

## Appendix 1

No.	Surah	Translation
1	<p>Holy Qur'an surah Al-Mujaadilah (58) verse 11:</p> <p>يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَاَفْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْ ۗ وَاِذَا قِيْلَ اَنْشُرُوْا فَاَنْشُرُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ ءَامَنُوْا مِنْكُمْ ۗ وَالَّذِيْنَ اٰتَوْا الْعِلْمَ دَرَجٰتٍ ۗ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ</p>	<p>O you who believe! When you are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. And when you are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well-acquainted with all you do.</p>
2	<p>holy Qur'an surah Al-Hujaraat(49) verse 13:</p> <p>يٰۤاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلَ لِتَعَارَفُوْا ۗ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰنُكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ</p>	<p>O mankind! We created you from a single (pair) of a male and a female, and made you into nations and tribes, that you may know each other (not that you may despise (each other)). Verily the most honoured of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things).</p>

## **Appendix 2**

Detail about the facilities and infrastructures at MTs Diniyah Babussalam

No	Facilities and infrastructures	Amount	Condition
1	Classroom	4	Good
2	Teachers' room	1	Good
3	Headmaster's room	1	Good
4	Science laboratory	1	Good
5	Library	1	Good
6	Hall	1	Good
7	Toilet for teacher	1	Good
8	Toilet for student	2	Good
9	Canteen	1	Good

### Appendix 3

#### **DETAIL ABOUT HEADMASTER AND TEACHERS AT MTs DINIYAH BABUSSALAM BANJARMASIN**

<b>No</b>	<b>Name</b>	<b>Position</b>	<b>Education</b>	<b>Subject</b>	<b>Class</b>
1	Lini Khalisa, S.Ag	Kamad	S1	B. Indonesia	VIII & IX
2	H. Husin Anshari, S.Ag	Wakamad	S1	Fiqih	VIIA,VIIB, VIII,IX
				Qur'an Hadist	VIII & IX
3	Junaidi,S.Ag	Wali Kelas VIII & Pembina Maulid Habsyi	S1	SKI	VIIA,VIIB, VIII,IX
				Aqidah Akhlak	VIIA,VIIB, VIII,IX
				Qur'an Hadist	VIIA & VIIB
4	Hasbullah, S.Pd.I	Wali Kelas VIIA	S1	Bahasa Arab	VIIA,VIIB, VIII,IX
				PKn	VIIA,VIIB, VIII,IX
				BTA	VIIA,VIIB, VIII,IX
5	Sirril Birril, S.Pd.I	-	S1	IPS	VIIA,VIIB, VIII,IX
				Matematika	VIII & IX
6	Murniyati, S.Ag	Wali Kelas IX dan Koornator Bidang Kurikulum	S1	IPA	VIIA,VIIB, VIII,IX
				Seni Budaya	VIIA,VIIB, VIII,IX
7	Norhidayah, S.Pd.I	Wali Kelas VIIB & Koornator Perpustakaa n	S1	Bahasa Inggris	VIIA,VIIB, VIII,IX
				Prakarya	VIIA,VIIB, VIII,IX
8	Ahmad Khairil Azka, S.EI	-	S1	Penjaskes	VIIA,VIIB, VIII,IX
9	M. Rasyid Amin	-	-	Matematika	VIIA & VIIB
10	Nurlaily Agustina	-	-	B. Indonesia	VIIA & VIIB

#### **Appendix 4**

The number of students at MTs Diniyah Babussalam in Academic Years  
2016/2017

Class	Sex		Total
	Male	Female	
VIIA	8	8	16
VIIB	10	7	17
VIII	9	9	18
IX	9	11	20
	36	35	71

## Appendix 5

**Pen Name of Student Class VIIA and VII B**

<b>Students class VIIA</b>			<b>Students class VIIB</b>		
No.	NAME	PEN NAME	No.	NAME	PEN NAME
1	Andi	CC1	1	Abdul Majid	EC1
2	Intan Camelia	CC2	2	Adam Saputra	EC2
3	M. Ari Cahyadi	CC3	3	Aji Saputra	EC3
4	M. Noor Efendi	CC4	4	Aliya Septiani	EC4
5	M. Rian Syah	CC5	5	Baihaki	EC5
6	M. Zaini	CC6	6	Hafis Ansyari	EC6
7	Noor Aina Emelda	CC7	7	Hikmah	EC7
8	Nur Rahya S	CC8	8	Husin Nafarin	EC8
9	Rabiyatul Adawiyah	CC9	9	Mudia Ananda	EC9
10	Ratna	CC10	10	M. Ainul Yakin	EC10
11	Rika Lestari	CC11	11	M. Fahrul	EC11
12	Risky Aulia Rahmi	CC12	12	M. Khairullah	EC12
13	Ronny	CC13	13	M. Ramadhan	EC13
14	Saniah	CC14	14	Norita	EC14
15	Taufiq	CC15	15	Norlinda	EC15
16	Yusuf Firdaus	CC16	16	Risma Ayu	EC16
			17	Risma Hidayah	EC17

## Appendix 6

### Syllabus Bahasa Inggris

Satuan Pendidikan : SMP/MTs

Kelas : VII (tujuh)

#### Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi	<ul style="list-style-type: none"><li>• Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal dengan guru dan teman.</li><li>• Struktur teks<ul style="list-style-type: none"><li>- Memulai</li><li>- Menanggapi (diharapkan/di luar dugaan)</li></ul></li><li>• Unsur kebahasaan<ul style="list-style-type: none"><li>- Ungkapan-ungkapan yang lazim digunakan</li><li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li></ul></li><li>• Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat</li></ul>	<ul style="list-style-type: none"><li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</li><li>- Mengidentifikasi ungkapan yang sedang dipelajari</li><li>- Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li><li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li><li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li></ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	menumbuhkan perilaku yang termuat di KI	- Melakukan refleksi tentang proses dan hasil belajar.
<p>3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (subjective, objective, possessive)</p> <p>4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Berkenalan, memperkenalkan diri sendiri/orang lain.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya</li> <li>- Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>)</li> <li>- Subjek Pronoun: <i>I, You, We, They, He, She, It</i></li> <li>- Kata ganti possessive <i>my, your, his</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungakapan-ungkapan penting</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal</li> <li>- Memaparkan jati dirinya yang sebenarnya.</li> <li>- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan/ menanyakan waktu dari keadaan/ peristiwa/kegiatan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi</li> </ul> </li> </ul>	- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/ peristiwa, mencakup nama hari, bulan,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p> <p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>(diharapkan/di luar dugaan)</p> <ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> <li>- Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>the first, the second, the twenty third, the thirty first of May</i>)</li> <li>- Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (lisan): a.l. <i>1st, 2nd, 23rd, 31st, of May</i>)</li> <li>- Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight</i></li> <li>- Waktu (tulis): <i>01:00; 02:15; 06:50; 08:15</i></li> <li>- Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning, in the afternoon, in the evening</i></li> <li>- Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon, at night</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <ul style="list-style-type: none"> <li>- Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</li> <li>- Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</li> <li>- Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar</li> <li>- Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.4 Mengidentifikasi fungsi sosial, struktur</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati beberapa teks pendek berisi</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan peserta didik sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i>, plural dan singular)</p> <p>4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik</li> <li>- Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s)</li> <li>- Penggunaan kata penunjuk <i>this, that, these, those ...</i></li> <li>- Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</li> <li>- Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang</li> <li>- Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial <p>Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari</p> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan be, adjective)</p> <p>4.5. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>segi sifatnya.</p> <ul style="list-style-type: none"> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang</li> <li>- Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <p>Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</p> </li> </ul>	<p>sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>- Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>- Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</li> <li>- Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> <li>- Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial <p>Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.</p> </li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Pernyataan dan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)</p> <p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks</p>	<p>pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda</p> <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif) dalam simple present tense</li> <li>- Kalimat interrogative: <i>Yes/No question; Wh-question</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Didiktekan guru, peserta didik menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar</li> <li>- Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</li> <li>- Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Deskriptif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</li> <li>• Struktur teks Dapat mencakup: <ul style="list-style-type: none"> <li>- identifikasi (nama keseluruhan dan bagian)</li> <li>- sifat yang menjadi pencirinya</li> <li>- fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif (positif dan negatif), dan interrogative (<i>Yes/No question; Wh-question</i>), dalam simple present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>- Bertanya tentang informasi yang terkait di dalam teks tersebut.</li> <li>- Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</li> <li>- Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>orang, binatang, dan benda</p> <p>4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>tense</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<p>menyatakan kekaguman/ mempromosikan</p> <ul style="list-style-type: none"> <li>- Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan.</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>

