APPENDIX 1

TRANSLATERY LIST

Page	Surah/ Verse	Indonesian	English
2	Q.S Al-Baqarah: 31	Dan telah diajarkan Nya kepada Adam nama-nama semuanya, kemudian Dia kemukakan semua kepada Malaikat, lalu Dia berfirman : Beritakanlah kepada Ku nama-nama itu semua, jika kamu adalah makhluk makhluk yang benar.	And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful."
	Q.S Al-Baqarah: 32	Mereka menjawab : Maha suci Engkau! Tidak ada pengetahuan bagi kami, kecuali yang Engkau ajarkan kepada kami. Karena sesungguhnya Engkaulah yang Maha Tahu lagi Maha Bijaksana.	"They (angels) said: "Glory be to You, we have no knowledge except what you have taught us. Verily, it is You, the All-Knower, the All-Wise."

APPENDIX 2

Brief History of Islamic Senior High School Irtiqaiyah Banjarmasin

According to headmaster, administration staff and document of MA Irtiqaiyah Banjarmasin which is located JL. Bakti Rt.5 No.4A Pemurus Dalam, Banjarmasin, South Kalimantan. This Islamic senior high school was established in 1968/1969 but about four years later Islamic Senior High School that called PGA (Pendidikan Guru Agama) was built. And about 1992 was change name from PGA (Pendidikan Guru Agama) became MA. Irtiqaiyah.

MA. Irtiqaiyah Banjarmasin has not wide location like the other Senior High School approximately 416.057 m^2, but students still enable to learn and also to play. Generally, the physical condition of Islamic Boarding School Irtiqaiyah Banjarmasin is good and the constructions consist of permanent and semi permanent building. Based on the interview with the headmaster, this school always makes improvement year by year while in the building condition, teaching quality, and the facilities. But number of students is decreased annually.

Since PGA (Pendidikan Guru Agama) changes become MA. Irtiqaiyah, there were some change of the headmaster, they are:

a. Drs. H. Kurnain Hasan (1992 – 2002)
b. Drs. Sudani (2002 – 2007)
c. Abidin (2007 - 2013)
d. Basuki Bahdi, S.Pd (2013 – Now)

APPENDIX 3

Description of Teachers at MA Irtiqaiyah Banjarmasin

No	Nama	Pendidikan	Mata pelajaran
1	Basuki Bahdi, S.Pd	S 1	B. Indonesia
2	Megawati,S.Pd	S 1	Ekonomi, Geografi& Sejarah
3	Abu Hanifah,S.Ag	S 1	Fiqih,Penjasorkes
4	H. Fahri Ali, Lc	S 1	B. Arab & PKn
5	Mawaddah,S.Pd.I	S 1	Aqidah Akhlak & Keterampilan
6	Isvi Yulistiana,S.Hut	S 1	TIK, Geografi & Sesiologi
7	Rusyda Ariani, S.Pd.I	S 1	Seni Budaya, Muatan Lokal, SKI & Sejarah
8	Riduan, SE	S 1	PKn
9	Drs. Suriansyah	S 1	Muatan Lokal
10	Norhalidah, S.Pd	S 1	Kimia, Matematika & Geografi
11	Yurian Atma Noer, S.Pd	S1	Matematika
12	Ahdadi, S.Pd.I	S1	Qur'an Hadits
13	Soraya, S.Pd	S1	Kimia
14	Noorma Yulia, S.Pd	S1	Fisika & Sejarah

15	Nurul Hikmah, S.Pd	S1	Biologi
16	Johan Arifin, M.Pd	S2	B. Indonesia
17	Jarkasyi, S.Ag	S1	SKI & Sejarah
18	M. Rasyid Ridho, S.Pd	S1	B. Inggris

Tenaga Kependidikan

No	**Keterangan**	**Jumlah**		
		Laki-laki	**Perempuan**	**Total**
1	Guru PNS	2	1	3
2	Guru Tetap Yayasan	7	7	14
3	Guru Honor			
4	Guru Tidak Tetap	1		1
5	TU		2	2
6	KepalaPerpustakaan		1	1
7	Kepala Lab.Komputer			
8	Penjaga Sekolah			

APPENDIX 4

Total number of students

Tahun Pelajaran	Kelas X		Kelas XI		Kelas XII		Jumlah Kelas X + XI + XII	
	Jml siswa	Jml Rombel	Jml siswa	Jml Rombel	Jml siswa	Jml Rombel	Jml siswa	Jml Rombel
2011/ 2012	28	2	42	2	42	2	112	6
2012/ 2013	26	1	44	2	39	2	109	5
2013/ 2014	27	1	33	2	44	2	104	5
2014/ 2015	30	2	30	2	33	2	93	6

APPENDIX 5

Description of School Facilities

No	Jenis Prasarana	Jumlah Ruang	Jumlah ruang kondisi baik	Jumlah Ruang kondisi rusak	Kategori Kerusakan		
					Rusak Ringan	Rusak Medium	Rusak Berat
1	Ruang Kelas	6		5	3	2	
2	Perpustakaan	1	1				
3	R.Lab.IPA						
4	R.Lab Biologi						
5	R.Lab Fisika						
6	R.Lab.Kimia						
7	R.Lab Komputer						
8	R.Lab Bahasa	1	1				
9	R.Pimpinan	1	1				
10	R.Guru	1	1				
11	R.Tata Usaha	1	1				
12	R.Konseling						
13	Tempat Ibadah	1		1	1		
14	R.UKS						
15	WC	2		2	2		
16	Gudang						
17	R.Sirkulasi						
18	Tempat Olahraga	1		1	1		
19	R.Organisasi siswa						
20	R.Lainnya						

APPENDIX 6

GUIDELINES FOR INTERVIEW, OBSERVATION, AND DOCUMENTATION

PEDOMAN WAWANCARA UNTUK KEPALA SEKOLAH

a. Bagaimana sejarah singkat berdirinya MA Irtiqaiyah Banjarmasin?
b. Siapa saja yang pernah menjabat sebagai kepala sekolah MA Irtiqaiyah Banjarmasin?
c. Sejak kapan bapak menjabat sebagai kepala sekolah MA Irtiqaiyah Banjarmasin?
d. Bagaimana kondisi MA Irtiqaiyah Banjarmasin saat ini (keadaan guru, siswa, dan sarana fisik sekolah?

PEDOMAN WAWANCARA UNTUK GURU BAHASA INGGRIS

a. Sejak kapan bapak mengajar di MA Irtiqaiyah Banjarmasin ini?
b. Apa pendidikan terakhir bapak?
c. Bagaimana cara bapak untuk mengetahui kemampuan vocabulary siswa?
d. Bagaimana sikap siswa saat pelajaran berlangsung?

