answer the question.

## H. Teaching and Learning activities

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| 2.  | Observing                                   | <input type="checkbox"/> The teacher explain about analytical text.<br><input type="checkbox"/> The teacher give example of analytical text.  |
| 3.  | Questioning                                 | <input type="checkbox"/> The teacher give time for the students to delivers questions.  |
| 4.  | Experimenting/<br>Collecting<br>information | <input type="checkbox"/> Guiding students in learning the way of pronunciation, intonation and pressure in analytical text.   |
| 5.  | Associating                                 | <input type="checkbox"/> The teacher asks to the student to read and find the meaning of the text.  |
| 6.  | Communicating                               | <input type="checkbox"/> The students present the result in from the class, writing report, publish their writing wall magazine or social media.  |
| 7.  | Closing                                     | <input type="checkbox"/> Students reflecting on the learning activities that they have been carried out<br><input type="checkbox"/> Teacher and students conclude the result of learning process.   |



## I. Teaching and Learning Sources

Real English 2 For Senior High School Grade XI

## J. Evaluation

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The actions **to eliminate corruption** are weak. The ever stronger culture seems not to come to an end when the responsible institutions who have **to reinforce the justice** today commit corruption. This is the worst. Corruptions happen in police department, courts where judges, public **prosecutors**, lawyers make deals to do corruption. All of us also heard in the end of 2004, Probosutejo reported that he had **bribed** the Supreme Court, or called Mahkamah Agung which becomes the highest level where the justice can be obtained. Perhaps you have to try to come to the local courts and see what happen there. You will see

practices of bribery and other kinds of corruption. Therefore, we can say that corruptions becomes our culture. Do you like it?

The citizens have no goodwill to fight against the corruption. They create the situations in which people have opportunities to do corruptions. The citizens like to break the rules because they are not disciplined. For example, in the street when they drive a car or ride motorcycle, they do not have the driving license or necessary documents. Then, they are caught by the local policemen. To avoid more difficulties, they like to bribe the officer. The officer let them go then. In other words, the citizens and officers are the same, doing corruption together. If only the people were critical, disciplined, and obey the rules, and willing to report any wrong behaviors, this country will not be number one corrupting country in the world.

Conclusion Based on the reasons, we can conclude that corruption is becoming a bad culture in Indonesia if it is not ended soon by all of us. It seems that there must be more severe penalty for the Corruptors. Do we still care about the future of this country?

**Listen the instructions!**

(Underline and find the Generic structure from the text above).

(APPENDIX 3)

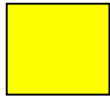
**JADWAL PELAJARAN BAHASA INGGRIS KELAS XI SMA GIBS**

| NO | HARI   | JAM PELAJARAN  |                |                |                |               |               |                |   |
|----|--------|----------------|----------------|----------------|----------------|---------------|---------------|----------------|---|
|    |        | 1              | 2              | 3              | 4              | 5             | 6             | 7              | 8 |
| 1. | SENIN  | XI<br>NS<br>B1 | XI<br>NS<br>B1 |                |                |               |               |                |   |
| 2. | SELASA |                |                |                |                | XI<br>SS<br>B | XI<br>SS<br>B |                |   |
| 3. | RABU   |                |                | XI<br>NS<br>G2 | XI<br>NS<br>G2 |               |               |                |   |
| 4. | KAMIS  |                | XI<br>NS<br>B2 |                |                |               |               | XI<br>NS<br>G1 |   |
| 5. | JUMAT  |                |                |                |                | XI<br>SS<br>G | XI<br>SS<br>G |                |   |

|           |              |  |  |           |  |           |  |  |  |
|-----------|--------------|--|--|-----------|--|-----------|--|--|--|
| <b>6.</b> | <b>SABTU</b> |  |  | <b>XI</b> |  | <b>XI</b> |  |  |  |
|           |              |  |  | <b>NS</b> |  | <b>NS</b> |  |  |  |
|           |              |  |  | <b>B2</b> |  | <b>G1</b> |  |  |  |



**MUTIARA ERWANI, S.Pd**



**TAUFIQ RAHMAN, M.Pd**

(APPENDIX 4)