## **Appendix 7**

### **KISI-KISI SOAL**

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Semester : 2

#### Kompetensi Inti

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

No	KD	MATERI	Indicator Items	Number Items				
				Pre test	Post test	Homework		
						M1	M2	M3
1	3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context .( giving attention on language feature such as declarative and interrogative sentence by using simple present tense)	Declarative sentence (positive and negative) in simple present tense and interrogative sentence (Yes/No question)	Students can identify the differences verb and verb extra <i>s/es</i>	A1,A3,A4 ,A5,A11	A4,A5,A9 , A11,S14	1a,1b,1c, 1d,1e,1f.		-
			Students can identify the differences of using <i>to be</i>	A2,A7, A10,A14, A15	A2,A3,A6 ,A8, ,A12, A13	-	-	1a, 1b,
			Students can arrange the words to be a good sentence.	A6, A8, A9,A12, A13	A1,A7,A1 0,A15	2a,2b,2c, 2d	-	4a,4b
			Students can change negative sentence into positive sentence by using simple present tense	B3a	B3a		2a,2b	3a,3b
			Students can change positive sentence into negative sentence by using simple present tense	B1a,B1b,	B1a,B1b,		1a,1b,1c, 1d	2a,,2b
			Students can change positive sentence into interrogative sentence by using simple present tense	B2a,B2b	B2a,B2b		1a,1b,1c, 1d	2a,2b,
Totals				20 items	20 items	10 items	10 items	10 items

**Appendix 8**

Test Validity

1. Test validity of multiple choice items

No	Responden	Items																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	<b>R1</b>	1	0	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	5
2	<b>R2</b>	1	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	5
3	<b>R3</b>	0	0	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	5
4	<b>R4</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
5	<b>R5</b>	0	1	1	0	0	0	1	0	0	1	0	1	1	1	0	0	0	7
6	<b>R6</b>	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	13
7	<b>R7</b>	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	13
8	<b>R8</b>	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	15
9	<b>R9</b>	1	0	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	13
10	<b>R10</b>	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	13

**Correlations**

		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17	Total
Item1	Pearson Correlation	1	,218	,356	,429	,524	,802**	,524	,429	,429	- 1,000**	,524	,509	,218	,524	,429	,429	,429	,657*

	Sig. (2-tailed)		,545	,312	,217	,120	,005	,120	,217	,217	,000	,120	,133	,545	,120	,217	,217	,217	,039
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Item2	Pearson Correlation	,218	1	,816**	,655*	,218	,408	,655*	,218	,218	-,218	,218	,333	,500	,655*	,655*	,218	,218	,689*
	Sig. (2-tailed)	,545		,004	,040	,545	,242	,040	,545	,545	,545	,545	,347	,141	,040	,040	,545	,545	,028
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Item3	Pearson Correlation	,356	,816**	1	,535	,356	,583	,802**	,535	,535	-,356	,356	,408	,612	,802**	,535	,535	,535	,878**
	Sig. (2-tailed)	,312	,004		,111	,312	,077	,005	,111	,111	,312	,312	,242	,060	,005	,111	,111	,111	,001
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Item4	Pearson Correlation	,429	,655*	,535	1	,429	,535	,429	,048	,524	-,429	,429	,218	,327	,429	1,000**	,048	,048	,657*
	Sig. (2-tailed)	,217	,040	,111		,217	,111	,217	,896	,120	,217	,217	,545	,356	,217	,000	,896	,896	,039
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Item5	Pearson Correlation	,524	,218	,356	,429	1	,356	,524	,429	,429	-,524	,524	,509	,764*	,048	,429	,429	,429	,657*
	Sig. (2-tailed)	,120	,545	,312	,217		,312	,120	,217	,217	,120	,120	,133	,010	,896	,217	,217	,217	,039
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Item6	Pearson Correlation	,802**	,408	,583	,535	,356	1	,356	,535	,535	-,802**	,802**	,408	,102	,802**	,535	,535	,535	,791**
	Sig. (2-tailed)	,005	,242	,077	,111	,312		,312	,111	,111	,005	,005	,242	,779	,005	,111	,111	,111	,006







Total	Pearson																			
	Correlation	,657*	,689*	,878**	,657*	,657*	,791**	,751*	,657*	,657*	-,657*	,657*	,574	,645*	,751*	,657*	,563	,657*		1
	Sig. (2-tailed)	,039	,028	,001	,039	,039	,006	,012	,039	,039	,039	,039	,083	,044	,012	,039	,090	,039		
	N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## 2. Validity Test of changing sentence items

No	Responden	Items									Total
		1	2	3	4	5	6	7	8	9	
1	R1	1	1	1	1	1	1	1	1	0	8
2	R2	0	0	1	0	1	0	0	1	0	3
3	R3	0	1	0	0	1	1	0	1	0	4
4	R4	1	1	0	0	1	1	0	0	1	5
5	R5	1	1	0	1	1	0	1	1	0	6
6	R6	1	1	1	1	1	0	0	0	1	6
7	R7	1	1	1	1	0	0	1	0	0	5
8	R8	0	0	0	1	0	1	0	0	0	2
9	R9	0	0	0	1	0	0	0	0	0	1
10	R10	1	1	1	0	1	0	1	1	1	7



	Sig. (2-tailed)	,035	,111	,242	,486	,807	,486		,242	,807	,024
	N	10	10	10	10	10	10	10	10	10	10
Item8	Pearson Correlation	,000	,218	,200	-,408	,655*	,000	,408	1	-,218	,429
	Sig. (2-tailed)	1,000	,545	,580	,242	,040	1,000	,242		,545	,217
	N	10	10	10	10	10	10	10	10	10	10
Item9	Pearson Correlation	,535	,429	,218	-,356	,429	-,089	-,089	-,218	1	,405
	Sig. (2-tailed)	,111	,217	,545	,312	,217	,807	,807	,545		,245
	N	10	10	10	10	10	10	10	10	10	10
Total	Pearson Correlation	,855**	,842**	,524	-,019	,634*	,019	,700*	,429	,405	1
	Sig. (2-tailed)	,002	,002	,120	,957	,049	,957	,024	,217	,245	
	N	10	10	10	10	10	10	10	10	10	10

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## **Appendix 9**

### Reliable test

#### 1. Reliable test of multiple choice items

##### **Scale: ALL VARIABLES**

###### **Case Processing Summary**

		N	%
Cases	Valid	10	100,0
	Excluded <sup>a</sup>	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

###### **Reliability Statistics**

Cronbach's Alpha	N of Items
,881	15

#### 2. Reliable test of change sentence items

##### **Scale: ALL VARIABLES**

###### **Case Processing Summary**

		N	%
Cases	Valid	10	100,0
	Excluded <sup>a</sup>	0	,0
	Total	10	100,0

a. Listwise deletion based on all variables in the procedure.

###### **Reliability Statistics**

Cronbach's Alpha	N of Items
,798	4

## Appendix 10

### PRE TEST

#### **A. Choose a, b, c, or d for the correct answer!**

1. I \_\_\_\_\_ my grandmother twice a month.  
a. visit      b. visits      c. visited      d. visiting
2. Maya and nia \_\_\_\_\_ best friends. They are always together.  
a. is      b. am      c. are      d. do
3. Mr Herman is a teacher. Every day he \_\_\_\_\_ to school at 6.30 a.m.  
a. gone      b. goes      c. going      d. go
4. A cow does not \_\_\_\_\_ two legs(have/has/had)  
a. has      b. had      c. having      d. have
5. Does Susan \_\_\_\_\_ in the restaurant?  
a. works      b. worked      c. work      d. working
6. Arrange these words below into good sentences!  
gets –Rere–a lot-of–present  
a. a lot of Rere gets present      b. Rere gets a lot of present  
c. gets Rere a lot of present      d. present gets a lot of Rere
7. Alisa : are you student?  
Yanto : .....  
a. I am a student      b. I am fine  
c. You are a student      d. yes, I am
8. like – ? – color – Lisa – Does – red  
(1) (2) (3) (4) (5) (6)  
Arrange these words above into good sentences!  
a. 5–6–3–1–4–2      b. 5–4–6–3–1–2  
c. 5–3–6–1–4–2      d. 5–4–1–6–3–2
9. good – dances – Mirza – modern – at – is  
(1) (2) (3) (4) (5) (6)  
Arrange these words above into good sentences!  
a. 3–2–6–1–5–4      b. 3–6–1–5–2–4  
c. 3–6–1–5–4–2      d. 3–2–6–1–4–5
10. Anto : ...