PEDOMAN WAWANCARA UNTUK STAF TATA USAHA

a. Berapa jumlah siswa yang ada di MA. Irtiqaiyah Banjarmasin?
b. Berapa jumlah guru yang ada di MA. Irtiqaiyah Banjarmasin?

c. Apa saja fasilitas – fasilitas yang ada di MA. Irtiqaiyah Banjarmasin?

- **Pedoman Observasi**

    1. Melihat dan mengamati secara langsung proses belajar mengajar di lokasi penelitian yaitu MA. Irtiqaiyah Banjarmasin.
    2. Mengamati keadaan gedung dan fasilitas yang di miliki sekolah.

- **Pedoman Dokumentasi**

    1. Jumlah guru yang mengajar di MA. Irtiqaiyah Banjarmasin
    2. Data tentang gambaran umum lokasi penelitian yaitu MA. Irtiqaiyah Banjarmasin.

APPENDIX 7

The Students' Names List of Experiment Class

No	Nama
1	Ahmad Rifa'i
2	Amalia Rahmah
3	Arman Siddik
4	Asni Budiarti
5	Fatimatuz Zahra
6	Kamsiah
7	Muhammad Rifansyah
8	Nor Seha
9	Selamat Riyadi
10	Siti Wardah
11	Syahruddin
12	Raden Ahmad Ibnu Agif
13	Yunida Rahmawati

APPENDIX 8

The Students' Names List of Control Class

No	Nama
1	Abdul Kifli
2	Ahmad Norifansyah
3	Ahmad Syafi'i
4	Aldi Maulana
5	Amalia
6	Cindy Cytya
7	Eka Yuniarti Wardah
8	Faisal
9	Mayrada Astuti
10	Muhammad Hidayatullah
11	Muhammad Zaini
12	Nuri Marliana
13	Sakdillah