## LIST OF STUDENTS

| 1. XI Social Boys    |                                   | 2. XI Science Girls 2 |                               |
|----------------------|-----------------------------------|-----------------------|-------------------------------|
| NO.                  | NAMA                              | NO.                   | NAMA                          |
| 1                    | AHMAD GYMNASTIAR SAPUTRA          | 1                     | AIDA FITHRI                   |
| 2                    | AKHMAD FAKHREZI IDZMA             | 2                     | AZ ZAHRA KHAIRINISA           |
| 3                    | AKHMAD YUSUF RIDHANI              | 3                     | DHEA ARTAMEVIA GUNAWAN        |
| 4                    | ALFIANS NOOR                      | 4                     | DWI YULIANA HUSFIATI          |
| 5                    | FAISHAL MUHAMMAD FAKHRUDDIN       | 5                     | FEBRIANTI AZIZA               |
| 6                    | FIQRIANOR IKHLAS                  | 6                     | GUSTI RATU AZZAHRA            |
| 7                    | IRFAN HANAFI                      | 7                     | JAMILAH                       |
| 8                    | M. AZHAR AFFANDI                  | 8                     | KHAIRUNNISA                   |
| 9                    | M. HAFIZ HABIBIE                  | 9                     | MUTIA AZHARA                  |
| 10                   | MUHAMMAD ABIL NAFIS               | 10                    | NASYWA GHINA ATHAYA           |
| 11                   | MUHAMMAD ALFIAN                   | 11                    | NOOR LISANI SAFITRI           |
| 12                   | MUHAMMAD ANSYARULLAH              | 12                    | NORSEPTIA AULIA RADITA        |
| 13                   | MUHAMMAD BINTANG NUGROHO          | 13                    | NURRIDHA RAHMATINA            |
| 14                   | MUHAMMAD DAFFA RISWANDI           | 14                    | PUTRI RABIATUL ADAWIAH        |
| 15                   | MUHAMMAD HAFI SARBINI             | 15                    | TIARA NANDITA PUTRI           |
| 16                   | MUHAMMAD RAIHAN RAMBU PURWABHAKTI | 16                    | VITHDIA EDRIANTARA RAMADHANAR |
| 17                   | MUHAMMAD RIZKI RAMADHANI          | 17                    | ZAHRA AZIZAH                  |
| 18                   | RIDHO CAHYA ILAHI                 | 18                    | ZELIA TSABITA ASRIE           |
| 19                   | RIZA ELFANNY                      | 19                    | ZHAFIRA QUROTA AININA         |
| 20                   | RIZKY RAHMATILLAH                 |                       |                               |
| 21                   | SATRIA YOGA ANDHIKA JATIPRATAMA   |                       |                               |
| 3. XI Science Boys 2 |                                   | 4. XI Social Girls    |                               |
| NO.                  | NAMA                              | NO.                   | NAMA                          |
| 1                    | AKHMAD DZAIKRA RAMADHANI          | 1                     | ALDA CHANTIKA                 |
| 2                    | ALI BAHTANAZAR UMAR               | 2                     | ALYA ZHAFIRA                  |
| 3                    | ANDI MARIO BUANA SUBHAN           | 3                     | AMANDA NAMIRA ABIDIN          |
| 4                    | DHEO ZANATA ABDI SUSANTO          | 4                     | FEBY INDAH NURCAHYANI         |
| 5                    | FARHAN ADHYATMA NUGRAHA           | 5                     | HANNY FITRIA SAPUTRI          |
| 6                    | HALIFATUL ARRASYID                | 6                     | JASMINE ZARIA NURRIZKA        |
| 7                    | M. ZAINI RIDHO                    | 7                     | JIHAN BERLIANA FEBRIYANTI     |

|    |                                 |    |               |
|----|---------------------------------|----|---------------|
| 8  | MOHAMAD CAESAR DWI RIZQI ANSARY | 8  | NABILLA PUTRI |
| 9  | MUHAMAD FAHRIZA                 | 9  | NISA AGHNIA   |
| 10 | MUHAMMAD NUR AMIN               | 10 | NURLAILA      |
| 11 | MUHAMMAD ANSHAR                 | 11 | NURUL HUSNA   |
| 12 | MUHAMMAD HARIS                  | 12 | NURUL KHALIZA |
| 13 | NAUFAL TSAQIF MUSYAFFA          | 13 | RISKA AULIANI |
| 14 | NIKO PRASETIYO HADI SUWARNO     |    |               |
| 15 | NURDINADA DWIARYA HAKIMIA       |    |               |
| 16 | RAIHAN DHIYA NOOR               |    |               |
| 17 | SALIMULYA                       |    |               |
| 18 | MUHAMMAD NABIL ZAHIDY           |    |               |

*(APPENDIX 5)*

**Result of Observasi**

(APPENDIX 6)

## Documentary







*(APPENDIX 7)*

Rina Aulis  
1501240520  
PBI



CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Nurlaila Kadanyah S.Ag. M.Pd

DATES

Notes

SIGNATURE

January  
2020

1. Find out the fix of theory of Strategy in teaching speaking see your findings
2. pay attention how to write
  - Quotation (the authors, year, and page)
  - Capital letters.
  - Spelling
3. the techniques of Data collection not only observation, but interview
4. In findings, especially in each tables must ~~to~~ show / explain the strategy (especially in which scientific Approach so you can conclude what strategy that used by
5. Report your findings, based on ~~the~~ each observation
6. See all my notes and revise them.

