APPENDICES

Table Of Translation

No	Page	Chapter	Indonesian	English
1	3	1	*"Serulah (manusia) kepada jalan Rabbmu dengan hikmah dan pelajaran yang baik dan bantahlah mereka dengan cara yang lebih baik. Sesungguhnya Rabbmu, Dialah yang lebih mengetahui tentang siapa yang tersesat dari jalan-Nya dan Dialah yang lebih mengetabui orang-orang yang mendapat petunjuk."*	Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. (An-Nahl verse 125)

Use SPSS

MIA 2

Correlations

		content	organization	vocabulary	language_use	mechanic	score
content	Pearson Correlation	1	,638**	,684**	,663**	,507**	,908**
	Sig. (2-tailed)		,000	,000	,000	,008	,000
	N	26	26	26	26	26	26
organization	Pearson Correlation	,638**	1	,476*	,422*	,196	,744**
	Sig. (2-tailed)	,000		,014	,032	,337	,000
	N	26	26	26	26	26	26
vocabulary	Pearson Correlation	,684**	,476*	1	,664**	,622**	,837**
	Sig. (2-tailed)	,000	,014		,000	,001	,000
	N	26	26	26	26	26	26
language_use	Pearson Correlation	,663**	,422*	,664**	1	,649**	,831**
	Sig. (2-tailed)	,000	,032	,000		,000	,000
	N	26	26	26	26	26	26
mechanic	Pearson Correlation	,507**	,196	,622**	,649**	1	,645**
	Sig. (2-tailed)	,008	,337	,001	,000		,000
	N	26	26	26	26	26	26
score	Pearson Correlation	,908**	,744**	,837**	,831**	,645**	1

	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	26	26	26	26	26	26

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

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

IPS

Correlations

		Content	Organization	Vocabulary	Language_Use	Mechanics	Score
Content	Pearson Correlation	1	,780**	,727**	,759**	,525*	,861**
	Sig. (2-tailed)		,000	,001	,001	,037	,000
	N	16	16	16	16	16	16
Organization	Pearson Correlation	,780**	1	,849**	,870**	,704**	,932**
	Sig. (2-tailed)	,000		,000	,000	,002	,000
	N	16	16	16	16	16	16
Vocabulary	Pearson Correlation	,727**	,849**	1	,957**	,773**	,955**
	Sig. (2-tailed)	,001	,000		,000	,000	,000
	N	16	16	16	16	16	16
Language_Use	Pearson Correlation	,759**	,870**	,957**	1	,762**	,973**
	Sig. (2-tailed)	,001	,000	,000		,001	,000
	N	16	16	16	16	16	16
Mechanics	Pearson Correlation	,525*	,704**	,773**	,762**	1	,749**
	Sig. (2-tailed)	,037	,002	,000	,001		,001
	N	16	16	16	16	16	16
Score	Pearson Correlation	,861**	,932**	,955**	,973**	,749**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,001	

N	16	16	16	16	16	16

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

One-Sample Kolmogorov-Smirnov Test

		Pre_test	Post_test
N		35	35
Normal Parameters[a,b]	Mean	65,14	76,89
	Std. Deviation	6,704	4,575
Most Extreme Differences	Absolute	,147	,110
	Positive	,120	,093
	Negative	-,147	-,110
Test Statistic		,147	,110
Asymp. Sig. (2-tailed)		,055[c]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Hasil_Belajar	1	35	65,14	6,704	1,133
	2	35	76,89	4,575	,773

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Hasil_Belajar	Equal variances assumed	3,199	,078	-8,559	68	,000	-11,743	1,372	-14,481	-9,005
	Equal variances not assumed			-8,559	60,019	,000	-11,743	1,372	-14,487	-8,999

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test	65,14	35	6,704	1,133
	Post_test	76,89	35	4,575	,773

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_test & Post_test	35	,092	,601

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test - Post_test	-11,743	7,762	1,312	-14,409	-9,076	-8,950	34	,000

Validity Test

IPS Class



MIA2 Class



Learning Process in class treatment













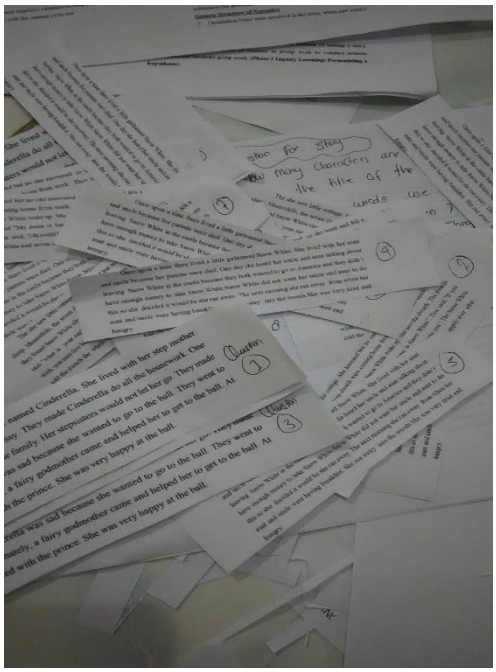










LESSON PLAN

School : MAN 3 Banjar

Subject : English Literature (Sastra Inggris)

Class/Grade/Semester : X IIK I / 2

Theme : **Narrative Text**

Time allocation : 2 x 45 Minutes

A. Core competence (KI)

KI 1: Live and practise the teachings of the religion adhered.

KI 2: Live and practice honest behavior, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world.

KI 3: Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4: Process, assosiate, and explain in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Basic Competencies and Indicators

1.1. Thankfs for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, care, cooperation, and love of peace, in implementing functional Communication

3.10. Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folklore, in accordance with the context of its use.

Indicator:

1. Students can identify the characters that exist in a folklore (narrative text)
2. Students can identify the setting (background) of the story.
3. Student can identify conflict / problem in story
4. Students can explain the solutions in the story
5. Students can identify the moral values that exist in the story
6. Students can identify the use of special word words in the story
7. Students can analyze the use of certain verb forms in the story

4.15. Capturing the meaning of oral narrative text and folklore, simple.

Indicator:

1. Students can answer questions related to the text of folklore read.
2. Students can retell a folktale that is read both orally and in writing

C. Learning Objectives

Students can express the meaning of narrative text of oral and written form of simple folklore by showing the behavior of cooperation in implementing functional communication.

D. Learning Material:

What is Narrative?

Porter Abbott (2002) defines narrative as "the representation of an event or a series pf events that happens over a length of time and has an order of events". Besides, Narrative can be also defined as a complicated or problematic events which the meaning is to find out the solution of that problem.

Social Purpose of Narrative:

To amuse or entertain the readers with actual or imaginary experiences in difference way. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure of Narrative

- Orientation (who were involved in the story, when and where)
- Complication (a problem arises followed by other problems)
- Resolution (solution to the problem)

Language Feature of Narrative

- The use of noun phrases *(a beautiful princess, a huge temple)*
- The use of connectives *(first, before that, then, finally)*
- The use of adverbial phrases of time and place *(in the garden, two days ago)*
- The use of the simple past tense *(He walked away from the village)*
- The use of action verbs *(walk, sleep, wake up)*
- The use of saying verbs *(say, tell, ask)*
- The use of thinking verbs, feeling verbs, verbs of senses *(She felt hungry, she thought she was clever, she smelt something burning)*
- The use of time words (once upon a time, long time ago, then, last week)

Types of Narrative : Myth, fable, legend, fairy tale, science fiction, etc.

Example of Narrative :

The Ant and The Dove / The man, The Boy, Snow White, Cinderella and The Donkey / Timun Mas (The stories are in the form of mp3 files and video.)