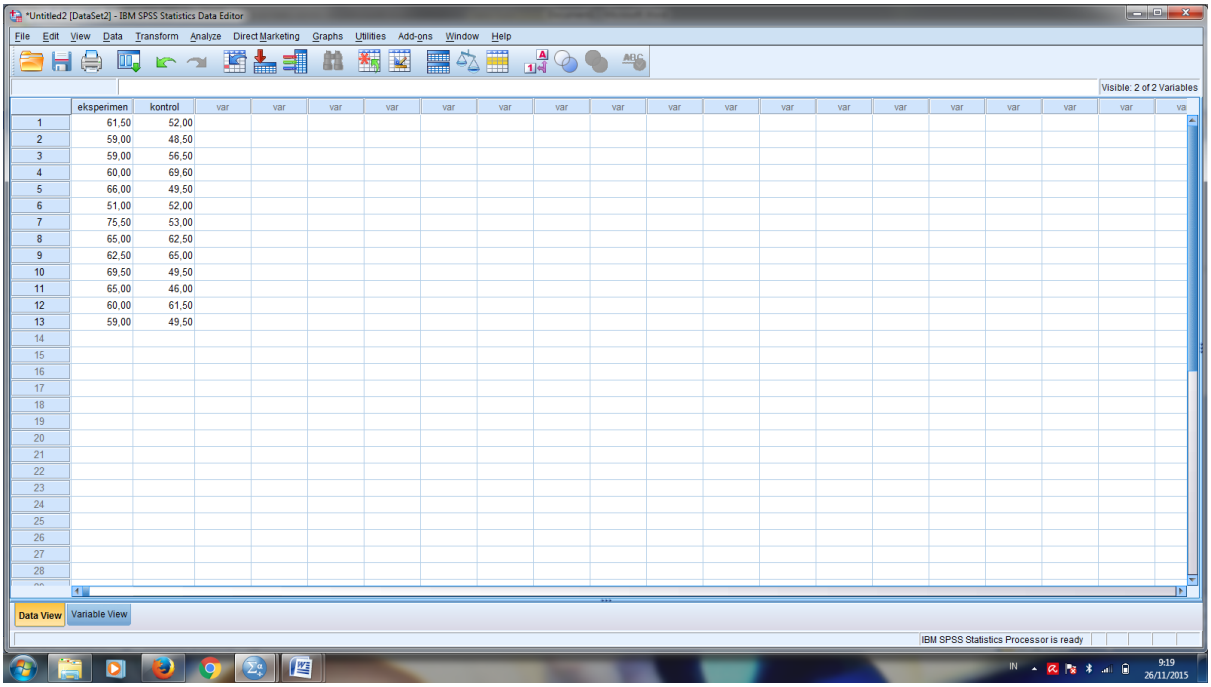
APPENDIX 9

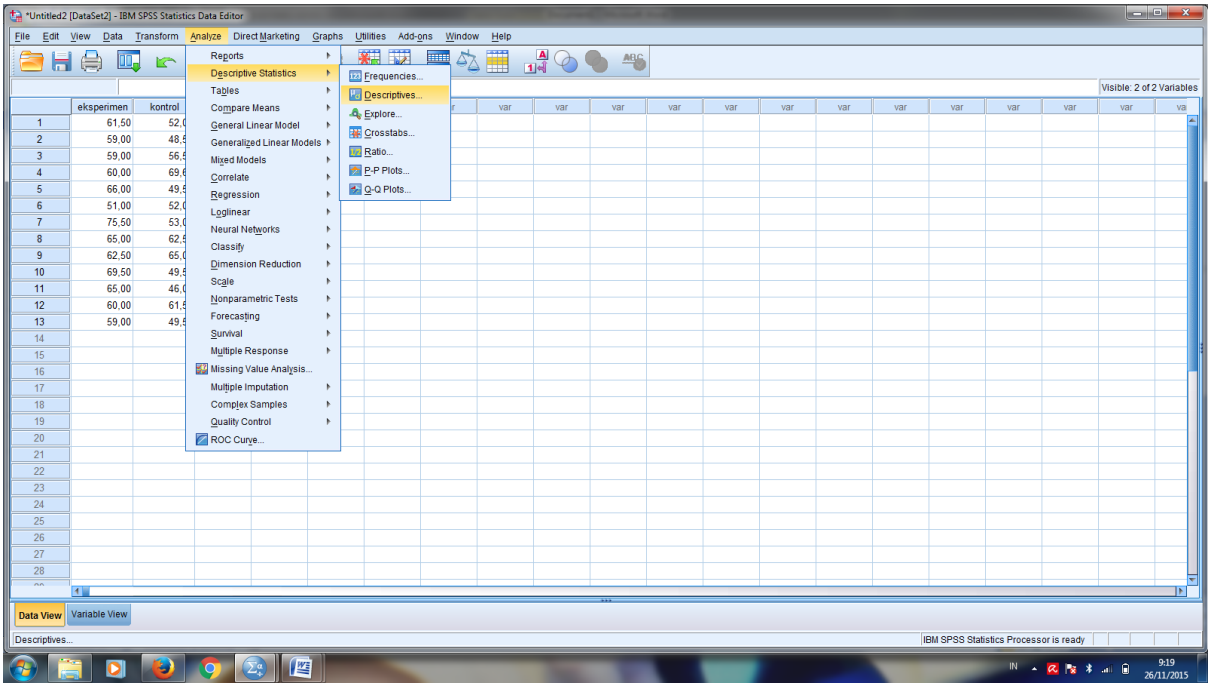
TABLE T – TEST

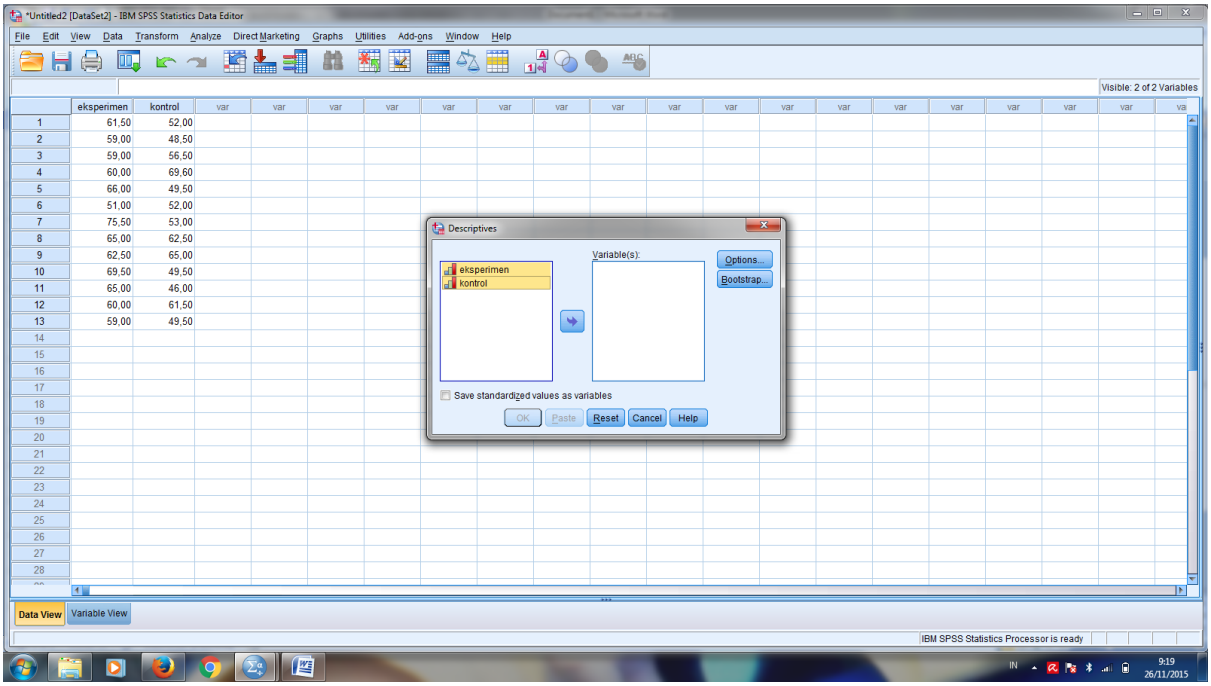
d b	Taraf Signifikasi		d b	Taraf Signifikasi		d b	Taraf Signifikasi	
	5%	1%		5%	1%		5%	1%
1	12.71	63.66	17	2.11	2.90	45	2.02	2.69
2	4.30	9.92	18	2.10	2.88	50	2.01	2.68
3	3.18	5.84	19	2.09	2.86	60	2.00	2.65
4	2.78	4.60	20	2.09	2.84	70	2.00	2.65
5	2.57	4.03	21	2.08	2.83	80	1.99	2.64
6	2.45	3.71	22	2.07	2.82	90	1.99	2.63
7	2.36	3.50	23	2.07	2.81	100	1.98	2.63
8	2.31	3.36	24	2.06	2.80	125	1.98	2.62
9	2.26	3.25	25	2.06	2.79	150	1.98	2.61
10	2.23	3.17	26	2.06	2.78	200	1.97	2.60
11	2.20	3.11	27	2.05	2.77	300	1.97	2.59
12	2.18	3.06	28	2.05	2.76	400	1.97	2.59
13	2.16	3.01	29	2.04	2.76	500	1.96	2.59
14	2.14	2.98	30	2.04	2.75	1000	1.96	2.58
15	2.13	2.95	35	2.03	2.72			
16	2.12	2.92	40	2.02	2.71			