Ilmi : let's go to canteen

- a. I am headache                      b. I am hungry
- c. I am angry                              d. I am tired

11. Do his parents . . . like the music?

- a. like              b. likes              c. liked              d. liking

12. every – I – holiday – study – not – do

- (1)    (2)    (3)    (4)    (5)    (6)

Arrange these words above into good sentences!

- a. 2-5-4-6-1-3                      b. 2-6-5-4-1-3
- c. 2-1-3-6-5-4                      d. 2-4-5-6-1-3

13. fur – has – black – cat – My

- (1)    (2)    (3)    (4)    (5)

Arrange these words above into good sentences!

- a. 5-2-4-3-1                      b. 2-5-4-1-3
- c. 2-1-3-5-4                      d. 5-4-2-3-1

14. Aji is smart. He . . . not stupid

- a. are              b. are not              c. is              d. is not

15. Linda does not talk a lot. She . . . talkative

- a. is not              b. is              c. are not              d. are

**B. Change these sentences into :**

1. Ubahlah kalimat di bawah ini ke kalimat Negative
  - a. Mother cooks fried rice every morning
  - b. Lia is a new student
2. Ubahlah kalimat di bawah ini ke kalimat Interrogative (kalimat tanya)
  - a. My brother has storybook
  - b. Maria, Mona, and I are neighbors
3. Ubahlah kalimat di bawah ini ke kalimat Positive
  - a. I do not study every holiday



## Appendix 11

### Homework Items

#### Homework I

1. Complete the following sentences by using the correct form of verbs in the brackets.
  - a. Tony is a great reader. He always \_\_\_\_\_ lots of books.(read/reads/reading)
  - b. Every Sunday, we \_\_\_\_\_ the housework.(do/does/doing)
  - c. My little sister \_\_\_\_\_ in the night.(cry/cries/crying)
  - d. Alfin \_\_\_\_\_ red color(like/likes/liked)
  - e. Rere \_\_\_\_\_ a lot of present (get/gets/getting)
  - f. Intan, Ratna, and Rahmi \_\_\_\_\_ new friend(have/has/had)
2. Arrange these words above into good sentences!
  - a. Has – small – Farhan – eyes – two
  - b. Badminton – Sunday – every – plays – Radit
  - c. Letter – a good – Mrs. Rani – writes
  - d. Good – father - Mira’s – is – a – lawyer

#### Homework II

1. Change these sentences into negative and interrogative sentences!
  - a. The sun always shines in Japan  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  - b. I like vegetables  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  - c. Fatimah tries a new recipe  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_
  - d. Ratih does the homework  
(-) \_\_\_\_\_  
(?) \_\_\_\_\_

2. Change these sentences into positive sentences!

a. Luna does not write a letter to her friend

(+) \_\_\_\_\_

b. She does not like to eat a lot.

(+) \_\_\_\_\_

### Homework III

1. Complete the following sentences by using the correct forms in the brackets.

a. Ayu does not talk very much. She \_\_\_\_\_ quite.(is/isn't/are/aren't)

b. Bambang and Tia are Brave. They \_\_\_\_\_ afraid.  
(is/isn't/are/aren't)

2. Change these sentences into negative and interrogative sentences!

a. Baihaki is busy person

(-) \_\_\_\_\_

(?) \_\_\_\_\_

b. My height is about 150cm

(-) \_\_\_\_\_

(?) \_\_\_\_\_

3. Change these sentences into positive sentences!

a. Fadlan is not serious in studying English

b. Mr. Junaidi and Mr. Hasbullah are not my teacher

4. Arrange these words above into good sentences!

a. a beautiful – is – person – mother – My

b. is – Teddy – Fat – Bear – very – My

## Appendix 12

### POST TEST

#### **A. Choose a, b, c, or d for the correct answer!**

1. every – I – holiday – study – not – do  
(1) (2) (3) (4) (5) (6)  
Arrange these words above into good sentences!  
a. 2–5–4–6–1–3                      b. 2–6–5–4–1–3  
c. 2–1–3–6–5–4                      d. 2–4–5–6–1–3
2. Q : Are you a new student?  
A : . . .  
a. yes, I do                              b. No, I aren't  
c. yes, I am                              d. No, I don't
3. He . . . not popular in the school  
a. is              b. isn't              c. are              d. aren't
4. Sonia . . . hard everyday  
a. studies              b. studied              c. studying              d. study
5. Mona, Doni, you, and I . . . tennis every Sunday  
a. played              b. playing              c. plays              d. play
6. Taufik and Zaini . . . funny. they like to make people laugh.  
a. is              b. isn't              c. are              d. aren't
7. like – ? – color – Lisa – Does – red  
(1) (2) (3) (4) (5) (6)  
Arrange these words above into good sentences!  
a. 5–6–3–1–4–2                      b. 5–4–6–3–1–2  
c. 5–3–6–1–4–2                      d. 5–4–1–6–3–2
8. Nina and Ratna talk much or make much noise. They . . . talkative.  
a. is              b. isn't              c. are              d. aren't
9. Roni is a serious person. He . . . not laugh very often.  
a. do              b. does              c. don't              d. doesn't
10. fur – has – black – cat – My  
(1) (2) (3) (4) (5)  
Arrange these words above into good sentences!  
a. 5–2–4–3–1                      b. 2–5–4–1–3

- c. 2-1-3-5-4                      d. 5-4-2-3-1

11. Mr Herman is a teacher. Every day he \_\_\_\_\_ to school at 6.30 a.m.  
a. gone      b. goes      c. going      d. go
12. Ahmad and Ahmed like to keep my promises. They . . . reliable.  
a. is not      b. are not      c. are      d. is
13. Ratu is my friend. Her eyes color . . . brown.  
a. are      b. is      c. does      d. do
14. My father and my mother . . . tea every morning  
a. drinks      b. drinking      c. drinkes      d. drink
15. Arrange these words into good sentences!  
gets –Rere–a lot-of–present  
a. a lot of Rere gets present              b. Rere gets a lot of present  
c. gets Rere a lot of present              d. present gets a lot of Rere

**B. Essay**

1. Ubahlah kalimat di bawah ini ke kalimat Negative  
a. Dinda and Nindi visit her grandmother twice a month  
b. Fadlan is serious in studying English.
2. Ubahlah kalimat di bawah ini ke kalimat tanya  
a. Maya and Nia are best friends  
b. Ahmad studies English every Monday
3. Ubahlah kalimat di bawah ini ke kalimat tanya  
a. Farhan does not have two small eyes.

## **Appendix 13**

### **Answer Keys of Pre-test**

#### **C.**

- |      |       |       |
|------|-------|-------|
| 1. A | 6. B  | 11. A |
| 2. C | 7. D  | 12. B |
| 3. B | 8. D  | 13. D |
| 4. D | 9. B  | 14. C |
| 5. C | 10. B | 15. A |

#### **D.**

4. a. Mother does not cook fried rice every morning  
b. Lia is not a new student
5. a. Does My brother have storybook  
b. Are Maria, Mona, and I neighbors?
6. a. I do study every holiday

### **Answer Keys of Homework**

#### **Homework I**

2. a. reads                      d. likes  
b. do                              e. gets  
c. cries                         f. have
3. a. Farhan has two small eyes  
a. Radit play Badminton every Sunday  
b. Mrs. Rani writes a good letter  
c. Mira's father is a good lawyer

#### **Homework II**

3. a. (-) The sun does not always shine in Japan  
(?) does the sun always shine in Japan?  
e. (-) I do not like vegetables  
(?) do I like vegetables?  
f. (-) Fatimah does not try a new recipe



## Appendix 14

### LESSON PLAN FOR TEACHING PRACTICE AT EXPERIMENT CLASS

<b>Name of School</b>	<b>: MTs Diniyah Babussalam</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: VII/2 (dua)</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Subs Skills</b>	<b>: Simple Present</b>
<b>The Subject</b>	<b>: Written text to declare and to ask behavioral/action/ characteristic people, animal, and thing.</b>
<b>Meeting</b>	<b>: 1<sup>st</sup> (First)</b>
<b>Time Allocation</b>	<b>: 2 X 40 Minutes</b>

#### **A. Main Competence**

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

#### **B. Basic Competence**

3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context (giving attention on language feature such as declarative and interrogative sentence by using simple present tense)

#### **C. Indicators**

1. Students will be able to show the spirit of participating in learning
2. Students will be able to show the seriousness of the following learning

3. Students will be able to show polite behavior in interpersonal communication with teachers and friends.
4. Students will be able to demonstrate caring behaviors in interpersonal communication with teachers and friends.
5. Students can identify the differences verb and verb extra *s/es*
6. Students can arrange the words to be a good sentence.