E. Approaches, Strategies and Learning Methods

- Scientific approach
- Model: Inquiry Learning (IL) / Inquiry Learning Strategy.
- Methods: Discussion of information, assignments, practices.

F. Media, tools, and learning resources

1. Media: images, audio/ video, ppt, loadspeaker.
2. Tools: laptops, whiteboards, LCD.
3. Learning Resources: Internet, English Language Books, Partners

G. Steps Of Learning Activities

1. Pre-Activity (10 minutes)
    - Greet the and invite the students to pray together.
    - Teacher checking attendance of learners;
    - The teacher gives an overview of the material to be learned by *Slide Power Point.*
    - Ask questions that relate prior knowledge with the material to be studied:
    - Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.

2. While Activity (70 minutes)

    - The teacher divides the students into groups and asks the students to work together. (**Phase 1 Inquiry Learning: Orientation**)

    a. Observe (10')

    - Students observe video which is shown by the teacher.
    - The teacher explains the step of formulating the problem until the step of formulating the conclusion. Then the teacher guides the group to identify the problems contained in the discourse, then selects the subject matter

related to how to write a narrative text (project). (**Phase 1 Inquiry Learning: Orientation**)

b. Questioning (10')

- The teacher guides the learner to ask questions if there are things that have not been understood about how to write a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

c. Exploring (20 ')

- The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to facilitate in arranging the draft to write the story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)
- The teacher guides the learners to make a problem formulation (to find answers) about the narrative text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
- The teacher guides the learner to make a hypothetical formula of writing a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 3 Inquiry Learning: Formulating a hypothesis**).
- The teacher guides learners to make observations about the things that are important in writing stories and help collect and organize the data. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

d. Associating (15 ')

- The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with the data or information obtained based on data collection. Teachers

observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 5 Inquiry Learning: Testing the hypothesis**).

- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 6 Inquiry Learning: Formulating conclusions**).

e. Communicating (15')

- Each group reports the results of the writing activities that have been done. The results of the project in the form of the report (essay) are presented in the class discussion to obtain feedback or input from other groups.
- The teacher evaluates / clarifies the presentation and discussion results developed in each group.

3. Post Activity (10')

- Learners and teachers do reflections against the learning activity and its benefits.
- Learners and teachers provide feedback on the process and learning outcomes.
- Teachers provide assignments to learners for the strengthening of competence, such as making a presentation material in the form Essay and picture about fable.
- The teacher rewards the best group in presenting the work of the group.
- Learners and teachers pray and closing the activity

H. Assessment of learning outcomes

- Written Test

Writing Rubrics

Content	30
Organization	20

Vocabulary	20
Syntax	25
Mechanics	5
Total	100

I. Scoring Guidelines

- Assessment Of The Aspect Of The Attitude Of Honesty And Responsibility

No	Group	Spirit				Discipline				Confident				Coorperation			
1.		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

Gambut, January 2018

Supervisor

Hj. Hasnah, S.Pd.I

NIP. 197805132006042012

Pracitioner

Saidah

NIM 1401240782

(Narrative text)

CINDERELLA

Once upon a time there was a girl named Cinderella. She lived with her step mother and two step sisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. They made her busy all day long. Cinderella was sad because she wanted to go to the ball. They went to the ball without her.

Fortunately, a fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. She was very happy at the ball.

questions below !

1. How many characters are mentioned in the story?
2. Why was Cinderella sad?
3. What is the purpose of the text?
4. Show us the generic structure of the text?
5. Is there any reorientation in the text above? Why?

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C. Learning Objectives

Students can express the meaning of narrative text of oral and written form of simple folklore by showing the behavior of cooperation in implementing functional communication.

D. Learning Material:

Generic Structure

Orientation	Once upon a time, there was a little girl called Cinderella.
Evaluation	She was pretty, loving and clever.
Complication	But she was very poor. She lived with her stepmother and stepsisters. They were very mean.
Resolution	Fortunately, she met a prince. He fell in love with her.
Reorientation	Then Cinderella became a princess.

Language Feature of Narrative

- The use of noun phrases *(a beautiful princess, a huge temple)*
- The use of connectives *(first, before that, then, finally)*
- The use of adverbial phrases of time and place *(in the garden, two days ago)*
- The use of the simple past tense *(He walked away from the village)*
- The use of action verbs *(walk, sleep, wake up)*
- The use of saying verbs *(say, tell, ask)*
- The use of thinking verbs, feeling verbs, verbs of senses *(She felt hungry, she thought she was clever, she smelt something burning)*
- The use of time words (once upon a time, long time ago, then, last week)

Kind of story

The Story Of Snow White
The Story Of Cinderella

E. Approaches, Strategies and Learning Methods

- Scientific approach
- Model: Inquiry Learning (IL) / Inquiry Learning Strategy.

- Methods: Discussion of information, assignments, practices.

F. Media, tools, and learning resources

1. Media: images, audio/ video,outline, loadspeaker.
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G. Steps Of Learning Activities

1. Pre-Activity (10 minutes)
   - Greet the and invite the students to pray together.
   - Teacher checking attendance of learners;
   - Teacher ask students to collect assignments about narrative text.
   - The teacher review about material last meeting about narrative text.
   - Ask questions that relate prior knowledge with the material to be studied:
   - Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.

2. While Activity (75 minutes)

   c. Observe (15')
   - Students observe the story which is provide by the teacher. Students work in group and each group consists of 6 students (**Phase 1 Inquiry Learning: Orientation**)
   - The teacher explains the step of formulating the problem until the step of formulating the conclusion. Then the teacher guides the group to identify the problems contained in the discourse, then selects the subject matter related to how to write a narrative text (project). (**Phase 1 Inquiry Learning: Orientation**)
   - Students can analize the text and students can mention about structure in narrative text.

d. Questioning (5’)

- The teacher guides the learner to ask questions if there are things that have not been understood about analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

f. Exploring (20 ')

- The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to facilitate in arranging the draft to write the story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)
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Gambut, January 2018

Supervisor

Pracitioner

Hj. Hasnah, S.Pd.I

NIP. 197805132006042012

Saidah

NIM 1401240782

Appendix

Group task rules:

Work in Group

- Elaborate the story of Cinderella based on the pictures given
- Discuss with your friends the outline of a story you can make based on the flow of the pictures
- Pay attention to the text organization, grammar used in
- Revised your draft, asked the teacher if necessary