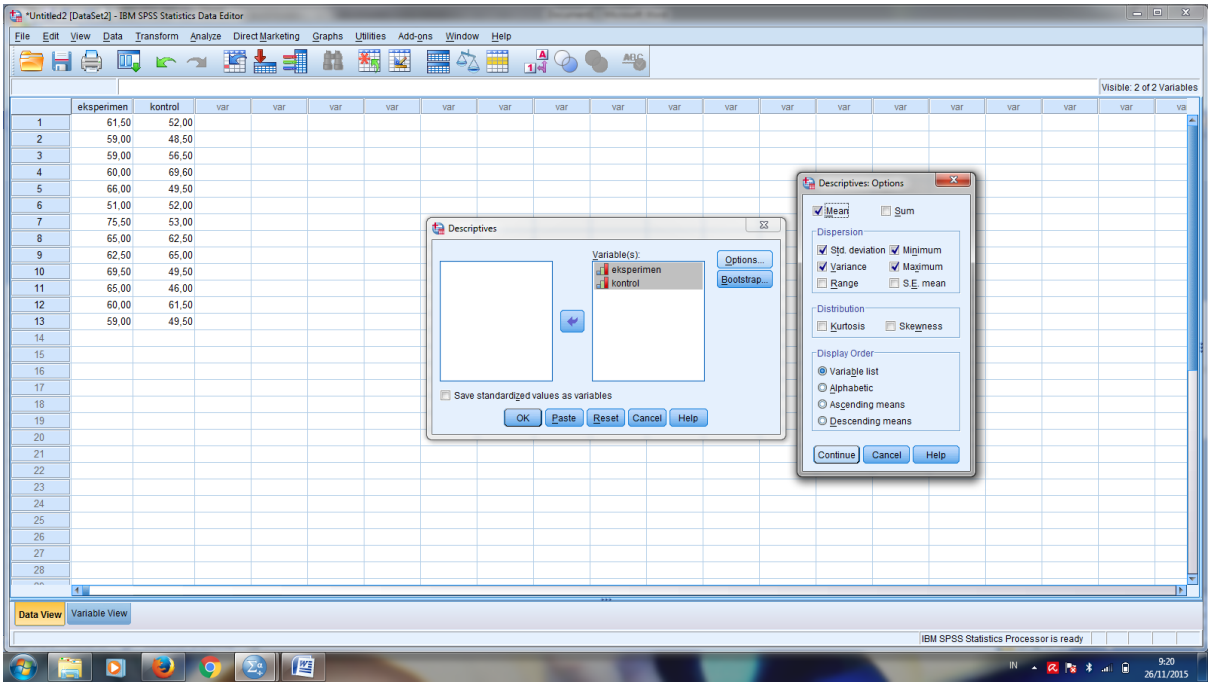
APPENDIX 10

The Steps to Calculate of Average, Standard Deviation, and Variance of Pre-test and Post-test of students






*Untitled2 [DataSet2] - IBM SPSS Statistics Data Editor
File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help
Visible: 2 of 2 Variables
eksperimen kontrol
1 61,50 52,00
2 59,00 48,50
3 59,00 56,50
4 60,00 69,60
5 66,00 49,50
6 51,00 52,00
7 75,50 53,00
8 65,00 62,50
9 62,50 65,00
10 69,50 49,50
11 65,00 46,00
12 60,00 61,50
13 59,00 49,50
Descriptives
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kontrol
Variable(s):
Options...
Bootstrap...
Save standardized values as variables
OK Paste Reset Cancel Help
Data View Variable View
IBM SPSS Statistics Processor is ready
9:19
26/11/2015


*Untitled2 [DataSet2] - IBM SPSS Statistics Data Editor
File Edit View Data Transform Analyze Direct Marketing Graphs Utilities Add-ons Window Help
Visible: 2 of 2 Variables
eksperimen kontrol
1 61,50 52,00
2 59,00 48,50
3 59,00 56,50
4 60,00 69,60
5 66,00 49,50
6 51,00 52,00
7 75,50 53,00
8 65,00 62,50
9 62,50 65,00
10 69,50 49,50
11 65,00 46,00
12 60,00 61,50
13 59,00 49,50
Descriptives
Variable(s):
eksperimen
kontrol
Options...
Bootstrap...
Save standardized values as variables
OK Paste Reset Cancel Help
Descriptives: Options
Mean Sum
Dispersion
Std. deviation Minimum
Variance Maximum
Range S.E. mean
Distribution
Kurtosis Skewness
Display Order
Variable list
Alphabetic
Ascending means
Descending means
Continue Cancel Help
Data View Variable View
IBM SPSS Statistics Processor is ready
9:20
26/11/2015

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
eksperimen	13	51,00	75,50	**62,5385**	**5,95281**	**35,436**
Control	13	46,00	69,60	**55,0077**	**7,35929**	**54,159**
Valid N (listwise)	13					

To determine of mean, standard deviation and variance of final score of students using the same steps and change the score of pre-test to post-test from both of them, so, get the result:

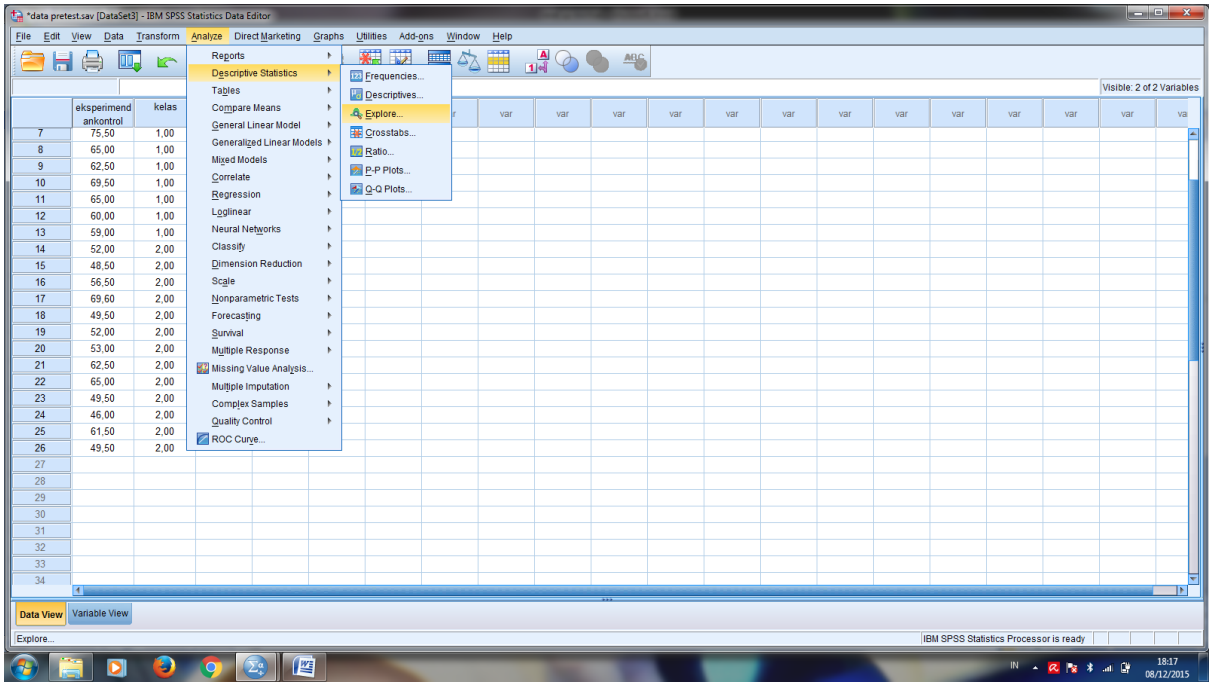
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
eksperimen	13	56,50	82,50	**74,1923**	**8,41759**	**70,856**
Control	13	40,50	82,50	**59,7308**	**13,33794**	**177,901**
Valid N (listwise)	13					