**D. Teaching material**

Communication Practice:

Simple instruction

Linguistic feature:

1. Verb to shows the condition and action in simple present tense: *be, have, go, play, get, take, etc.*
2. The Formula:  
(subject + V<sub>1</sub>/V<sub>1+s/es</sub> + C)
3. The teacher will write some signal in simple present:  
Every day, often, usually, always, sometimes, etc.

Main material:

Simple present tense

**E. Method :**

- CTL
- GTM
- Game

**F. Media :** pictures, dictionary

**G. Sources:** [Zaida, Nur.](#) *Bright books for SMP/MTs Grade VII.* Jakarta: Erlangga.

Novia, Windy. 2010. *Basic English Grammar*.\_\_\_\_: Gama Press.

[www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx](http://www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx) Retrieved January, 10, 2017

**H. Learning Steps :**

1. preliminary activities ( 10 minutes)
  - Teacher greets students
  - Teacher invites students to pray before start the lesson
  - Teacher Checks the presence of students
2. Main Activities ( 60 minutes)



**a. Observing**

- The students observe the picture that showed by the teacher.
- The students observe the teacher's explanation about using *simple present tense*

**b. Questioning**

- Students ask the differences using verb and verb extra *s/es* in positive sentence.

**c. Exploring**

- Students identify the differences using verb and verb extra *s/es* in positive sentence.

**d. Associating**

- Students make sentence by using *simple present tense*.

**e. Communicating**

- Students answer question by choosing the best word for the correct answer
- Students will be divided into 4 groups and make a good sentence by arranging the random sentence

3. Closing Activities ( 10 minutes)

- Teacher guides the learning outcomes concluded
- Teacher asks students to express opinions or feelings over their lessons
- Teacher Provides structured individual assignment
- Teacher gives homework to students and explains the purpose of the homework
- Teacher Submits a plan of activities next meeting

**I. Assessment:**

1. Rubric Assessment of spiritual attitude

No	Indicator	Skor
1	Using 8 positive words and two of them are "God" and "Thank".	5
2	Using 6 positive words and two of them are "God" and "Thank".	4
3	Using 4 positive words and two of them are "God" and "Thank".	3

4	Using 4 positive word without “God” and “Thank”	2
5	Using less 4 words without “God” and “Thank”	1

a. Score Guideline :

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

2. Rubric Assessment of social attitude

Description of social attitude		Score
Good manners, regard, and confident in doing communication interpersonal with teacher and friend.	Always	2
	Sometimes	1
	Rare	0.5

a. Score Guideline

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

3. Assessment of knowledge

Technique of Assessment: written test

Instrument form: completing the sentence, and answering the question

Conversion of knowledge, skill and attitude competence.

Predikat	Value of competence		
	Knowledge	Skill	Attitude
A	4	4	Very Good
A-	3.66	3.66	
B+	3.33	3.33	Good
B	3	3	
B-	2.66	2.66	Enough
C+	2.33	2.33	
C	2	2	
C-	1.66	1.66	Bad
D+	1.33	1.33	

Banjarmasin, February 2017

English Teacher of MTs  
Diniyah Babussalam

The Researcher,

**Norhidayah, S.Pd.I**

**Shaleha**  
NIM. 1301240850

## Appendix 15

### LESSON PLAN FOR TEACHING PRACTICE AT EXPERIMENT CLASS

<b>Name of School</b>	<b>: MTs Diniyah Babussalam</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: VII/2 (dua)</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Subs Skills</b>	<b>: Simple Present</b>
<b>The Subject</b>	<b>: Written text to declare and to ask behavioral/action/ characteristic people, animal, and thing.</b>
<b>Meeting</b>	<b>: 2<sup>nd</sup> (Second)</b>
<b>Time Allocation</b>	<b>: 2 X 40 Minutes</b>

#### **J. Main Competence**

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

#### **K. Basic Competence**

3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context .( giving attention on language feature such as declarative and interrogative sentence by using simple present tense)

#### **L. Indicators**

7. Students will be able to show the spirit of participating in learning
8. Students will be able to show the seriousness of the following learning
9. Students will be able to show polite behavior in interpersonal communication with teachers and friends.

10. Students will be able to demonstrate caring behaviors in interpersonal communication with teachers and friends.
11. Students can identify of using *do/does* in negative sentence
12. Students can identify of using *do/does* in interrogative sentence
13. Students can change sentence in positive, negative, and interrogative sentence by using simple present.

**M. Teaching material**

Communication Practice

Simple instruction

Linguistic feature:

4. Verb to shows the condition and action in simple present tense: *be, have, go, play, get, take, etc.*
5. The Formula:
  - (subject + V<sub>1</sub>/V<sub>1+s/es</sub> + C)
  - (subject + do/does + not + V<sub>1</sub> + C)
  - (do/does+ subject + V<sub>1</sub>+ C?)
6. The teacher will write some signal in simple present:
  - Every day, often, usually, always, sometimes, etc.
7. Main material
  - Simple present tense

**N. Method :**

- CTL
- GTM
- Game

**O. Media :**

**P. Sources:** [Zaida, Nur.](#) *Bright books for SMP/MTs Grade VII.* Jakarta: Erlangga.

Novia, Windy. 2010. *Basic English Grammar.* \_\_\_\_: Gama Press.

[www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx](http://www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx) Retrieved January, 10, 2017

**Q. Learning Steps :**

4. preliminary activities ( 10 minutes)
  - Teacher greets students
  - Teacher invites students to pray before start the lesson
  - Teacher Checks the presence of students
5. Main Activities ( 60 minutes)

**f. Observing**

- The teacher and the students discuss about homework that was given
- The students observe the teacher's explanation about using *simple present tense*

**g. Questioning**

- Students ask how to use do and does.
- Students ask the differences using *do* and *does* in negative sentence.
- Students ask the differences using *do* and *does* in interrogative sentence.

**h. Exploring**

- Students identify the differences using *do* and *does* in negative sentence.
- Students identify the differences using *do* and *does* in interrogative sentence.

**i. Associating**

- Students answer question by changing sentence into other sentence

**j. Communicating**

- The students using negative and interrogative sentence *simple present tense* in the class

6. Closing Activities ( 10 minutes)

- Teacher guides the learning outcomes concluded
- Teacher asks students to express opinions or feelings over their lessons
- Teacher Provides structured individual assignment
- Teacher gives homework to students and explains the purpose of the homework
- Teacher Submits a plan of activities next meetings

**R. Assessment:**

2. Rubric Assessment of spiritual attitude

No	Indicator	Skor
----	-----------	------

1	Using 8 positive words and two of them are “God” and “Thank”.	5
2	Using 6 positive words and two of them are “God” and “Thank”.	4
3	Using 4 positive words and two of them are “God” and “Thank”.	3
4	Using 4 positive word without “God” and “Thank”	2
5	Using less 4 words without “God” and “Thank”	1

a. Score Guideline :

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

4. Rubric Assessment of social attitude

Description of social attitude		Nilai
Good manners, regard, and confident in doing communication interpersonal with teacher and friend.	Always	2
	Sometimes	1
	Rare	0.5

a. Score Guideline

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

5. Assessment of knowledge

Technique of Assessment : written test

Instrument form : matching, and answer question

Conversion of Knowledge, and attitude competence.