Kind of Story

CINDERELLA

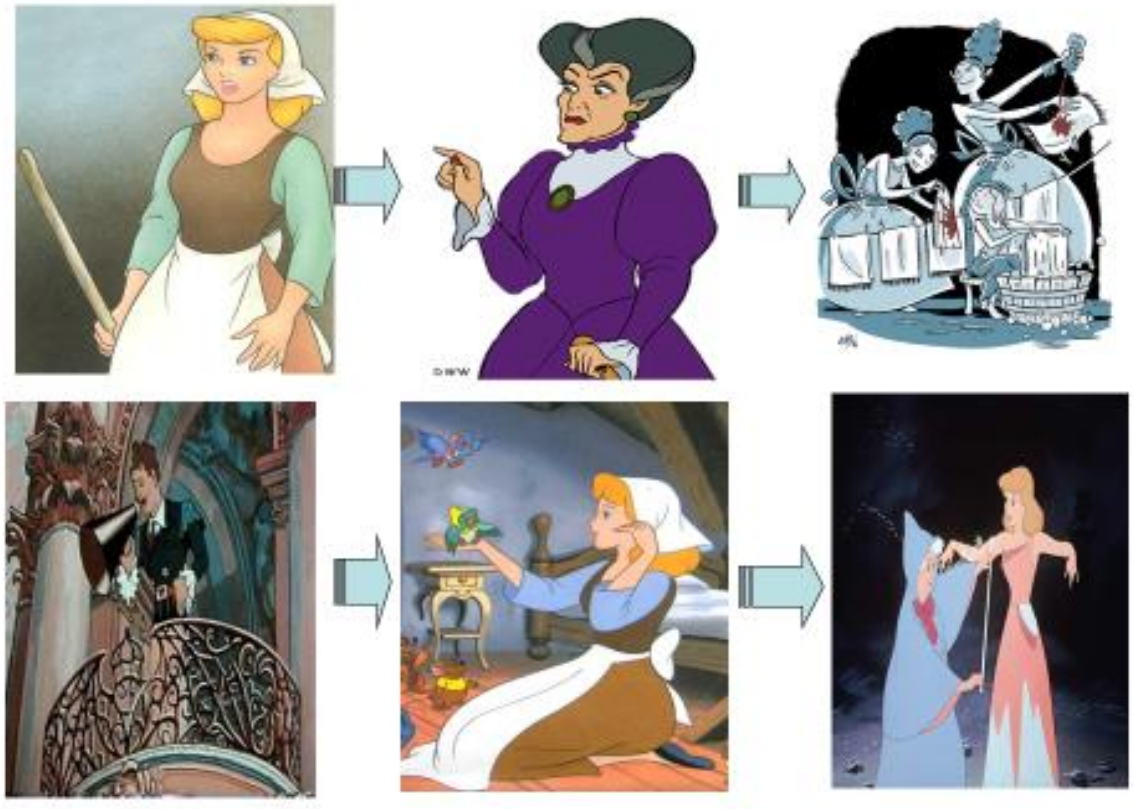
Once upon a time there was a girl named Cinderella. She lived with her step mother and two step sisters. They were very bossy. They made Cinderella do all the housework. One day an invitation to the ball came to the family. Her stepsisters would not let her go. They made her busy all day long. Cinderella was sad because she wanted to go to the ball. They went to the ball without her. Fortunately, a fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. She was very happy at the ball.

SNOW WHITE

Once upon a time there lived a little girlnamed Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.Snow White did not want her uncle and aunt to do this so she decided it would be she ran away. The next morning she ran away from when her aunt and uncle were having breakfast. She ran away into the woods.She was very tired and hungry.

The she saw little cottage. She knocked but no one answered so she went and felt a sleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said "what is your name?" Snow White said "My name is Snow White". Doc said,"If you wish, you may live here with us". Snow

White said, “Oh could? Thanks you”. The Snow White told the dwarfs the whole story and Snow White and seven dwarfs lived happily ever after.

















LESSON PLAN

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Class/Grade/Semester : X IIK I / 2

Theme : **Narrative Text**

Time allocation : 2 x 45 Minutes

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- The use of saying verbs *(say, tell, ask)*
- The use of thinking verbs, feeling verbs, verbs of senses *(She felt hungry, she thought she was clever, she smelt something burning)*
- The use of time words (once upon a time, long time ago, then, last week)

Grammar Used

Simple past tense using verb

- The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence.
- Simple past tense form:

Bentuk	Rumus Simple Past Tense	Contoh Kalimat
Positif (+)	· Subject + verb 2 + object · Subject + to be (was/were) +adjective/adverb	· We attended the festival last week · She was absent yesterday

Negatif (-)	· Subject + did not + infinitive verb + object · Subject + was/were + not + adjective/adverb	· We did not attend the festival last week · She was not absent yesterday
Interrogative (?)	· Did + subject + infinitive verb + object? · Was/were + subject + adjective/adverb?	· Did they attend the festival last week? · Was she absent yesterday?

Kind of story

Timus Mas
Little Red Riding Hood

E. Approaches, Strategies and Learning Methods

- Scientific approach
- Model: Inquiry Learning (IL) / Inquiry Learning Strategy.
- Methods: Discussion of information, assignments, practices.

F. Media, tools, and learning resources

1. Media: images, audio/ video,outline, loadspeaker.
2. Tools: laptops, whiteboards, LCD.
3. Learning Resources: Internet, English Language Books, Partners

G. Steps Of Learning Activities

1. Pre-Activity (15 minutes)
    - Greet and invite the students to pray together.
    - Teacher checking attendance of learners;
    - The teacher review about material last meeting about narrative text.

- Students read the story about *Timus Mas* and analysis the story.
- Ask questions that relate prior knowledge with the material to be studied:
- Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.
- Students work in group and each group consists of 4 students (**Phase 1 Inquiry Learning: Orientation**)
- Teacher ask students about grammar used in narrative text.

2. While Activity (65 minutes)

e. Observe (15')

- Students observe the story which is provide by the teacher.
- Students analysis story about Little Red Riding Hood with grammar used.
- The teacher explains the step of formulating the problem until the step of formulating the conclusion. Then the teacher guides the group to identify the problems contained in the discourse, then selects the subject matter related to how to grammar used in narrative text. (**Phase 1 Inquiry Learning: Orientation**)

f. Questioning (5')

- The teacher guides the learner to ask questions if there are things that have not been understood about analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

i. Exploring (15 ')

- The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to analysis the story with grammar used. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

- The teacher guides the learners to make a problem formulation (to find answers) about the narrative text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
- The teacher guides the learner to make a hypothetical formula of analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 3 Inquiry Learning: Formulating a hypothesis**).
- The teacher guides learners to make observations about the things that are important in analysis the stories, how to make a story and help collect and organize the data. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

j. Associating (15 ')

- The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with the data or information obtained based on data collection. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 5 Inquiry Learning: Testing the hypothesis**).
- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 6 Inquiry Learning: Formulating conclusions**).

k. Communicating (20’)

- Each group reports the results of the analyze activities that have been done. The results of the project in the form of the report are presented in the class discussion to obtain feedback or input from other groups.
- The teacher evaluates / clarifies the presentation and discussion results developed in each group.

5. Post Activity (5')
    - Learners and teachers do reflections against the learning activity and its benefits.
    - Learners and teachers provide feedback on the process and learning outcomes.
    - The teacher rewards the best group in presenting the work of the group.
    - Learners and teachers pray and closing the activity

H. Assessment of learning outcomes

- Written Test

  Writing Rubrics

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

III. Scoring Guidelines

- Assessment Of The Aspect Of The Attitude Of Honesty And Responsibility

No	Group	Spirit				Discipline				Confident				Coorperation			
1.		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

Appendix

Timun Mas

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. “You must not let the giant catch you,” the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again. Finally, Timun Mas returned home and lived happily ever after with the old widow

http://britishcourse.com/contoh-narrative-text-timun-mas-beserta-terjemahannya.php

LESSON PLAN

School : MAN 3 Banjar

Subject : English

Class/Grade/Semester : X IIK I / 2

Theme : **Narrative Text**

Time allocation : 2 x 45 Minutes

A. Core competence (KI)

KI 1: Live and practise the teachings of the religion adhered.

KI 2: Live and practice honest behavior, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world.

KI 3: Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4: Process, assosiate, and explain in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Basic Competencies and Indicators

1.1. Thankfs for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning

2.3. Shows the behavior of responsibility, care, cooperation, and love of peace, in implementing functional Communication

3.10. Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folklore, in accordance with the context of its use.

Indicator:

1. Students can identify the characters that exist in a folklore (narrative text)
2. Students can identify the setting (background) of the story.
3. Student can identify conflict / problem in story
4. Students can explain the solutions in the story
5. Students can identify the moral values that exist in the story
6. Students can identify the use of special word words in the story
7. Students can analyze the use of certain verb forms in the story

4.15. Capturing the meaning of oral narrative text and folklore, simple.

Indicator:

1. Students can answer questions related to the text of folklore read.
2. Students can retell a folktale that is read both orally and in writing

C. Learning Objectives

Students can express the meaning of narrative text of oral and written form of simple folklore by showing the behavior of cooperation in implementing functional communication.