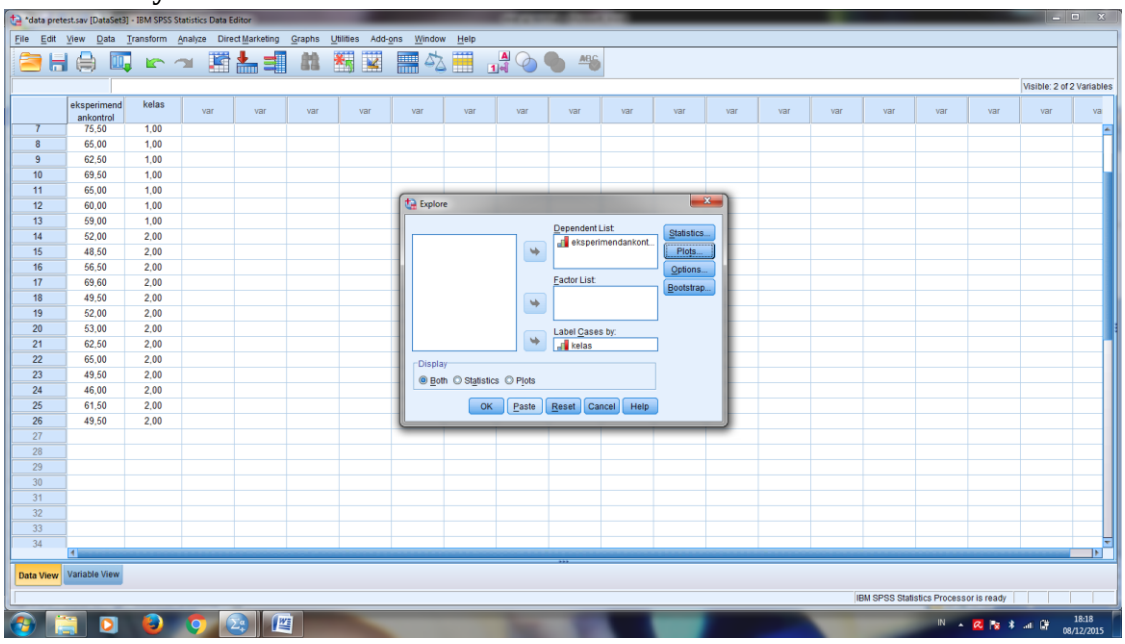
APPENDIX 11

The steps to Calculate of Normality Test in Experiment and Control Class

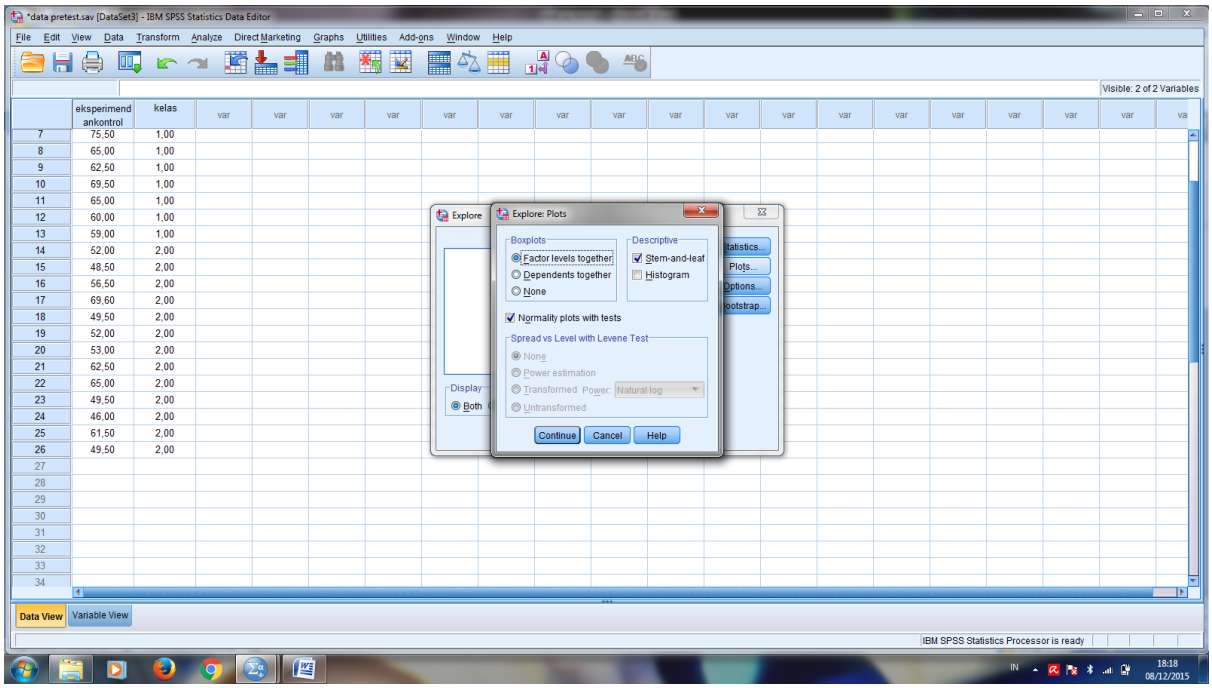
1. Click tab **Data View** enter the data, then click **Analize > Descriptive Statistics > Explore:**



2. Move **eksperimendankontrol** to **dependent List and kelas** to **Label Cases by**



3. Click **plots,** then click **Normal with plot – continue – Ok.**



4. Choose Continue, then Click **Ok**, so, it will get output as below:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperimendankontrol	,127	26	,200*	,962	26	**,430**

a. Lilliefors Significance Correction

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

Cause of Shapiro – Wilk test in experiment and control class 0,430 > 0,05, so, alternative hypothesis is accepted, it means the ability both of class is normal distribution.

To calculate normality test of post-test conducted same steps with change the score of pre-test too post-test, so, it will get:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Eksperimendankontrol	,195	26	,012	,929	26	**,074**