Predikat	Value of competence		
	Knowledge	Competent	Attitude
A	4	4	Very Good
A-	3.66	3.66	
B+	3.33	3.33	Good
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	Enough
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	Bad

Banjarmasin, February 2017

English Teacher of MTs  
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## Appendix 16

### LESSON PLAN FOR TEACHING PRACTICE AT EXPERIMENT CLASS

<b>Name of School</b>	<b>: MTs Diniyah Babussalam</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: VII/2 (dua)</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Subs Skills</b>	<b>: Simple Present</b>
<b>The Subject</b>	<b>: Written text to declare and to ask behavioral/action/ characteristic people, animal, and thing.</b>
<b>Meeting</b>	<b>: 3<sup>rd</sup> (Third)</b>
<b>Time Allocation</b>	<b>: 2 X 40 Minutes</b>

#### **S. Main Competence**

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

#### **T. Basic Competence**

3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context (giving attention on language feature such as declarative and interrogative sentence by using simple present tense).

#### **U. Indicators**

14. Students will be able to show the spirit of participating in learning

15. Students will be able to show the seriousness of the following learning
16. Students will be able to show polite behavior in interpersonal communication with teachers and friends.
17. Students will be able to demonstrate caring behaviors in interpersonal communication with teachers and friends.
18. Students can identify the differences of using *to be*.
19. Students can make sentence in positive, negative, and interrogative sentence by using simple present.

**V. Teaching material**

Communication Practice:

Simple instruction

Linguistic feature:

8. Verb to shows the condition and action in simple present tense: *smart, handsome, hungry, class, big, etc.*
9. The Formula:
  - (subject + is/am/are + N/Adj/Adv)
  - (subject + is/am/are + not + N/Adj/Adv)
  - (is/am/are + subject + N/Adj/Adv?)

Main material:

Simple present tense

**W. Method :**

- CTL
- GTM
- Game

**X. Media :** pocket chart

**Y. Sources:** [Zaida, Nur.](#) *Bright books for SMP/MTs Grade VII.* Jakarta: Erlangga.

Novia, Windy. 2010. *Basic English Grammar.*\_\_\_\_: Gama Press.

[www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx](http://www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx) Retrieved January, 10, 2017

**Z. Learning Steps :**

7. preliminary activities ( 10 minutes)
  - Teacher greets students
  - Teacher invites students to pray before start the lesson
  - Teacher Checks the presence of students



8. Main Activities ( 60 minutes)

**k. Observing**

- The teacher and the students discuss about homework that was given
- The students observe the picture that showed by the teacher.
- The students observe the teacher's explanation about using *simple present tense*

**l. Questioning**

- Students ask the differences using verb and verb extra *s/es* in positive sentence.

**m. Exploring**

- Students identify the differences using *to be (is/am/are)* in sentence.
- Students make sentence in positive, negative, and interrogative sentence by using *to be (is/am/are)*

**n. Associating**

- Students answer question by changing sentence into other sentence

**o. Communicating**

- Students will be divided into 4 groups and make a good sentence by arranging the random sentence

9. Closing Activities ( 10 minutes)

- Teacher guides the learning outcomes concluded
- Teacher asks students to express opinions or feelings over their lessons
- Teacher Provides structured individual assignment
- Teacher gives homework to students and explains the purpose of the homework
- Teacher Submits a plan of activities next meetings

**AA. Assessment:**

3. Rubric Assessment of spiritual attitude

No	Indicator	Skor
1	Using 8 positive words and two of them are "God" and	5

	“Thank”.	
2	Using 6 positive words and two of them are “God” and “Thank”.	4
3	Using 4 positive words and two of them are “God” and “Thank”.	3
4	Using 4 positive word without “God” dan “Thank”	2
5	Using less 4 words without “God” dan “Thank”	1

a. Score Guideline :

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

6. Rubric Assessment of social attitude

Description of social attitude		Nilai
Good manners, regard, and confident in doing communication interpersonal with teacher and friend.	Always	2
	Sometimes	1
	Rare	0.5

a. Score Guideline

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

7. Assessment of knowledge

Technique of Assessment : written test

Instrument form : completing the sentence, and answering the question

Conversion of Knowledge, Skill and attitude competence.

Predikat	Value of competence		
	Knowledge	Skill	Attitude
A	4	4	Very Good
A-	3.66	3.66	
B+	3.33	3.33	Good
B	3	3	
B-	2.66	2.66	Enough
C+	2.33	2.33	
C	2	2	
C-	1.66	1.66	Bad
D+	1.33	1.33	

Banjarmasin, February 2017

English Teacher of MTs  
Diniyah Babussalam

The Researcher,

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**Shaleha**  
NIM. 1301240850

## Appendix 17

### LESSON PLAN FOR TEACHING PRACTICE

#### AT CONTROL CLASS

<b>Name of School</b>	<b>: MTs Diniyah Babussalam</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: VII/2 (dua)</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Subs Skills</b>	<b>: Simple Present</b>
<b>The Subject</b>	<b>: Written text to declare and to ask behavioral/action/ characteristic people, animal, and thing.</b>
<b>Meeting</b>	<b>: 1<sup>st</sup> (First)</b>
<b>Time Allocation</b>	<b>: 2 X 40 Minutes</b>

#### **BB. Main Competence**

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world.

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

#### **CC. Basic Competence**

3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context (giving attention on language feature such as declarative and interrogative sentence by using simple present tense)

#### **DD. Indicators**

20. Students will be able to show the spirit of participating in learning

21. Students will be able to show the seriousness of the following learning

22. Students will be able to show polite behavior in interpersonal communication with teachers and friends.
23. Students will be able to demonstrate caring behaviors in interpersonal communication with teachers and friends.
24. Students can identify the differences verb and verb extra *s/es*
25. Students can arrange the words to be a good sentence.

**EE. Teaching material**

Communication Practice:

Simple instruction

Linguistic feature:

10. Verb to shows the condition and action in simple present tense: *be, have, go, play, get, take, etc.*
11. The Formula:  
(subject + V<sub>1</sub>/V<sub>1+s/es</sub> + C)
12. The teacher will write some signal in simple present:  
Every day, often, usually, always, sometimes, etc.

Main material:

Simple present tense

**FF. Method :**

- CTL
- GTM
- Game

**GG. Media :** pictures, dictionary

**HH. Sources:** [Zaida, Nur](#). *Bright books for SMP/MTs Grade VII*. Jakarta: Erlangga.

Novia, Windy. 2010. *Basic English Grammar*. \_\_\_\_: Gama Press.

[www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx](http://www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx) Retrieved January, 10, 2017

**II. Learning Steps :**

10. preliminary activities ( 10 minutes)
  - Teacher greets students
  - Teacher invites students to pray before start the lesson
  - Teacher Checks the presence of students
11. Main Activities ( 60 minutes)

**p. Observing**

- The students observe the picture that showed by the teacher.
- The students observe the teacher's explanation about using *simple present tense*

**q. Questioning**

- Students ask the differences using verb and verb extra *s/es* in positive sentence.

**r. Exploring**

- Students identify the differences using verb and verb extra *s/es* in positive sentence.

**s. Associating**

- Students make sentence by using *simple present tense*.

**t. Communicating**

- Students answer question by choosing the best word for the correct answer
- Students will be divided into 4 groups and make a good sentence by arranging the random sentence

12. Closing Activities ( 10 minutes)

- Teacher guides the learning outcomes concluded
- Teacher asks students to express opinions or feelings over their lessons
- Teacher Provides structured individual assignment
- Teacher Submits a plan of activities next meeting

**JJ. Assessment:**

4. Rubric Assessment of spiritual attitude

No	Indicator	Skor
1	Using 8 positive words and two of them are "God" and "Thank".	5
2	Using 6 positive words and two of them are "God" and "Thank".	4
3	Using 4 positive words and two of them are "God" and "Thank".	3
4	Using 4 positive word without "God" and "Thank"	2
5	Using less 4 words without "God" and "Thank"	1

a. Score Guideline :

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

8. Rubric Assessment of social attitude

Description of social attitude		Score
Good manners, regard, and confident in doing communication interpersonal with teacher and friend.	Always	2
	Sometimes	1
	Rare	0.5

b. Score Guideline

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

9. Assessment of knowledge

Technique of Assessment: written test

Instrument form: completing the sentence, and answering the question

Conversion of knowledge, skill and attitude competence.