D. Learning Material:

Generic Structure

Orientation	Once upon a time, there was a little girl called Cinderella.
Evaluation	She was pretty, loving and clever.
Complication	But she was very poor. She lived with her stepmother and stepsisters. They were very mean.
Resolution	Fortunately, she met a prince. He fell in love with her.
Reorientation	Then Cinderella became a princess.

Story

- **Changing Batteries**

E. Approaches, Strategies and Learning Methods

- Scientific approach
- Model: Inquiry Learning (IL) / Inquiry Learning Strategy.
- Methods: Discussion of information, assignments, practices.

F. Media, tools, and learning resources

1. Media: audio/ video , loadspeaker.

2. Tools: laptops, whiteboards, LCD.

3. Learning Resources: Internet, English Language Books, Partners and youtube.

G. Steps Of Learning Activities

1. Pre-Activity (10 minutes)
    - Greet and invite the students to pray together.
    - Teacher checking attendance of learners;
    - The teacher review about material last meeting about narrative text.

- Ask questions that relate prior knowledge with the material to be studied:
- Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.

2. While Activity (70 minutes)

g. Observe (15’)

- Students work individual
- Students observe the story which is provide by the teacher.
- Students analysis video story about Changing Batteries

h. Questioning (10’)

- The teacher guides the learner to ask questions if there are things that have not been understood about analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

l. Exploring (15 ')

- The teacher guides the learners to makes a problem formulation (to find answers) hypothetical formula about the narrative text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
- The teacher guides learners to make observations about the generic structure that are important in analysis the stories, how to make a story and help collect and organize the data. Teachers observe the activities of learners individual work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

m. Associating (10’)

- The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with the data or information obtained based on data collection. Teachers observe the activities of learners in individual to conduct attitude

assessments and facilitate students. (**Phase 5 Inquiry Learning: Testing the hypothesis**).

- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill.(**Phase 6 Inquiry Learning: Formulating conclusions**).

n. Communicating (20')

- students reports the results of the text activities that have been done. The results of the project in the form of the report are presented in the class discussion to obtain feedback or input from other students.
- The teacher evaluates / clarifies the presentation and discussion results developed in each students.

6. Post Activity (10')
   - Learners and teachers do reflections against the learning activity and its benefits.
   - Learners and teachers provide feedback on the process and learning outcomes.
   - Learners and teachers pray and closing the activity

H. Assessment of learning outcomes

- Written Test

  Writing Rubrics

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

IV. Scoring Guidelines

- Assessment Of The Aspect Of The Attitude Of Honesty And Responsibility

No	Group	Spirit				Discipline				Confident				Coorperation			
1.		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

Gambut, January 2018

Supervisor

Hj. Hasnah, S.Pd.I

NIP. 197805132006042012

Pracitioner

Saidah

NIM 1401240782

LESSON PLAN

School : MAN 3 Banjar

Subject : English

Class/Grade/Semester : X IIK I / 2

Theme : **Recount Text**

Time allocation : 6 x 45 Minutes

A. Core competence (KI)

KI 1: Live and practise the teachings of the religion adhered.

KI 2: Live and practice honest behavior, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world.

KI 3: Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4: Process, assosiate, and explain in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Basic Competencies and Indicators

3.9. Analyze social functions, text structures, and linguistic elements in simple recount texts about experiences / events / events, according to the context of their use.

4.13. Captures the meaning of the text and write a simple oral recount.

4.14.Composing the text and write a simple oral recount about the experience/activities/events/events, social functions, by observing the structure of the text, and the linguistic elements, correctly and in accordance with the context.

Indicators of Competency Achievement (GPA):

Meeting 1

3.9.1. Identify the general description, specific and detailed information of simple recount text of events / events / events with confidence and responsibility.

3.9.2. Disentangling the general description and certain information of simple recount text about events / events / events with confidence and responsibility.

3.9.3. Detects social functions, text structures, and linguistic elements of simple recount text

Meeting 2

4.13.1. Distinguish social functions, the structure of the text, and linguistic elements in the simple recount text of events/happenings/events.

4.13.2. Editing text simple simple oral recount of events/happenings/events with attention to social functions, the structure of the text, and the correct linguistic elements and corresponding context.

Meeting 3

4.14.1. Editing simple recount text simply writes about events / events / events by taking into account the social functions, text structure, and linguistic elements that are true and contextual.

4.14.2. Prepare simple oral recount text and write simple about events / events / events with respect to the objectives, structure of the text, and linguistic elements, correctly and in accordance with the context.

C. Learning Objectives

Meeting 1

Through the process of reading, watching, questioning, trying, and reasoning learners are able to, analyze and capture the meaning of simple and oral recount text and write simple events / events / events with confidence, honest and responsible.

Meeting 2

Through the process of reading, watching, ask yourself, try, and students capable of reasoning, capture the meaning of the text and edit a simple oral and recount write about events/happenings/events with a confident, honest and responsible.

Meeting 3

Through the process of reading, watching, ask yourself, try, and students capable of reasoning are able to capture the meaning and composing texts recount simple oral and write simple about activities/events/event with a confident, honest and responsible.

D. Learning Material:

Text recount simple oral and write

Social function:

to tell/ to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Sequence of Events)	On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphnin show.
Reorientation (Closing the story, summarizing events)	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Lexico Grammatical Features

- Focus on specific participant
- Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
- Use time connectives, example: then, after that, when.
- Chronologically.

E. Approaches, Strategies and Learning Methods

- Scientific approach
- Model: Inquiry Learning (IL) / Inquiry Learning Strategy.

- Methods: Discussion of information, assignments, practices.

F. Media, tools, and learning resources

1. Media: *VCD and Power Point Presentation*

2. Tools: laptops, whiteboards, LCD.

3. Learning Resources: Internet, English Language Books, Partners, www.englishindo.com, *http://www.britishcouncil.org*.

G. Steps Of Learning Activities

Meeting 1

1. Pre-Activity (10 minutes)
   - Greet and invite the students to pray together.
   - Teacher checking attendance of learners;
   - The teacher review about material last meeting about recount text.
   - Ask questions that relate prior knowledge with the material to be studied:
   - Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.

2. While Activity (75 minutes)

   i. Observe (15')
   - Students observe the text about experiences / activities / events / events given / played by the teacher. Students work in group and each group consists of 4 students (**Phase 1 Inquiry Learning: Orientation**)

   j. Questioning (10')
   - The teacher guides the learner to ask questions if there are things that have not been understood about analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

   o. Exploring (15 ')

- The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to analysis the text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)
- The teacher guides the learners to make a problem formulation (to find answers) about recount text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
- The teacher guides the learner to make a hypothetical formula of analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 3 Inquiry Learning: Formulating a hypothesis**).
- The teacher guides learners to make observations about the things that are important in analysis the stories, how to make a story and help collect and organize the data. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

p. Associating (15 ')

- The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with the data or information obtained based on data collection. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 5 Inquiry Learning: Testing the hypothesis**).
- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 6 Inquiry Learning: Formulating conclusions**).

q. Communicating (20’)

- Each group reports the results of the analyze activities that have been done. The results of the project in the form of the report are presented in the class discussion to obtain feedback or input from other groups.
- The teacher evaluates / clarifies the presentation and discussion results developed in each group.