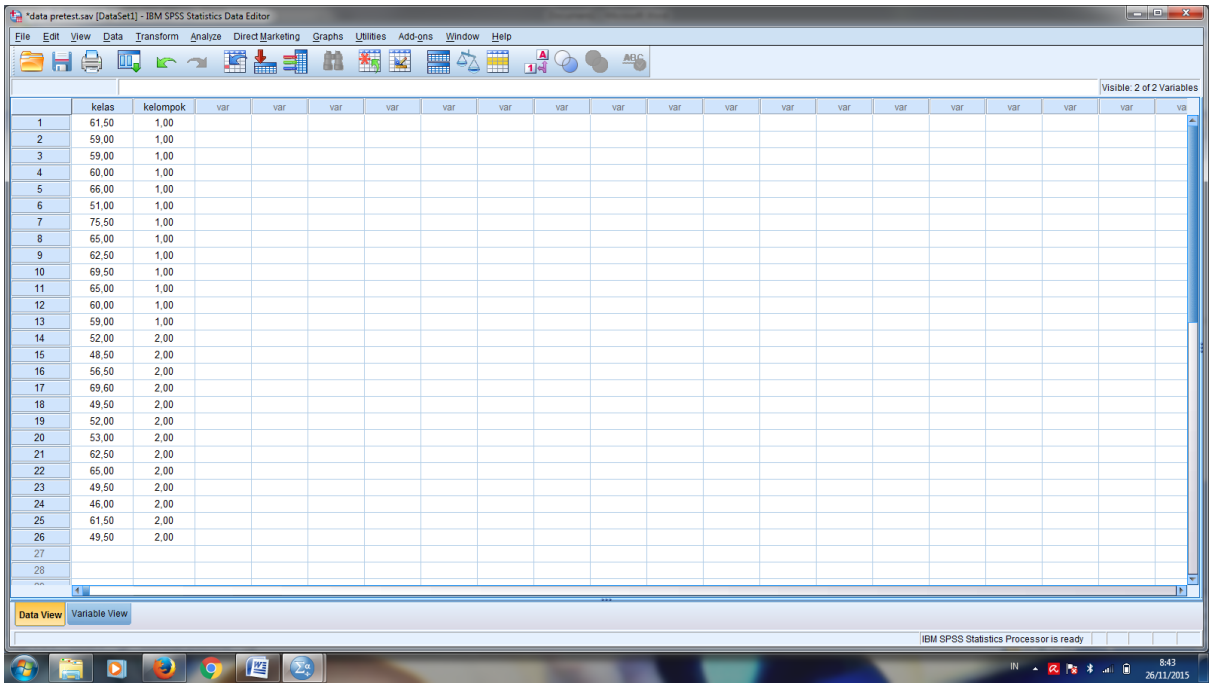
a. Lilliefors Significance Correction

Cause of Shapiro – Wilk test in experiment and control class 0,074 > 0,05, so, alternative hypothesis is accepted, it means the ability both of class is normal distribution.

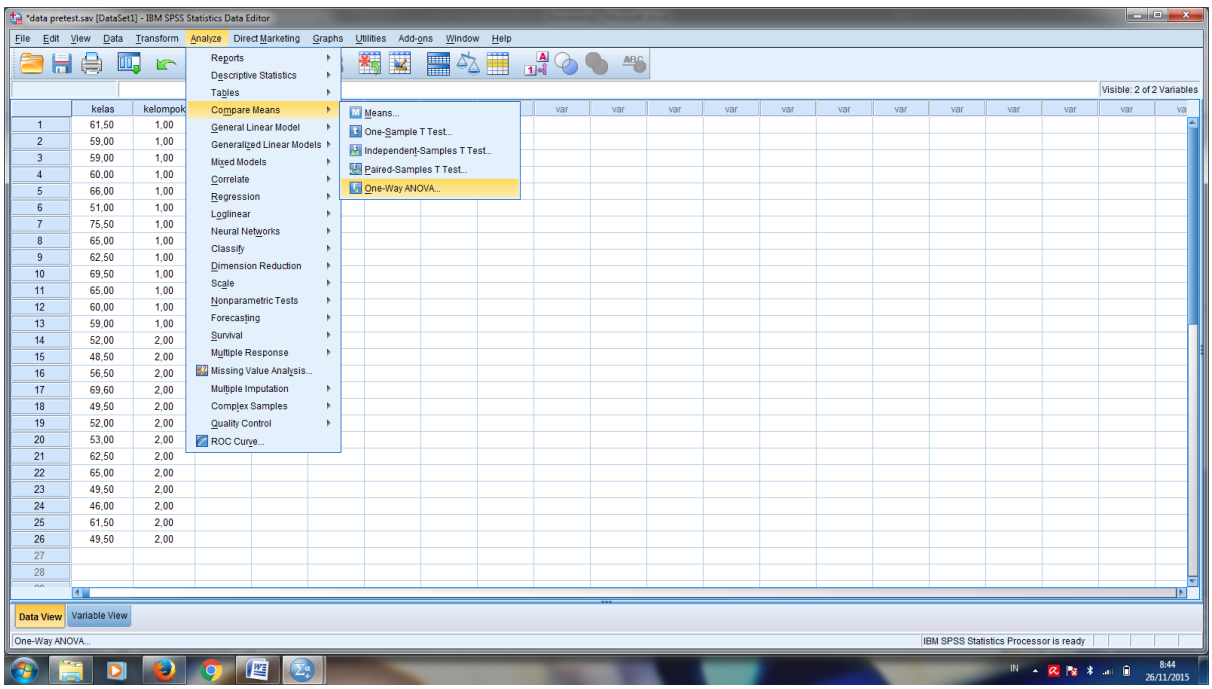
APPENDIX 12

The Steps to Calculate Homogeneity test in Experiment and Control Class

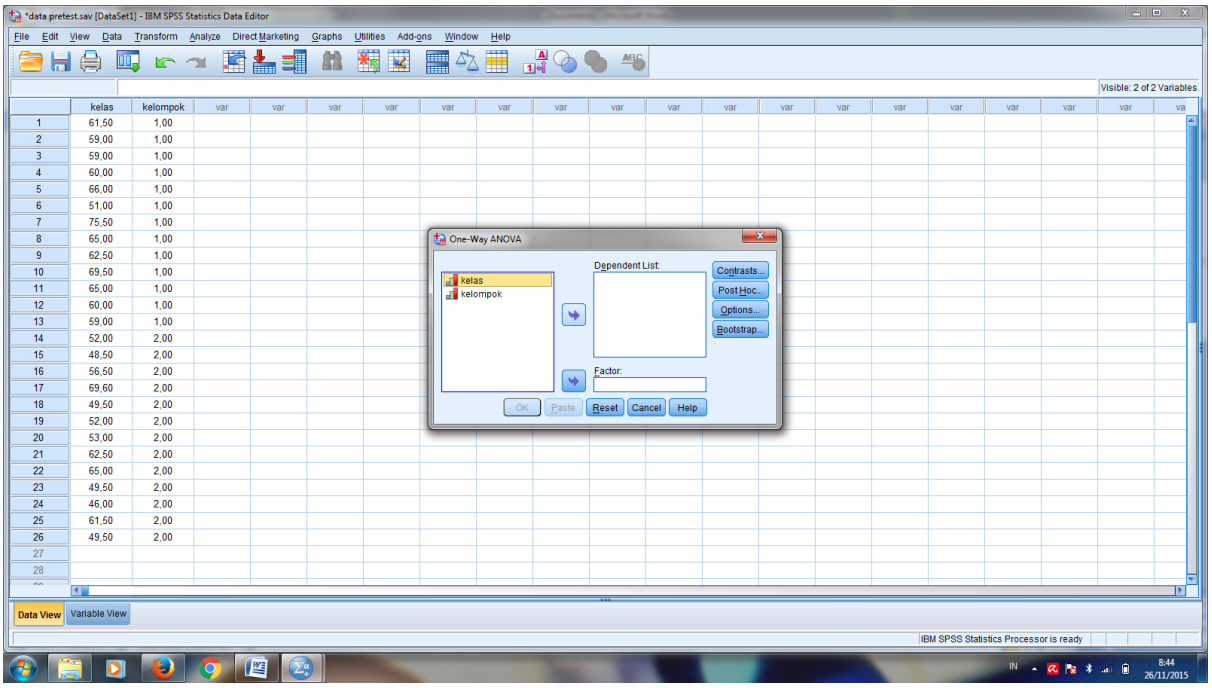
1. Insert the score of pre-test class XI IPA and XI IPS in **kolom kelas**, also in **kolom kelompok,** insert number 1 to class XI IPA and number 2 class XI IPS.