Predikat	Value of competence		
	Knowledge	Skill	Attitude
A	4	4	Very Good
A-	3.66	3.66	
B+	3.33	3.33	
B	3	3	Good
B-	2.66	2.66	
C+	2.33	2.33	
C	2	2	Enough
C-	1.66	1.66	
D+	1.33	1.33	
			Bad

Banjarmasin, February 2017

English Teacher of MTs

Diniyah Babussalam

The Researcher,

**Norhidayah, S.Pd.I**

**Shaleha**  
NIM. 1301240850

## Appendix 18

### LESSON PLAN FOR TEACHING PRACTICE AT CONTROL CLASS

<b>Name of School</b>	<b>: MTs Diniyah Babussalam</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: VII/2 (dua)</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Subs Skills</b>	<b>: Simple Present</b>
<b>The Subject</b>	<b>: Written text to declare and to ask behavioral/action/ characteristic people, animal, and thing.</b>
<b>Meeting</b>	<b>: 2<sup>nd</sup> (Second)</b>
<b>Time Allocation</b>	<b>: 2 X 40 Minutes</b>

#### **KK. Main Competence**

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

#### **LL. Basic Competence**

3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context .( giving attention on language feature such as declarative and interrogative sentence by using simple present tense)

#### **MM. Indicators**

26. Students will be able to show the spirit of participating in learning

27. Students will be able to show the seriousness of the following learning

28. Students will be able to show polite behavior in interpersonal communication with teachers and friends.
29. Students will be able to demonstrate caring behaviors in interpersonal communication with teachers and friends.
30. Students can identify of using *do/does* in negative sentence
31. Students can identify of using *do/does* in interrogative sentence
32. Students can change sentence in positive, negative, and interrogative sentence by using simple present.

**NN. Teaching material**

Communication Practice

Simple instruction

Linguistic feature:

13. Verb to shows the condition and action in simple present tense: *be, have, go, play, get, take, etc.*

14. The Formula:

(subject + V<sub>1</sub>/V<sub>1+s/es</sub> + C)

(subject + do/does + not + V<sub>1</sub> + C)

(do/does+ subject + V<sub>1</sub>+ C?)

15. The teacher will write some signal in simple present:

Every day, often, usually, always, sometimes, etc.

16. Main material

Simple present tense

**OO.** Method :

- CTL
- GTM
- Game

**PP.**Media :

**QQ.** Sources: [Zaida, Nur.](#) *Bright books for SMP/MTs Grade VII.* Jakarta: Erlangga.

Novia, Windy. 2010. *Basic English Grammar.*\_\_\_\_: Gama Press.

[www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx](http://www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx) Retrieved January, 10, 2017

**RR.** Learning Steps :

13. preliminary activities ( 10 minutes)
  - Teacher greets students



- Teacher invites students to pray before start the lesson
- Teacher Checks the presence of students

14. Main Activities ( 60 minutes)

**u. Observing**

- The students observe the teacher’s explanation about using *simple present tense*

**v. Questioning**

- Students ask how to use do and does.
- Students ask the differences using *do* and *does* in negative sentence.
- Students ask the differences using *do* and *does* in interrogative sentence.

**w. Exploring**

- Students identify the differences using *do* and *does* in negative sentence.
- Students identify the differences using *do* and *does* in interrogative sentence.

**x. Associating**

- Students answer question by changing sentence into other sentence

**y. Communicating**

- The students using negative and interrogative sentence simple present tense in the class

15. Closing Activities ( 10 minutes)

- Teacher guides the learning outcomes concluded
- Teacher asks students to express opinions or feelings over their lessons
- Teacher Provides structured individual assignment
- Teacher Submits a plan of activities next meetings

**SS. Assessment:**

5. Rubric Assessment of spiritual attitude

No	Indicator	Skor
1	Using 8 positive words and two of them are “God” and “Thank”.	5

2	Using 6 positive words and two of them are “God” and “Thank”.	4
3	Using 4 positive words and two of them are “God” and “Thank”.	3
4	Using 4 positive word without “God” dan “Thank”	2
5	Using less 4 words without “God” dan “Thank”	1

a. Score Guideline :

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

#### 10. Rubric Assessment of social attitude

Description of social attitude		Nilai
Good manners, regard, and confident in doing communication interpersonal with teacher and friend.	Always	2
	Sometimes	1
	Rare	0.5

b. Score Guideline

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

#### 11. Assessment of knowledge

Technique of Assessment : written test

Instrument form : matching, and answer question

Conversion of Knowledge, and attitude competence.

Predikat	Value of competence		
	Knowledge	Competent	Attitude
A	4	4	Very Good
A-	3.66	3.66	
B+	3.33	3.33	Good
B	3	3	
B-	2.66	2.66	Enough
C+	2.33	2.33	
C	2	2	
C-	1.66	1.66	Bad
D+	1.33	1.33	

Banjarmasin, February 2017

English Teacher of MTs  
Diniyah Babussalam

The Researcher,

**Norhidayah, S.Pd.I**

**Shaleha**  
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## Appendix 19

### LESSON PLAN FOR TEACHING PRACTICE

#### AT CONTROL CLASS

<b>Name of School</b>	<b>: MTs Diniyah Babussalam</b>
<b>Subject</b>	<b>: English</b>
<b>Class/semester</b>	<b>: VII/2 (dua)</b>
<b>Skill</b>	<b>: Grammar</b>
<b>Subs Skills</b>	<b>: Simple Present</b>
<b>The Subject</b>	<b>: Written text to declare and to ask behavioral/action/ characteristic people, animal, and thing.</b>
<b>Meeting</b>	<b>: 3<sup>rd</sup> (Third)</b>
<b>Time Allocation</b>	<b>: 2 X 40 Minutes</b>

#### **TT. Main Competence**

KI 1 : Comprehend and practice their own religion.

KI 2 : Appreciate and practice honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and displayed as part of the solution to the various problems to interact effectively with the social and natural environment as well as in placing itself as a reflection of the nation in the association world

KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on his curiosity about science, technology, arts, culture, and humanities with knowledge of humanity, nationality, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study appropriate with flair and a passion for solving problems.

KI 4 : Try, process, and present in the realm of the concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) in accordance with the learned in school and other similar sources in viewpoint / theory.

#### **UU. Basic Competence**

3.6 to identify social function, text structure, and language feature interaction oral and writing transaksional that involve giving and asking information related to behavior/action/person function, animal, thing, based on its use context .( giving attention on language feature such as declarative and interrogative sentence by using simple present tense)

#### **VV. Indicators**

33. Students will be able to show the spirit of participating in learning

34. Students will be able to show the seriousness of the following learning
35. Students will be able to show polite behavior in interpersonal communication with teachers and friends.
36. Students will be able to demonstrate caring behaviors in interpersonal communication with teachers and friends.
37. Students can identify the differences of using *to be*.
38. Students can make sentence in positive, negative, and interrogative sentence by using simple present.

**WW. Teaching material**

Communication Practice:

Simple instruction

Linguistic feature:

17. Verb to shows the condition and action in simple present tense: *smart, handsome, hungry, class, big, etc.*

18. The Formula:

(subject + is/am/are + N/Adj/Adv)

(subject + is/am/are + not + N/Adj/Adv)

(is/am/are + subject + N/Adj/Adv?)

Main material:

Simple present tense

**XX. Method :**

- CTL
- GTM
- Game

**YY. Media :** pocket chart

**ZZ. Sources:** [Zaida, Nur.](#) *Bright books for SMP/MTs Grade VII.* Jakarta: Erlangga.

Novia, Windy. 2010. *Basic English Grammar.*\_\_\_\_: Gama Press.

[www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx](http://www.ef.co.id/englishfirst/englishstudy/latihan-soal-bahasa-inggris-simple-present-tense.aspx) Retrieved January, 10, 2017

**AAA. Learning Steps :**

16. preliminary activities ( 10 minutes)

- Teacher greets students
- Teacher invites students to pray before start the lesson

- Teacher Checks the presence of students

17. Main Activities ( 60 minutes)

**z. Observing**

- The students observe the picture that showed by the teacher.
- The students observe the teacher’s explanation about using *simple present tense*

aa. Questioning

- Students ask the differences using verb and verb extra *s/es* in positive sentence.

bb. Exploring

- Students identify the differences using *to be (is/am/are)* in sentence.
- Students make sentence in positive, negative, and interrogative sentence by using *to be (is/am/are)*

cc. **Associating**

- Students answer question by changing sentence into other sentence

dd. **Communicating**

- Students will be divided into 4 groups and make a good sentence by arranging the random sentence

18. Closing Activities ( 10 minutes)

- Teacher guides the learning outcomes concluded
- Teacher asks students to express opinions or feelings over their lessons
- Teacher Provides structured individual assignment
- Teacher Submits a plan of activities next meetings

**BBB. Assessment:**

6. Rubric Assessment of spiritual attitude

No	Indicator	Skor
1	Using 8 positive words and two of them are “God” and “Thank”.	5
2	Using 6 positive words and two of them are “God” and “Thank”.	4
3	Using 4 positive words and two of them are “God” and “Thank”.	3

4	Using 4 positive word without “God” and “Thank”	2
5	Using less 4 words without “God” and “Thank”	1

a. Score Guideline :

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

## 12. Rubric Assessment of social attitude

Description of social attitude		Nilai
Good manners, regard, and confident in doing communication interpersonal with teacher and friend.	Always	2
	Sometimes	1
	Rare	0.5

b. Score Guideline

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 4$$

## 13. Assessment of knowledge

Technique of Assessment : written test

Instrument form : completing the sentence, and answering the question

Conversion of Knowledge, Skill and attitude competence.