7. Post Activity (5')
    - Learners and teachers do reflections against the learning activity and its benefits.
    - Learners and teachers provide feedback on the process and learning outcomes.
    - The teacher rewards the best group in presenting the work of the group.
    - Learners and teachers pray and closing the activity

Meeting 2

1. Pre-Activity (10 minutes)
    - Greet and invite the students to pray together.
    - Teacher checking attendance of learners;
    - The teacher review about material last meeting about recount text.
    - Ask questions that relate prior knowledge with the material to be studied:
    - Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.

While Activity (75 minutes)

a. Observe (15')
    - Students work in group and each group consists of 4 students. Students choose the text about experiences / activities / events / events given /. (**Phase 1 Inquiry Learning: Orientation**)

b. Questioning (10')

- Students observe the story and The teacher guides the learner to ask questions if there are things that have not been understood about analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

c. Exploring (15 ')
   - The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to analysis the text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)
   - The teacher guides the learners to make a problem formulation (to find answers) about recount text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
   - The teacher guides the learner to make a hypothetical formula of analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 3 Inquiry Learning: Formulating a hypothesis**).
   - The teacher guides learners to make observations about the things that are important in analysis the stories, how to make a story and help collect and organize the data. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

d. Associating (15 ')
   - The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with the data or information obtained based on data collection. Teachers observe the activities of learners in group work to conduct attitude

assessments and facilitate group work. (**Phase 5 Inquiry Learning: Testing the hypothesis**).

- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 6 Inquiry Learning: Formulating conclusions**).

e. Communicating (20')

- Each group reports the results of the analyze activities that have been done. The results of the project in the form of the report are presented in the class discussion to obtain feedback or input from other groups.
- Students are able to edit a simple recount of events / events / events provided by the teacher.
- Students present their edits in front of teachers and friends and publish them in Wall magazine. The teacher evaluates / clarifies the presentation and discussion results developed in each group.

f. Post Activity (5')

The teacher provide feedback on the learning process and outcomes;

- You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to be in my class?
- Learners and teachers do reflections against the learning activity and its benefits.
- Learners and teachers provide feedback on the process and learning outcomes.
- The teacher rewards the best group in presenting the work of the group.
- Learners and teachers pray and closing the activity

Meeting 3

1. Pre-Activity (10 minutes)
    - Greet and invite the students to pray together.
    - Teacher checking attendance of learners;
    - The teacher review about material last meeting about recount text.
    - Ask questions that relate prior knowledge with the material to be studied:
    - Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.

2. While Activity (75 minutes)

a. Observe (15’)
    - Students observe the text about experiences / activities / events / events given / played by the teacher. Students work in group and each group consists of 4 students (**Phase 1 Inquiry Learning: Orientation**)
    - Students read some simple recount of events / events / events resulted from friends in groups of 4 people then each group member read it.

b. Questioning (10’)
    - The teachers guidance and direction to students questioned, among other things, the differences between the various simple recount texts that exist in English, the difference in English text with the existing in the Indonesian language, especially about social functions, text structure, and elements of language.
    - The teacher guides the learner to ask questions if there are things that have not been understood about analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

c. Exploring (15 ')

- The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to analysis the text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)
- The teacher guides the learners to make a problem formulation (to find answers) about recount text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
- Students in pairs discover key ideas, detailed information and specific information and social functions of the read / heard simple recount text.
- In group, students describe their favorite activities / events / events to group members in the context of conveying reasonable information related to the objectives to be achieved in learning process.
- The teacher guides the learner to make a hypothetical formula of analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 3 Inquiry Learning: Formulating a hypothesis**).
- The teacher guides learners to make observations about the things that are important in analysis the stories, how to make a story and help collect and organize the data. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

d. Associating (15 ')

- The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with the data or information obtained based on data collection. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 5 Inquiry Learning: Testing the hypothesis**).

- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 6 Inquiry Learning: Formulating conclusions**).

e. Communicating (20')

- In group, students construct simple recount texts about events / events / events according to the social function of purpose, structure and linguistic elements.
- Each group reports the results of the analyze activities that have been done. The results of the project in the form of the report are presented in the class discussion to obtain feedback or input from other groups.
- The teacher evaluates / clarifies the presentation and discussion results developed in each group.

f. Post Activity (5')

- Learners and teachers do reflections against the learning activity and its benefits.
- Learners and teachers provide feedback on the process and learning outcomes.
- The teacher rewards the best group in presenting the work of the group.
- Learners and teachers pray and closing the activity.

H. Assessment of learning outcomes

- Written Test

Writing Rubrics

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5

Total	100

Speaking Rubric

Apprentice	Basic	Learned	Exemplary
□ Presentation shows lack of interest. □ Speech difficult to understand. □ Lack of eye contact. □ Knowledge is minimal. □ Volume is uneven. □ Lacks of focus. □ Lacks of information. □ Grammatical errors.	□ Presentation lacks enthusiasm. □ Speech is adequate. □ Lapses in sentence structure and grammar. □ Fact not included. □ Volume is uneven.	□ Speech is clear. □ Eye contact is made intermittently. □ Grammar usually correct. □ Knowledge and facts are partially included. □ Volume is appropriate.	□ Speech is clear. □ Eye contact is made. □ Grammar is conventional. □ Knowledge and facts are included. □ Volume is appropriate.

V. Scoring Guidelines

- Assessment Of The Aspect Of The Attitude Of Honesty And Responsibility

No	Group	Spirit				Discipline				Confident				Coorperation			
1.		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

Gambut, 2018

Supervisor

Hj. Hasnah, S.Pd.I

NIP. 197805132006042012

Pracitioner

Saidah

NIM 1401240782

Appendix

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

https://www.kompasiana.com/fatahahmadi/rencana-pelaksanaan-pembelajaran-rpp-recount-text_5518fe3aa33311c413b65925.

LESSON PLAN

School : MAN 3 Banjar

Subject : English

Class/Grade/Semester : X IIK I / 2

Theme : **Recount Text**

Time allocation : 2 x 45 Minutes

A. Core competence (KI)

KI 1: Live and practise the teachings of the religion adhered.

KI 2: Live and practice honest behavior, discipline, responsibility, caring (mutual, cooperative, tolerant, peaceful), polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as in putting yourself as a reflection of the nation in the Association world.

KI 3: Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State, civilization and related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

KI 4: Process, assosiate, and explain in the realm of concrete and abstract domains associated with the development of which he had learned in school independently, and be able to use the method according to academic rules.

B. Basic Competencies and Indicators

- Composing the text and write a simple oral recount about the experience/activities/events/events, social functions, by observing the structure of the text, and the linguistic elements, correctly and in accordance with the context.

Indicators

- Students can understand about recount text of general stucture, type and how to write the text.

C. Learning Objectives

- Students are able to write about simple recount text example; experience,activities,events,etc.

D. Learning Material:

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Text Structure of the text above:

PARAGRAPH	GENERIC STRUCTURE
I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off (paragraph 1)	Orientation: provides the setting and introduces participants.
Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money (paragraph 2)	Events: tell what happened, in what sequence.

PARAGRAPH	GENERIC STRUCTURE
Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday (paragraph 3)	Re-orientation: optional closure of events.

E. Approaches, Strategies and Learning Methods

- Scientific approach
- Model: Inquiry Learning (IL) / Inquiry Learning Strategy.
- Methods: Discussion of information, assignments, practices.

F. Media, tools, and learning resources

1. Media: *VCD and Power Point Presentation*
2. Tools: laptops, whiteboards, LCD.
3. Learning Resources: Internet, English Language Books, Partners,

www.englishindo.com, *http://www.britishcouncil.org*.