Risa Azzah (1517)  
1801240120



CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Dr. Saadillah, Mpd.



24-1-2020 - Revise Chapter 1 (introduction)  
to all chapters 2  
- (add your own notes)


D.

28 - Revise some (see my  
notes).

D.

(APPENDIX 8)

## Surat Izin Riset



**PEMERINTAH KABUPATEN BARITO KUALA**  
**BADAN KESATUAN BANGSA DAN POLITIK**  
**(KESBANGPOL)**

Jalan Jend. Sudirman Komplek Perkantoran No. Telp. (0511) 4799868 Marabahan 70511

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**REKOMENDASI PENELITIAN**  
Nomor : 070 / 239 / Kesbangpol

I. Membaca : Surat pengantar Kepala Dinas pendidikan Kabupaten Barito Kuala Nomor: 800/322.2/Set-Disdik, tanggal 28 Oktober 2019. Perihal Mohon Izin Penelitian.

II. Mengingat : 1. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penertiban Rekomendasi Penelitian.  
2. Peraturan Daerah Kabupaten Barito Kuala Nomor 14 Tahun 2016 tentang Susunan Organisasi dan Tata Kerja Lembaga Teknis Daerah dan Satuan Polisi Pamong Praja Kabupaten Barito Kuala (Lembaran Daerah Kabupaten Barito Kuala Tahun 2010 Nomor 17).  
3. Peraturan Bupati Barito Kuala Nomor 34 Tahun 2016 tentang Susunan Organisasi dan Perangkat Daerah

III. Bupati Barito Kuala, memberikan rekomendasi kepada :

|                      |  |
|----------------------|--|
| 1. Nama Peneliti     | : <b>RINA AULIA</b>  |
| 2. NIM               | : 1501240520   |
| 3. Alamat Peneliti   | : Jl. Jend Sudirman RT 14 NO.007 Kec. Marabahan Kab. Barito Kuala  |
| 4. Lembaga/Instansi  | : Program Studi Pendidikan Bahasa Inggris UIN Antasari Banjarmasin   |
| 5. Tujuan Penelitian | : Penelitian dalam rangka penyusunan Skripsi   |
| 6. Bidang Penelitian | : Ilmu Pendidikan Bahasa Inggris   |
| 7. Judul Penelitian  | : " <b>TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS AT GLOBAL ISLAMIC BOARDING SCHOOL</b> ". |
| 8. Lokasi Penelitian | : SMA Global Islamic Boarding School Kab. Barito Kuala   |
| 9. Status Peneliti   | : Baru   |
| 10. Penanggungjawab  | : -  |
| 11. Waktu Penelitian | : Dari tanggal 28 Oktober 2019 s.d 28 Desember 2019  |

IV. Hal-hal yang harus ditaati oleh peneliti :

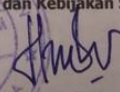
1. Sebelum melaksanakan kegiatan, yang bersangkutan harus menyampaikan salinan rencana/proposal penelitian dan setelah selesai harus melaporkan dan menyampaikan hasil penelitian kepada Bupati Barito Kuala c.q. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Barito Kuala.
2. Kegiatan dimaksud tidak boleh menyimpang dari Rekomendasi yang diberikan dan mentaati ketentuan perundang-undangan yang berlaku serta mengindahkan adat istiadat daerah setempat.

V. Kepada Pimpinan Instansi Pemerintah/pihak terkait menjadi objek penelitian dimohon bantuan dan kerjasamanya untuk kepentingan dan kelancaran Penelitian/Magang/Pendataan/ Penelitian/Survey/Kegiatan dimaksud. Apabila terjadi penyalahgunaan terhadap Rekomendasi ini agar dilaporkan dan rekomendasi ini akan ditinjau kembali sesuai ketentuan yang berlaku.

Demikian Rekomendasi ini Diberikan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Marabahan  
Pada tanggal : 28 Oktober 2019

**KEPALA BADAN**  
**u.b**  
**Kasubbid Kewaspadaan Dini Analisis Evaluasi**  
**Informasi dan Kebijakan Strategis**

  
**HARTINI, S.Th.I**  
Penata / III c  
NIP. 19800528 200902 2 004

Disampaikan kepada :



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

**SURAT RISET**

Nomor: B-545/Un.14/III.1.t/pp.00.9/10/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : RINA AULIA  
Nomor Induk Mahasiswa : 1501240520  
Semester : IX (Sembilan)  
Alamat : Jl. Bulan Mas Gang Bulan Mas 4 Rt.34 Rw.02,  
Kecamatan Banjarmasin Timur, Kota Banjarmasin,  
Kalimantan Selatan  
Tugas : Melakukan Riset / Penelitian ilmiah dalam rangka  
pengumpulan data untuk penyusunan Skripsi  
Sarjana dengan Judul :