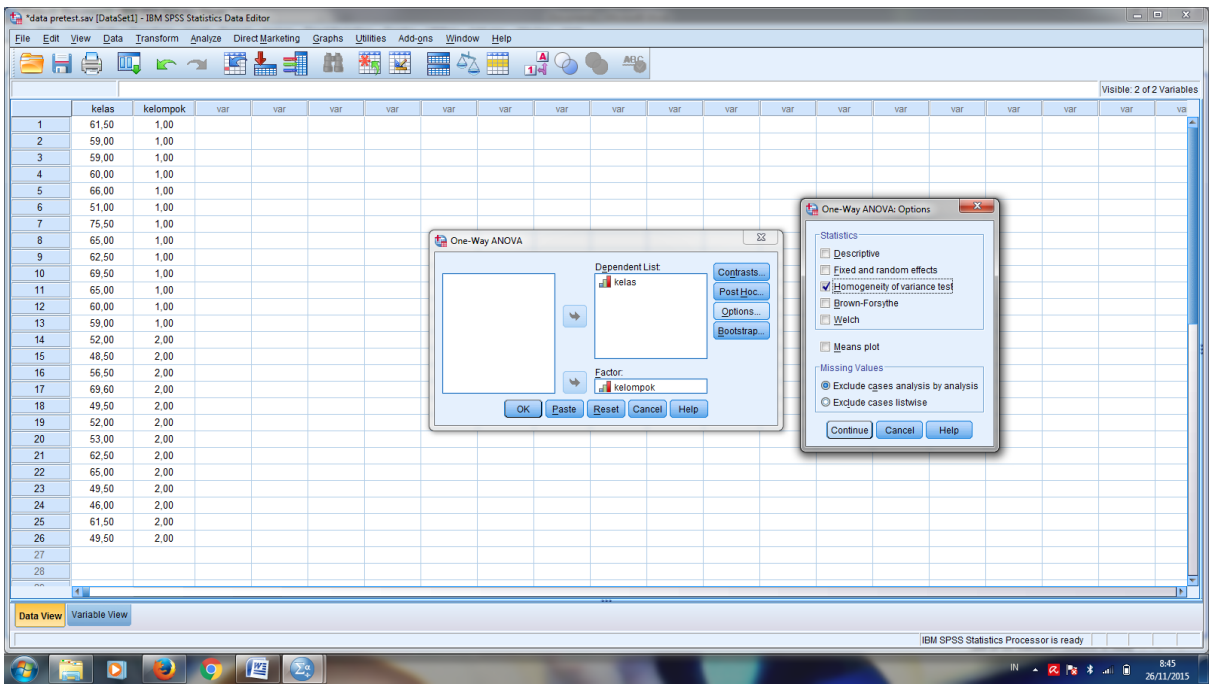
2. Click **Analyze > Compare Means > One Way ANOVA**



3. Insert the score of pre-test in box **Dependent List** and **Kelompok** in box **Faktor**



4. Click **Options > Klik Homogeneity of Variance test > Continue > Ok**



5. Then the output will appear as below:

Test of Homogeneity of Variances

Kelas

Levene Statistic	df1	df2	Sig.
1,524	1	24	,**229**

Because the number of sig bigger 0,229 > 0,05, so, alternative hypothesis is accepted, it means the data of pre-test both of class is same or homogeneity.

With the same step to calculate homogeneity test in post-test (change the score of pre-test with the score of post-test), the result:

Test of Homogeneity of Variances

kelas

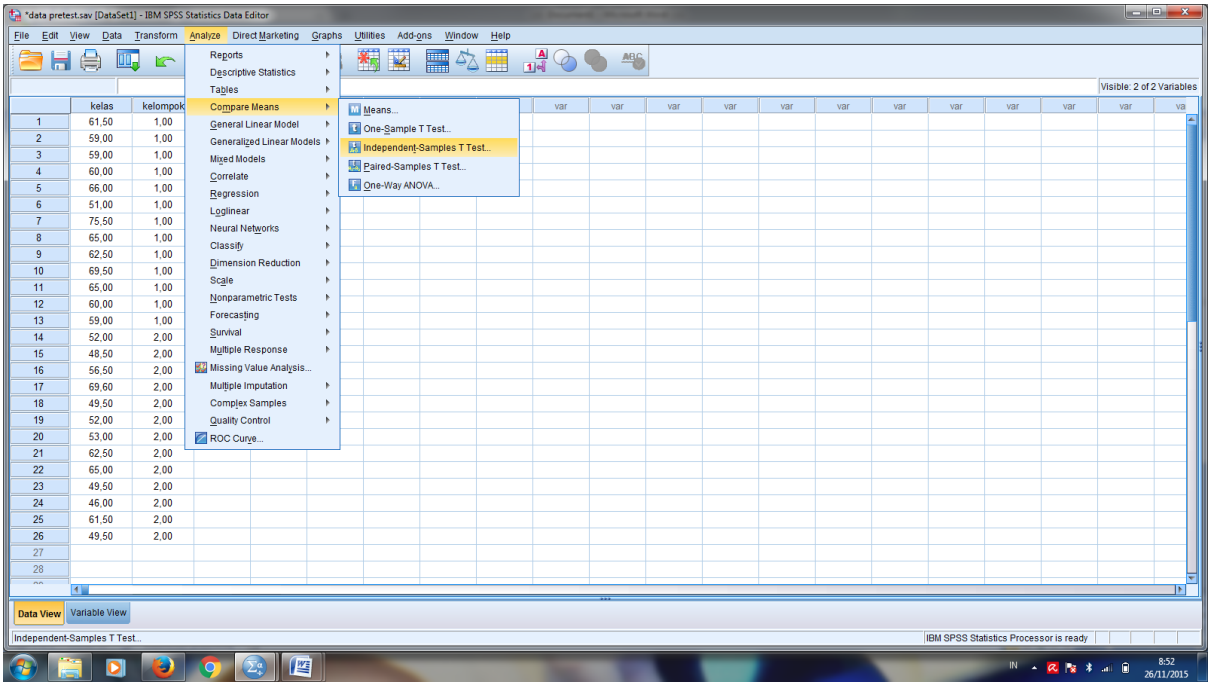
Levene Statistic	df1	df2	Sig.
3,674	1	24	**,067**

Because the number of sig bigger 0,067 > 0,05, so, alternative hypothesis is accepted, it means the data of post-test both of class is same or homogeneity.