Predikat	Value of competence		
	Knowledge	Skill	Attitude
A	4	4	Very Good
A-	3.66	3.66	
B+	3.33	3.33	
B	3	3	Good
B-	2.66	2.66	
C+	2.33	2.33	
C	2	2	Enough
C-	1.66	1.66	
D+	1.33	1.33	
			Bad

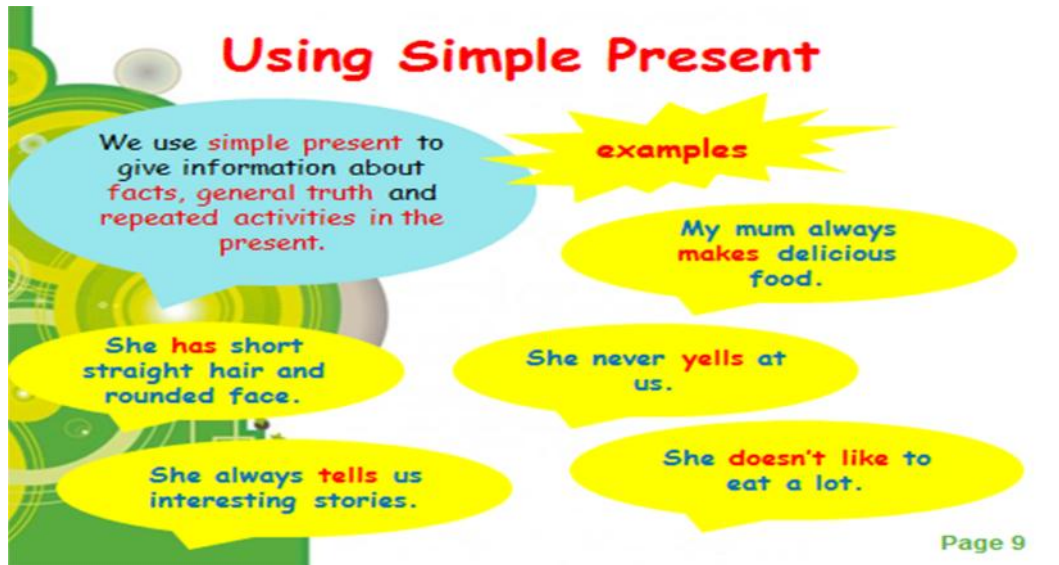
Banjarmasin, February 2017

English Teacher of MTs  
Diniyah Babussalam

The Researcher,

**Norhidayah, S.Pd.I**

**Shaleha**  
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**a. Verbal Sentence**

**1) Affirmative Sentence**

$S + V_1/V_{1(s/es)} + C$

There are some things that should be given attention to using this tense, like:

a) For subject “he, she, it”, the verb must be changed with some pattern such as:

(a) In generally, the verb is only added “-s”, like:

Work	Works
Visit	Visits
Sing	Sings

(b) The verb that end in “-s, -sh, -ch, -x, or -o” must be added “-es”, like:

Pass	Passes
------	--------

Cross	Crosses
Push	Pushes
Wash	Washes

(c) The verb that end in “-y” and if “-y” is preceded by a consonant, it changes to “-i” and add “es” like:

Fly	Flies
Reply	Replies
Carry	Carries

(d) The verb that end in “-y” and if “-y” is preceded by a vowel, it is only added “s” like:

Say	Says
Buy	Buys
Play	Plays

**Exercise:**

**A. Circle the correct answer!**

1. Linda (talk/talkes/talked) English very well
2. Ali, Mirza, and Sasa (do/does/done) house work every Sunday
3. They (apply/applies/applied) full day school
4. Andi (play/plays/played) the piano
5. The bird (fly/flies/flied) in the sky
6. Sinta and I (learn/ learns/ learns) English every monday

**B. Arrange these words into good sentence**

1. likes – Rosida – juice – orange



2. some – buy – I – fruits
3. goes – always – bus – to – school – by – Siti
4. early – wake up – They – often

## 2) Negative Sentence

**S + do/does + not + V<sub>1</sub> + C**

Example:

They do not go to the market everyday

She does not visit her uncle twice a week.

There are some things that should be given attention to using this tense, like:

- a) In negative and interrogative sentence, Subject “I, you, we, they” using *do* and subject “she, he, it” using *does*.
- b) Verb in negative sentence is not added s/es for all subject.

## 3) Interrogative Sentence

**do/does + S + V<sub>1</sub> + C + ?**

Example:

Do they go to the market every day?

Does she visit her uncle twice a week?

**Exercise:**

### A. Change into Negative and Interrogative sentence

1. We usually wash our bags on Sunday
2. Mia always tells us interesting stories.
3. Agung never has cereal for breakfast

## B. Change into positive sentence

1. I do not wake up early
2. Fauzi does not wake up early

### b. Nominal Sentence



### 1) Affirmative Sentence

**S + to be (is/am/are) + Non Verb**

Explanation:

**Non Verb:** except verb, such as adjective, adverb, noun.

Example:

a) With noun:

It is a pencil.

b) With adjective:

She is angry.

c) With adverb:

They are in the class room.

According to Windy Novia (2010:229), there are some things that should be given attention to using this tense, like:

(1) The using *to be* must be suitable with the subject. to be “*am*” for subject I; to be “*is*” for subject she, he, it; and to be “*are*” for subject you, we, they.

(2) If it is preceded by verb auxiliary, to be (is, am, are, was, were) changes into be.

Example: she can be here

## 2) Negative Sentence

**S + to be (is/am/are) + not + Non Verb**

Example:

They are not student

She is not angry

## 3) Interrogative Sentence

**to be (is/am/are) + S + Non Verb + ?**

Example:

Are they student?

Is she angry?

**Exercise:**

**A. Circle the correct answer!**

1. Linda is sick. She (is/ is not/ are not) happy
2. Tio is taller than Tia. So Tia (is/ is not/are) very tall

**B. Change into negative and interrogative sentence!**

1. My mum is my idol
2. Rayhan and Adit are usually a happy boys

**C. Change into positive sentence!**

1. The house is not small.
2. Susi and Mila are not funny persons

## Appendix 21

### Mean calculation of the post test in experiment class (VIIB)

No.	NAMA	Score	X-	X- <sup>2</sup>
1	Abdul Majid	68	-6,82353	46,56055363
2	Adam Saputra	80	5,17647	26,79584166
3	Aji Saputra	80	5,17647	26,79584166
4	Aliya Septiani	88	13,17647	173,6193617
5	Baihaki	80	5,17647	26,79584166
6	Hafis Ansyari	64	-10,8235	117,1488017
7	Hikmah	76	1,17647	1,384081661
8	Husin Nafarin	72	-2,82353	7,972321661
9	Mudia Ananda	80	5,17647	26,79584166
10	M. Ainul Yakin	64	-10,8235	117,1488017
11	M. Fahrul	68	-6,82353	46,56056166
12	M. Khairullah	76	1,17647	1,384081661
13	M. Ramadhan	56	-18,8235	354,3252817
14	Norita	76	1,17647	1,384081661
15	Norlinda	92	17,17647	295,0311217
16	Risma Ayu	76	1,17647	1,384081661
17	Risma Hidayah	76	1,17647	1,384081661
		<b>1272</b>		<b>1272,47058</b>

## Appendix 22

### Mean calculation of the post test in control class (VIIA)

No.	NAME	Score(y)	y-	y- <sup>2</sup>
1	Andi	76	13,25	175,5625
2	Intan Camelia	20	-42,75	1827,5625
3	M. Ari Cahyadi	52	-10,75	115,5625
4	M. Noor Efendi	52	-10,75	115,5625
5	M. Rian Syah	60	-2,75	7,5625
6	M. Zaini	72	9,25	85,5625
7	Noor Aina Emelda	60	-2,75	7,5625
8	Nur Rahya S	72	9,25	85,5625
9	Rabiyatul Adawiyah	60	-2,75	7,5625
10	Ratna	76	13,25	175,5625
11	Rika Lestari	76	13,25	175,5625
12	Risky Aulia Rahmi	64	1,25	1,5625
13	Ronny	76	13,25	175,5625
14	Saniah	60	-2,75	7,5625
15	Taufiq	56	-6,75	45,5625
16	Yusuf Firdaus	72	9,25	85,5625
		1004		3095

### Appendix 23

Contrenglah ( ) tanggapanmu terhadap pernyataan-pernyataan di bawah ini!