G. Steps Of Learning Activities

Meeting 1

1. Pre-Activity (10 minutes)
    - Greet and invite the students to pray together.
    - Teacher checking attendance of learners;
    - The teacher review about material last meeting about recount text and narrative text.
    - Ask questions that relate prior knowledge with the material to be studied:
    - Explain the basic competencies or learning objectives that will be achieved; and convey the scope of the description and explanation of material activities appropriate of syllabus.
2. While Activity (75 minutes)

k. Observe (15’)

- Students observe the text about experiences / activities / events / events given / played by the teacher. Students work in individual. (**Phase 1 Inquiry Learning: Orientation**)

l. Questioning (10’)

- The teacher guides the learner to ask questions if there are things that have not been understood about how to write a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)

r. Exploring (15 ')

- The teacher gives the learner the opportunity to collect information / data as much as possible from various sources (books, magazines / newspapers, internet) to analysis the text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 1 Inquiry Learning: Orientation**)
- The teacher guides the learners to make a problem formulation (structure of story) about recount text. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 2 Inquiry Learning: Formulating Problems)**
- The teacher guides the learner to make a hypothetical formula of analysis a story. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 3 Inquiry Learning: Formulating a hypothesis**).
- The teacher guides learners to make observations about the things that are important in make the stories, how to make a story and help collect and organize the data. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate group work. (**Phase 4 Inquiry Learning: Collecting data**)

s. Associating (15 ')

- The teacher guides learners to analyze the data in order to find a concept and test the hypothesis that is considered acceptable in accordance with

the data or information obtained based on data collection. Teachers observe the activities of learners in individual work to conduct attitude assessments and facilitate group work. (**Phase 5 Inquiry Learning: Testing the hypothesis**).

- The teacher guides the learners to formulate conclusions based on the data and finds the concept they want to instill. Teachers observe the activities of learners in group work to conduct attitude assessments and facilitate individual work. (**Phase 6 Inquiry Learning: Formulating conclusions**).

t. Communicating (20')

- students reports the results of the story that have been done. The results of the project in the form of the report are presented in the class discussion to obtain feedback or input from other groups.
- The teacher evaluates / clarifies the presentation and discussion results developed in each group.

8. Post Activity (5')

- Learners and teachers do reflections against the learning activity and its benefits.
- Learners and teachers provide feedback on the process and learning outcomes.
- The teacher rewards the best group in presenting the work of the group.
- Learners and teachers pray and closing the activity

H. Assessment of learning outcomes

- Written Test

Writing Rubrics

Content	30
Organization	20
Vocabulary	20
Syntax	25

Mechanics	5
Total	100

VI. Scoring Guidelines

- Assessment Of The Aspect Of The Attitude Of Honesty And Responsibility

No	Group	Spirit				Discipline				Confident				Coorperation			
1.		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1

Gambut, 2018

Supervisor

Hj. Hasnah, S.Pd.I

NIP. 197805132006042012

Pracitioner

Saidah

NIM 1401240782

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JURUSAN TADRIS BAHASA INGGRIS
Jalan Jenderal Ahmad Yani, Km.4,5 Banjarmasin

Name: Novita Sari Handayani

Class: X UK 1

Pre-Test

Question: Make a story about narrative text or recount text around 30 minutes and choose the title:

Narrative Text	**Recount Text**
The Story Of Snow White	My Birthday
Romeo And Juliet Tragic Story	My Holiday
The Story Of Cinderella	My Experience
The Story Of Malin Kundang	Celebrations (Eid Al-Adha, Eid Al-Fitr,etc)
The Ugly Duckling	Special Moment

Answer :

Special Moment

I want to tell you my special moment in my birthday, I fell so happening because so I can to celebrate with my friend in my high school.

And at the moment we're look so fun

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Name: Putri Humairah

Class: X IIK 1

Pre-Test

Question: Make a story about narrative text or recount text around 30 minutes and choose the title:

Narrative Text	**Recount Text**
The Story Of Snow White	My Birthday
Romeo And Juliet Tragic Story	My Holiday
The Story Of Cinderella	My Experience
The Story Of Malin Kundang	Celebrations (Eid Al-Adha, Eid Al-Fitr,etc)
The Ugly Duckling	Special Moment

Answer : My Holiday

Yesterday, me and my friend went to the beach We go at 7:30 a.m and arrived 11:00 o'clock in the morning with driving motorcycle.

There we swimming, play banana boat, making the palace desert, and having dialog with other visitors.

First, we toward the dressing room to change swimsuit, after that we went straight to the beach to play the water.

Then, after swim we headed for a banana boat, it's don playing that we was pulled over and play the sand.

And the last, we change clothes again and walked the road, having dialogue with other visitors, and go home at 03:20 p.m. ^^

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Name: muhammad Rizkan Saufani

Class: X IIK 1

Pre-Test

Question: Make a story about narrative text or recount text around 30 minutes and choose the title:

Narrative Text	**Recount Text**
The Story Of Snow White	My Birthday
Romeo And Juliet Tragic Story	My Holiday
The Story Of Cinderella	My Experience
The Story Of Malin Kundang	Celebrations (Eid Al-Adha, Eid Al-Fitr,etc)
The Ugly Duckling	Special Moment

Answer : before the holiday idul Fitri

One night before the holiday idul Fitri, I see people playing firecrackers one the road. Long running time I was not aware that this was late at night I went home using a motor vihicle. After until I went to bed For tomorrow carry out Prayer idul Fitri.

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Name: Muhammad Rizkan Saufani

Class: X IPA 1

Post-Test

Question: Make a story about narrative text or recount text around 30 minutes and choose the title:

Narrative Text	**Recount Text**
The Story Of Snow White	My Birthday
Romeo And Juliet Tragic Story	My Holiday
The Story Of Cinderella	My Experience
The Story Of Malin Kundang	Celebrations (Eid Al-Adha, Eid Al-Fitr,etc)
The Ugly Duckling	Special Moment

Answer :

The Story Of Snow White

In the days when a girl named Snow Princess was born. She was born with Fine white hair and red cheeks. Yeah lives with father, Soon his father married again to the queen. The queen is very evil named queen elvira. he ordered a Priest to take him into the forest and kill him and deliver his heart.

short story Princes was living with dwarf that amounted to 7 People, one day the Princess opened the window because there is a grandmother who offers apples. at the time of the Princess also Fainted.

Short Story and she regained Consciosness the dwarves were happy Prince also said willy You Marry me, Princess Said Yes Dance went to bring the Princess to the Palace but queen elvira wo did evil to the Princess fell into the abyss with their own.

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Name: Putri Humairah

Class: X IIF 1

Post-Test

Question: Make a story about narrative text or recount text around 30 minutes and choose the title:

Narrative Text	**Recount Text**
The Story Of Snow White	My Birthday
Romeo And Juliet Tragic Story	My Holiday
The Story Of Cinderella	My Experience
The Story Of Malin Kundang	Celebrations (Eid Al-Adha, Eid Al-Fitr,etc)
The Ugly Duckling	Special Moment

Answer :

On 14 November 2017, I got a surprise birtday of my friends at school.

First, they be normal. Then, when the breaks they came to give me a surprise while carrying cake and gift.

The last, me cut the cake and divide to my friends and open the gift. This is moment birthday party is memorable for me And I can't forget the moment.

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Name: Naila Sai Handayani

Class: X IIK 1

Post-Test

Question: Make a story about narrative text or recount text around 30 minutes and choose the title:

Narrative Text	Recount Text
The Story Of Snow White	My Birthday
Romeo And Juliet Tragic Story	My Holiday
The Story Of Cinderella	My Experience
The Story Of Malin Kundang	Celebrations (Eid Al-Adha, Eid Al-Fitr,etc)
The Ugly Duckling	Special Moment

Answer :

My Holiday

One day, I go to the ~~the~~ place with my sister. I go to there for to fill in my holiday with two my Niece and my sister.