**TEACHER'S STRATEGIES IN TEACHING SPEAKING SKILL OF THE ELEVENTH  
GRADE STUDENTS AT GLOBAL ISLAMIC BOARDING SCHOOL**

Tempat yang dituju : GLOBAL ISLAMIC BOARDING SCHOOL  
Barang yang dibawa : Seperangkat alat riset  
Lamanya Riset : 2 (Dua) bulan  
Dari tanggal : 28 Oktober 2019  
Sampai dengan tanggal : 28 Desember 2019

Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Wakil Dekan Bidang Akademik dan  
Kelembagaan,

Dr. Hairul Hudaya, M.Ag  
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

RINA AULIA  
NIM. 1501240520



(APPENDIX 9)

Meeting 5.

Date : 30 Nov 2019. → Next Meeting about Analytical text

Class : XI IPS B2

Time : 09.05 - 09.45.

→ Spesi ⇒ salam, abson had considered statement for open the paper before find fact; general, ~~specific~~.

Mean ⇒ teacher explain the fact about generic structure, pengantar

clearing ⇒ motivasi, salam.

## Result of Observation

### Field note 1

Date : 26 Nov 2019 (Tuesday) } (Present US Communist tense)  
Class : XI SS Bays,  
Time : 11.50 - 13.40 WITA.

- \* Opening : Salam, absen. ~~and read~~ and read conversation
- \* Main act : observe, show video, final exam  
Questioning : QnA. → video  
Collect info : Teacher explain the material  
Association : Make dialogue (free dialogue)
- \* Closing : Resume, Salam and measure

### Meeting 2

Date : 27 Nov 2019  
Class : XI SIS G2, 10.15 - 11.55

- \* Opening : Salam and absen → Pecak dialogue conversation
- \* Main act : observe, show video, final exam.  
Questioning : QnA → about video  
Collect info : Teacher explain the material (present US communist)  
Association : Make free dialogue.
- \* Closing : Resume the material, salam and measure.

Meeting 3.

→ Analytical Text.

Date: 28 Nov 2019

Class: XI XII B2

Time: 09.05 - 09.45

⇒ opening class → salam, absen, read conversation

⇒ Main act → Teacher give student paper.

on the wall for board.

Shall group 2 student (1 minor 1 major).

⇒ closing → read material, salam and motivate

Meeting 4

→ 29 Nov 2019. Thursday.

Class: XI SS Girls (analytical text)

Time: 10.15 - 11.35


opening ⇒ Salam, absen, and read conversation

main ⇒ Teacher give text to student by the wall  
(Andien Paul group work) 1 minor 1 major.  
and submit the text first, and explain  
with generic structure

closing → Resume, closing salam motivate.

(APPENDIX 10)

## Surat Selesai Riset

|   |  |
|---|--|
|  <p><b>GLOBAL ISLAMIC BOARDING SCHOOL</b><br/>"where everyone can grow"</p>  | <p>Jalan Trans Kalimantan, Sungai Lumbah, Alalak,<br/>Barito Kuala, Kalimantan Selatan – Indonesia 70982<br/>Telp. +62 511 3356777<br/>Website : www.gibs.sch.id, Email : administration@gibs.sch.id</p> |
| <p><b><u>SURAT KETERANGAN</u></b><br/>Nomor : 007/B.01/GIBS/1/2020</p>  |  |
| <p>Yang bertanda tangan di bawah ini :</p> <p>Nama : M.T Hidayat, S.Si.<br/>Jabatan : Deputy Director in Learning<br/>Alamat : Jl. Trans Kalimantan, Desa Sungai Lumbah, Kecamatan Alalak,<br/>Kabupaten Barito Kuala – Kalimantan Selatan</p>  |  |
| <p>Menerangkan bahwa nama di bawah ini :</p> <p>Nama : <b>RINA AULIA</b><br/>Tempat, Tanggal Lahir : Purwokerto, 23 Agustus 1997<br/>Lembaga/Instansi : UIN Antasari Banjarmasin<br/>NIM : 1501240520<br/>Fakultas/Jurusan/Prodi : Fakultas Tarbiyah dan Keguruan / Tandris Bahasa Inggris</p>                    |  |
| <p>benar telah melaksanakan kegiatan Riset/Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi dengan judul <b>"Teacher's Strategies in Teaching Speaking Skill Of The Eleventh Grade Students At Global Islamic Boarding School"</b> dari tanggal 28 Oktober 2019 s.d 28 Desember 2019.</p> |  |
| <p>Demikianlah surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.</p>   |  |
| <p>Dibuat di : Barito Kuala<br/>Pada Tanggal : 17 Januari 2019</p>  |  |
| <p>Global Islamic Boarding School</p>  <p><b>M. T Hidayat, S.Si.</b><br/>Deputy Director in Learning</p>   |  |