NO	Pernyataan	Tanggapan				Keterangan
		SS	S	TS	STS	
1	Pemberian PR Bahasa Inggris sangat penting					
2	Sebaiknya pemberian PR Bahasa Inggris selalu diberikan setiap kali pertemuan					
3	Saya sangat terbantu dengan adanya PR dalam mempelajari Bahasa Inggris					
4	Biasanya saya menyediakan waktu 30 menit untuk menyelesaikan PR bahasa Inggris					
5	Saya selalu berdiskusi dengan teman dalam menyelesaikan PR Bahasa Inggris					
6	PR Bahasa Inggris yang diberikan terlalu sulit					
7	saya lupa Menyelesaikan PR Bahasa Inggris di rumah, oleh karena itu saya mencontek PR Bahasa Inggris teman saya di sekolah					
8	PR bahasa inggis selalu dibahas dan dikoreksi secara bersama-sama					
9	saat dikoreksi, Saya selalu mencatat kesalahan yang saya buat kemudian membetulkannya.					
10	PR Bahasa Inggris yang diberikan sangat berkaitan dengan soal tes, sehingga saya mudah dalam menjawab tes tersebut					

Ket

SS: Sangat Setuju

S: Setuju

TS: Tidak Setuju

STS: Sangat Tidak Setuju

## Appendix 24

### **The students' responses to giving homework with questionnaire using statement respond**

No	Statement	Respond	Frequency	Percentage
1	Pemberian PR Bahasa Inggris sangat penting	SS	9	52,94%
		S	8	47,06%
		TS		0
		STS		0
2	Saya sangat terbantu dengan adanya PR dalam mempelajari Bahasa Inggris	SS	4	23,53%
		S	10	58,82%
		TS	1	5,88%
		STS	2	11,76%
3	Sebaiknya pemberian PR Bahasa Inggris selalu diberikan setiap kali pertemuan	SS	2	11,76%
		S	6	35,30%
		TS	9	52,94%
		STS		0
4	Biasanya saya menyediakan waktu 30 menit untuk menyelesaikan PR bahasa Inggris	SS	2	11,76%
		S	9	52,94%
		TS	5	29,41%
		STS	1	5,88%
5	PR Bahasa Inggris yang diberikan terlalu sulit	SS	2	11,76%
		S	5	29,41%
		TS	7	41,18%
		STS	3	17,65%
6	saya mengalami kesulitan saat Menyelesaikan PR Bahasa Inggris di rumah, oleh karena itu saya mencontek PR Bahasa Inggris teman saya di sekolah	SS	1	5,88%
		S	2	11,76%
		TS	7	41,18%
		STS	7	41,18%
7	Saya selalu berdiskusi dengan teman dalam menyelesaikan PR Bahasa Inggris	SS	5	29,41%
		S	3	17,65%
		TS	3	17,65%
		STS	6	35,30%
8	PR bahasa inggris selalu dibahas dan dikoreksi secara bersama-sama	SS	11	64,71%
		S	4	23,53%
		TS	1	5,88%
		STS	1	5,88%
9	saat dikoreksi, Saya selalu mencatat kesalahan yang saya buat kemudian membetulkannya.	SS	6	35,30%
		S	4	23,53%
		TS	4	23,53%
		STS	3	17,65%
10	PR Bahasa Inggris yang diberikan sangat berkaitan dengan soal tes, sehingga saya mudah dalam menjawab tes tersebut	SS	8	47,06%
		S	7	41,18%
		TS	1	5,88%
		STS	1	5,88%



## Appendix 25

**One-Sample Kolmogorov-Smirnov Test**

		pre	post	Gain
N		33	33	33
Normal Parameters <sup>a,b</sup>	Mean	22,30	68,97	46,67
	Std. Deviation	8,604	13,192	14,821
Most Extreme Differences	Absolute	,124	,167	,119
	Positive	,088	,141	,075
	Negative	-,124	-,167	-,119
Test Statistic		,124	,167	,119
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>	,021 <sup>c</sup>	,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

## Appendix 26

### t Table

df	Level of Significance for One-Tailed Test								
	.25	.20	.15	.10	.05	.025	.01	.005	.0005
	Level of Significance for Two-Tailed Test								
	.50	.40	.30	.20	.10	.05	.02	.01	.001
1	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657	63.662
2	.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	31.599
3	.765	.978	1.250	1.638	2.353	3.182	4.541	5.841	12.924
4	.741	.941	1.190	1.533	2.132	2.776	3.747	4.604	8.610
5	.727	.920	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	.718	.906	1.134	1.440	1.943	2.447	3.143	3.707	5.959
7	.711	.896	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	.706	.889	1.108	1.397	1.860	2.306	2.896	3.355	5.041
9	.703	.883	1.100	1.383	1.833	2.262	2.821	3.250	4.781
10	.700	.879	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	.697	.876	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	.695	.873	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	.694	.870	1.079	1.350	1.771	2.160	2.650	3.012	4.221
14	.692	.868	1.076	1.345	1.761	2.145	2.624	2.977	4.140
15	.691	.866	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	.690	.865	1.071	1.337	1.746	2.120	2.583	2.921	4.015
17	.689	.863	1.069	1.333	1.740	2.110	2.567	2.898	3.965
18	.688	.862	1.067	1.330	1.734	2.101	2.552	2.878	3.922
19	.688	.861	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	.687	.860	1.064	1.325	1.725	2.086	2.528	2.845	3.850
21	.686	.859	1.063	1.323	1.721	2.080	2.518	2.831	3.819
22	.686	.858	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	.685	.858	1.060	1.319	1.714	2.069	2.500	2.807	3.768
24	.685	.857	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	.684	.856	1.058	1.316	1.708	2.060	2.485	2.787	3.725
26	.684	.856	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	.684	.855	1.057	1.314	1.703	2.052	2.473	2.771	3.690
28	.683	.855	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	.683	.854	1.055	1.311	1.699	2.045	2.462	2.756	3.659
30	.683	.854	1.055	1.310	1.697	2.042	2.457	2.750	3.646
40	.681	.851	1.050	1.303	1.684	2.021	2.423	2.704	3.551
50	.679	.849	1.047	1.299	1.676	2.009	2.403	2.678	3.496
100	.677	.845	1.042	1.290	1.660	1.984	2.364	2.626	3.390
∞	.674	.842	1.036	1.282	1.645	1.960	2.326	2.576	3.291

(Source: The entries in this table were computed by the author.)

**Appendix 27**

**T-Test**

**Group Statistics**

	group	N	Mean	Std. Deviation	Std. Error Mean
pre	1	17	21,18	8,458	2,051
	2	16	23,50	8,869	2,217
post	1	17	74,82	8,918	2,163
	2	16	62,75	14,364	3,591
gain	1	17	53,65	10,398	2,522
	2	16	39,25	15,473	3,868

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pre	Equal variances assumed	,032	,858	-,770	31	,447	-2,324	3,016	-8,475	3,828
	Equal variances not assumed			-,769	30,629	,448	-2,324	3,021	-8,487	3,840
post	Equal variances assumed	1,675	,205	2,920	31	,006	12,074	4,134	3,641	20,506
	Equal variances not assumed			2,880	24,798	,008	12,074	4,192	3,436	20,711
gain	Equal variances assumed	,972	,332	3,155	31	,004	14,397	4,563	5,090	23,704
	Equal variances not assumed			3,118	26,049	,004	14,397	4,618	4,906	23,888