One day, we're going to lake which situated in near house my sister. We're each bring our need for in the lake. I and two my niece going to lake by walk whereas my sister going to lake with utilize motor ..bicycle, they bring tool fishing rod and grill.

Then, after, two my sister to get many fish, we're grill fish it and eating it. Finally when twelve Sunset, we're going to home.

Teaching Reflection Journal

Based on the results of observation and evaluation the researcher makes a summary of the learning process conducted in class X Agama 1. Treatments that researchers do by using inquiry based learning to increase students' writing skills. As for the results of the evaluation researcher writer a concise writer in the form of my reflection journal as a teacher.

In january 23rd 2018 the first meeting with the material discussed about the narrative text. After the pre-activity goes well and the students begin to curious what they will do. However, the material I have prepared constrained by the LCD. Problem at the time, LCD can not in turn in the class room. The time in learning process was continued in the library room. In the treatment of using IBL there are 6 steps that must be passed every meeting. For this first meeting with these 6 steps I prepare the basic material about narrative like a story and some questions. For this first meeting it is still not familiar with the stages they must pass when learning. For the next meeting I have to prepare backup media for learning process and get them to work in groups.

In this second meeting the material discussed was still about the narrative text. the subject about the generic stucture of narrative text. With the topic of stories about snow white and cinderella. In this second encounter I provide some of the ramps of random topics and then, they arrange stories from the picture puzzles presented in front of the class. I felt they really enjoy in learning and class X Agama

1 is indeed very creative. But there are some students who are just silent, So for the future I have to design lesson plan that can develop their skills.

Next, the third meeting still with narrative text material with pictorial story media students can understand and determine the structure of the narrative text. students can distinguish the use of grammar in writing narrative text. The media with a full picture and colorful stories then the students look to enjoy and so curious that is make students have many questions. And also, the learning process is so active that all students take turns to read stories and answer questions. After the students have the material of this meeting, they work and practice writing in groups. For upcoming material I want them to be able to write a simple of narrative text.

The fourth is last meeting for narrative text. At this meeting I want to evaluate students about narrative text. After repeating my previous material I show a video without of conversation and text. In 3 times I show a short story titled "*changing batteries*". That, videos they must be observe and remember the stories they have seen. Once they understand the storyline and their strong memories, they can easily rewrite the stories I have shown. In this meeting there are some students who are less focused so they ask to be repeated. Before repeated I warmed up so they focused on watching so they could write stories. After I see them focus then for the last time, I show the ulng story and ask them to write the story without using dictionary or google translate. Its purpose is that they are accustomed to writing with words that know and easy to understand

The fifth meeting, this meeting the material presented about the recount text. I warmed up first by asking about their experiences and their precious moments from

the activities that they started telling and enthusiastically wanted to convey to their friends. After them the spirit then I continue with the lesson that is about recount text. With their zeal answered all my questions. But there are some students are not controlled and so enthusiastic that the class atmosphere becomes crowded. I tried to calm him by displaying a video. In the future I have to design lesson plan that makes students have a sense of mutual respect and high personal responsibility, so that every learner is active, creative and happy to follow the lesson

The sixth meeting I asked them to read the story that I show on the LCD. Then, they observed the story and they began to guess the title and storyline they had observed, after the students understood the story then, the students divided into 6 groups and each group each made related questions about the story, they had observed. After all the questions are collected, each group picks up on each group's question, after each group has made a summary / paragraph about what they have done at this meeting. In addition to training them in writing students can also evaluate the activities they have learned.

The seventh meeting, I have prepared 5 different story examples in each group. Each student in the group individually creates different questions in the group so that students can be creative when creating questions they want to know or that they do not understand. After 30 minutes all the stories and questions that students have gathered in the future. I went on to share the stories randomly and in groups they presented what stories they had and explained in their own language and answered every question on the paper. To practice writing in this meeting I asked them to write a story or experience each of them. Naun each story that they write at

least 3 sentences per student and in 1 group they combine the story with the interesting and the first finished it will get a reward. For this meeting group work and cooperation between students is needed, so for the future they are accustomed to working in groups or individuals. And also, students are able to discipline of the time.

The eight meeting, this is the last meeting I focus more on repeating the learned material such as narrative text and recount text. In this learning activity we ask more questions so that I want to know the level of student understanding during the learning process. There are some students who are still confused to distinguish between narrative or recount text during writing practice. At this meeting many students who are enthusiastic when there are students who ask me then lead to other students to answer it so that students are more active and do not make them afraid when asked. After I think all the students understand about the material that has been learned then I ask them to tell an event that they have experienced individually.

The conclusion of the result of my evaluation as I teach using inquiry based learning. Every meeting there are weakness and strength of the media or strategies that are in used when the learning process, and next to make the better of lesson plan .

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Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

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4. Judul Skripsi : .....
5. Dosen Pembimbing : Rusnadi, S.Pd., M.Pd.I. MA
   : Nur Alfa Rahman, M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Chapter I, → Answer the questions of why are you interested in doing this research. Look at my notes !		
2.	Add some theoritical References related to IBL. your Rationale is lack of ~~evidences of~~ Backgrounds !		
3.	Be careful of PLAGIARISM !		
4.	Make your Research question into one. first & second questions will be answered when you want to answer third question !		
5.	Be concrete on your Key terms definition !		

April 2018

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5. Dosen Pembimbing : Rusnadi, S.Pd.I, M.Pd.I, MA
   : Nur Alfa Rahmah, SS, M.Pd
6. Catatan Konsultasi:

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1.	Chapter III → Revise your research design. → present what you do on your research.		
2.	Research setting, Variable, subject & object → revised.		
3.	Technique of Data Collecting - Teaching Reflection - in the journal. * Strengths * weaknesses * Improvement Target.		

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   : .....
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodoiogi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Look at my notes - Be clear on TBL or TBT?		
2.	Be clear on References and Quotations!		
3.	Check whether your References are in Bibliography or Not.		
4.	Be careful of PLAGIARISM!		
	April 2018		

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NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1-	Chapter IV, Explain more about the implementation of Inquiry Based Learning in your 8 times teaching.		
2-	Discussion should be a pretentation of the fact → Result of analysis of your findings, in line with theories and previous researches.		

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NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Revise chapter III, mostly to post Tense !		
2.	Revise chapter IV, Explain more about treatments, what are the differentees between each meeting.		
3.	Discussion should be based on the description of your findings.		

Catatan :
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			Please revise the transitions and grammatical mistakes follow the correct referency syste

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			Please revise errors in punctuation, referencing and grammar

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			Please correct your references

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25 Mei 2018

Nomor : 814/Un.14/III.1.t/05/2018
Lamp : -
H a l : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Saidah
NIM. 1401240782
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

THE EFFECTIVENESS OF THE INQUIRY LEARNING STRATEGY TO INCREASE STUDENTS WRITING SKILL THE TENTH GRADE AT MAN 3 BANJAR

Berubah menjadi:

EFFECTIVENESS OF INQUIRY BASED LEARNING TO INCREASE STUDENTS' WRITING SKILLS OF THE TENTH GRADERS AT MAN 3 BANJAR

Menunjuk :

1. Bapak Rusnadi, S.Pd.I, M.Pd.I, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Ibu Nur Alfa Rahmah SS, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

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

Wassalamu'alaikum. Wr. Wb.

An. Wakil Dekan Bidang Akademik
Ketua,

Mahmudah, M.Pd.I
NIP. 19830821201503200[illegible]

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

Nomor : B-603 /Un.14/III.1.t/01/2018 Banjarmasin, 24 Januari 2018
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

K e p a d a,

Yth. **Kepala Kementerian Agama**
Kabupaten Banjar
di – Martapura

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Saidah
N I M : 1401240782
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jalan Mahligai No 14 RT 6 RW 2 Kelurahan Kertak Hanyar Kecamatan Kertak Hanyar Kabupaten Banjar

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala MAN 3 Banjar

Subbag. Mikwa & Alumni FTK UIN Antasari

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-695 /Un.14/III.1.t/01/2018

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

Nama	:	Saidah
Nomor Induk Mahasiswa	:	1401240782
Semester	:	VIII (Delapan)
Alamat	:	Jalan Mahligai No 14 RT 6 RW 2 Kelurahan Kertak Hanyar Kecamatan Kertak Hanyar Kabupaten Banjar
Tugas	:	Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skipsii Sarjana dengan Judul :

THE EFFECTIVENESS OF THE INQUIRY LEARNING STRATEGY TO INCREASE STUDENTS WRITING SKILL THE TENTH GRADE AT MAN 3 BANJAR

Tempat yang dituju	:	MAN 3 Banjar
Barang yang dibawa	:	Seperangkat alat riset
Lamanya Riset	:	2 (Dua) bulan
Dari tanggal	:	22 Januari 2018
Sampai dengan tanggal	:	22 Maret 2018

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

Wakil Dekan Bidang Akademik dan Kelembagaan,

KEMENTERIAN AGAMA FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI BANJARMASIN REPUBLIK INDONESIA

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Saidah
NIM. 1401240782

Subbag. Mikwa & Alumni FTK UIN Antasari

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI
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 KETERANGAN

Nomor: 64/Un.14/III.1.t/01/2018

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama	:	Saidah
N I M	:	1401240782
Jurusan/Prodi	:	PBI
Alamat	:	Jl. Mahligai Km.7 Gg. Arrahman No.14 Kecamatan Pemurus Luar Kabupaten Banjar

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

THE EFFECTIVENESS OF THE INQUIRY LEARNING STRATEGY TO INCREASE STUDENTS SKILL IN ENGLISH WRITING THE TENTH GRADES AT MAN 3 BANJAR

Pada Hari/Tanggal : Rabu/ 10 Januari 2018

Tempat : Perpustakaan Jurusan PBI (Lokal 2.28)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 19 Januari 2018
Ketua,

Norlaila, M.Ag, M.Pd
NIP. 197109171998032002

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

Nomor : B-603 /Un.14/III.1.t/01/2018 Banjarmasin, 24 Januari 2018
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

K e p a d a,

Yth. **Kepala Kementerian Agama**
Kabupaten Banjar
di – Martapura

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Saidah
N I M : 1401240782
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jalan Mahligai No 14 RT 6 RW 2 Kelurahan Kertak Hanyar Kecamatan Kertak Hanyar Kabupaten Banjar

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala MAN 3 Banjar

Subbag. Mikwa & Alumni FTK UIN Antasari

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-695 /Un.14/III.1.t/01/2018

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

Nama	:	Saidah
Nomor Induk Mahasiswa	:	1401240782
Semester	:	VIII (Delapan)
Alamat	:	Jalan Mahligai No 14 RT 6 RW 2 Kelurahan Kertak Hanyar Kecamatan Kertak Hanyar Kabupaten Banjar
Tugas	:	Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skipsii Sarjana dengan Judul :

THE EFFECTIVENESS OF THE INQUIRY LEARNING STRATEGY TO INCREASE STUDENTS WRITING SKILL THE TENTH GRADE AT MAN 3 BANJAR

Tempat yang dituju	:	MAN 3 Banjar
Barang yang dibawa	:	Seperangkat alat riset
Lamanya Riset	:	2 (Dua) bulan
Dari tanggal	:	22 Januari 2018
Sampai dengan tanggal	:	22 Maret 2018

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

Wakil Dekan Bidang Akademik dan Kelembagaan,

KEMENTERIAN AGAMA FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI BANJARMASIN REPUBLIK INDONESIA

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Saidah
NIM. 1401240782

Subbag. Mikwa & Alumni FTK UIN Antasari

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA PROVINSI KAL-SEL
KANTOR KEMENTERIAN AGAMA KABUPATEN BANJAR
MADRASAH ALIYAH NEGERI 3 BANJAR
Alamat : Jl. A. Yani Km. 15.200 Rt.23 Rw.008 Kec. Gambut Kab. Banjar 70652
Telp. (0511) 4220118 E-mail mansmartmartapura@yahoo.co.id

SURAT KETERANGAN SELESAI MELAKSANAKAN RISET
Nomor : 154 / Ma. 17.03.01/TL.01/02/2018

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Negeri 3 Banjar, Kabupaten Banjar menerangkan bahwa :

N a m a	: SAIDAH
Nomor Induk Mahasiswa	: 1401240782
Jurusan	: PBI
Alamat	: Jl. Mahligai Rt. 6 Rw. 2 No. 14 Kertak Hanyar Kab. Banjar

Telah selesai melaksanakan Riset/penelitian dalam rangka pengumpulan data untuk penyusunan Skripsi dengan judul : THE EFFECTIVENESS OF THE INQUIRY LEARNING STRATEGY TO INCREASE STUDENTS WRITING SKILL THE TENTH GRADE AT MAN 3 BANJAR.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Gambut, 13 Februari 2018
Kepala Madrasah,

Dra. Hj. Nana Mairi, M. Pd
NIP. 19650504 199403 2 004

KANTOR KEMENTERIAN AGAMA KABUPATEN BANJAR
Jalan Sekumpul No,19 Martapura Kode Pos 70614
Telpon (0511)4721249 Faximile (0511)47211249
Email:banjarkalsel@kemenag go.id

Nomor : B-015/Kk.17.03-1/TL.00/1/2018
Lampiran : -
Perihal : Izin Penelitian

Martapura,29 Januari 2018

Kepada Yth :
Dekan Fakultas Tarbiyah dan Keguruan
UIN Antasari Banjarmasin
Di-
Tempat

Assalamu'alaikum Wr.Wb.

Sehubungan dengan surat saudara Nomor: B-653/Un.14/III.1.t/01/2018 Tanggal 29 Januari 2018 tentang penelitian dalam rangka penyusunan Skripsi:

N a m a	: SAIDAH
N I M	: 1401240782
Semester	: VIII (Delapan)
Jurusan	: PBI
Fakultas	: Tarbiyah dan Keguruan
Alamat	: Jl.Mahligai No.14 Rt.6 Rw.2 Kelurahan Kertak Hanyar Kecamatan Kertak Hanyar Kabupaten Banjar
Judul Skripsi	: THE EFFECTIVENESS OF THE INQUIRY LEARNING STRATEGY TO INCREASE STUDENTS WRITING SKILL THE TENTH GRADE AT MAN 3 BANJAR
Lamanya riset	: 2 (dua) bulan
Waktu penelitian	: 22 Januari s.d. 22 Maret 2018

Pada prinsipnya kami dapat menyetujui penelitian tersebut dengan ketentuan sebagai berikut :

1. Tidak mengganggu proses belajar siswa.
2. Menyampaikan laporan hasil penelitian pada Kantor Kementerian Agama Kabupaten Banjar

Demikian izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Kepala Kantor Kementerian Agama
Kabupaten Banjar

KEMENTERIAN AGAMA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANJAR
REPUBLIK INDONESIA

Zuddin

Tembusan :
1. Kepala Kanwil Kementerian Agama Prov. Kal-Sel
2. Kepala MAN 3 Banjar
3. Mahasiswi yang bersangkutan