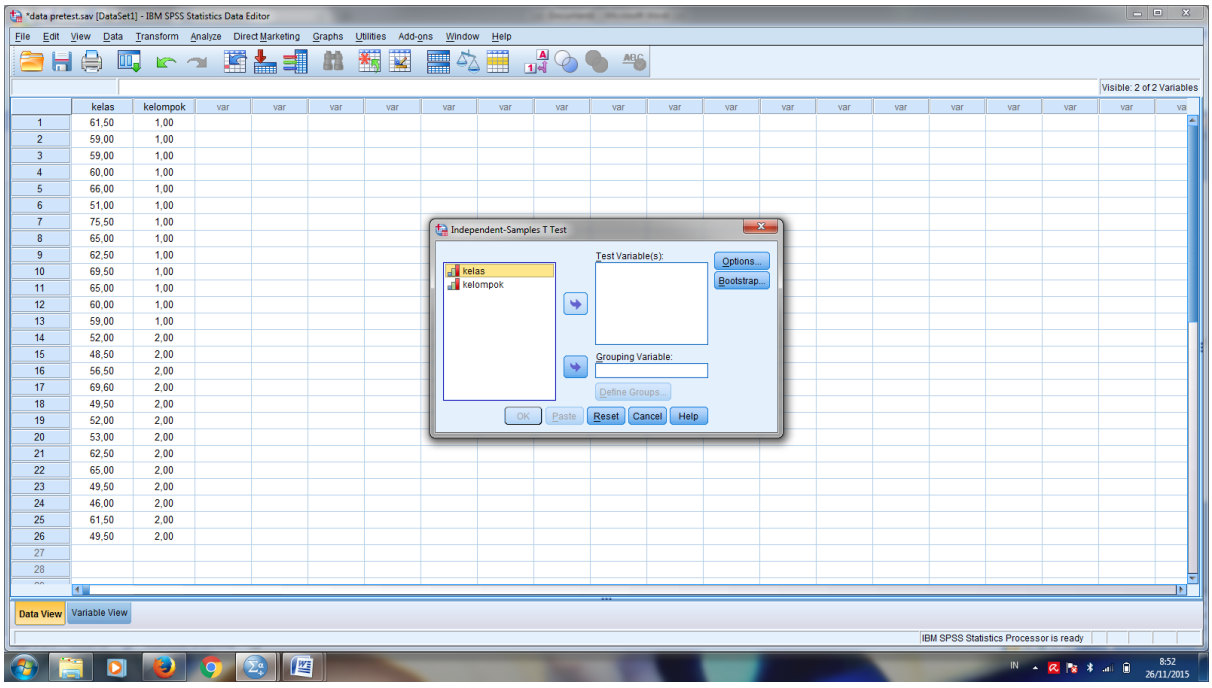
APPENDIX 13

The steps of T-test in experiment and Control Class

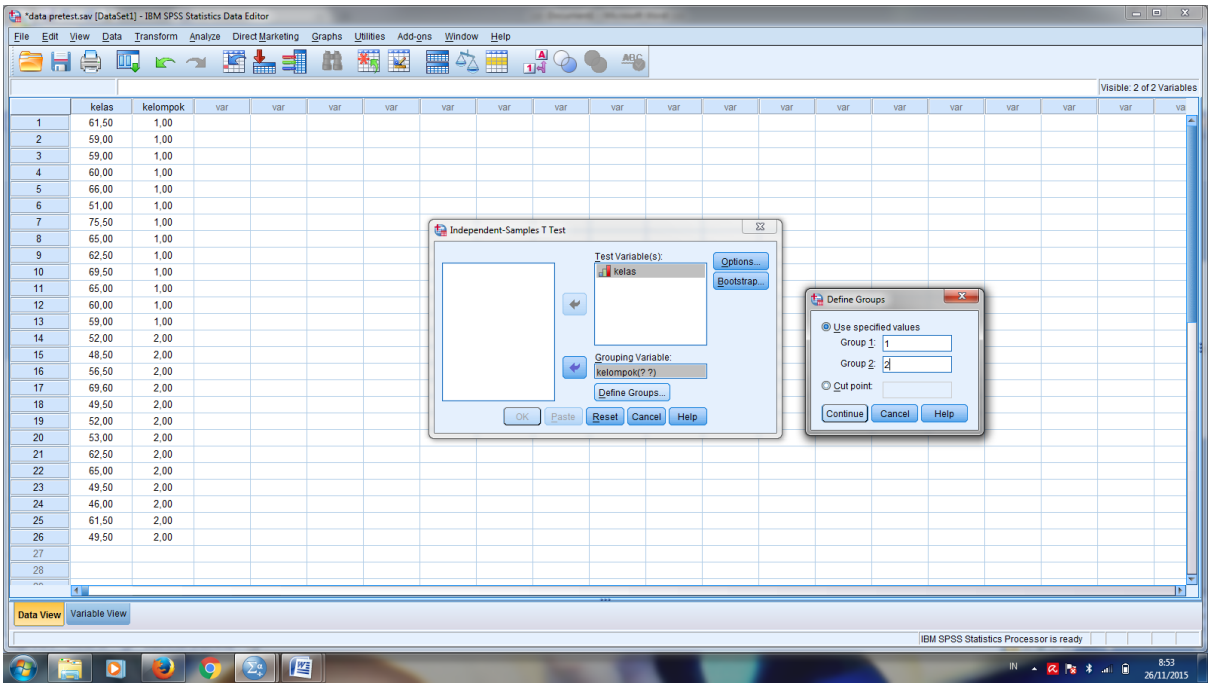
1. Click **Analize > Compare Means > Independent-Sampel T test,**



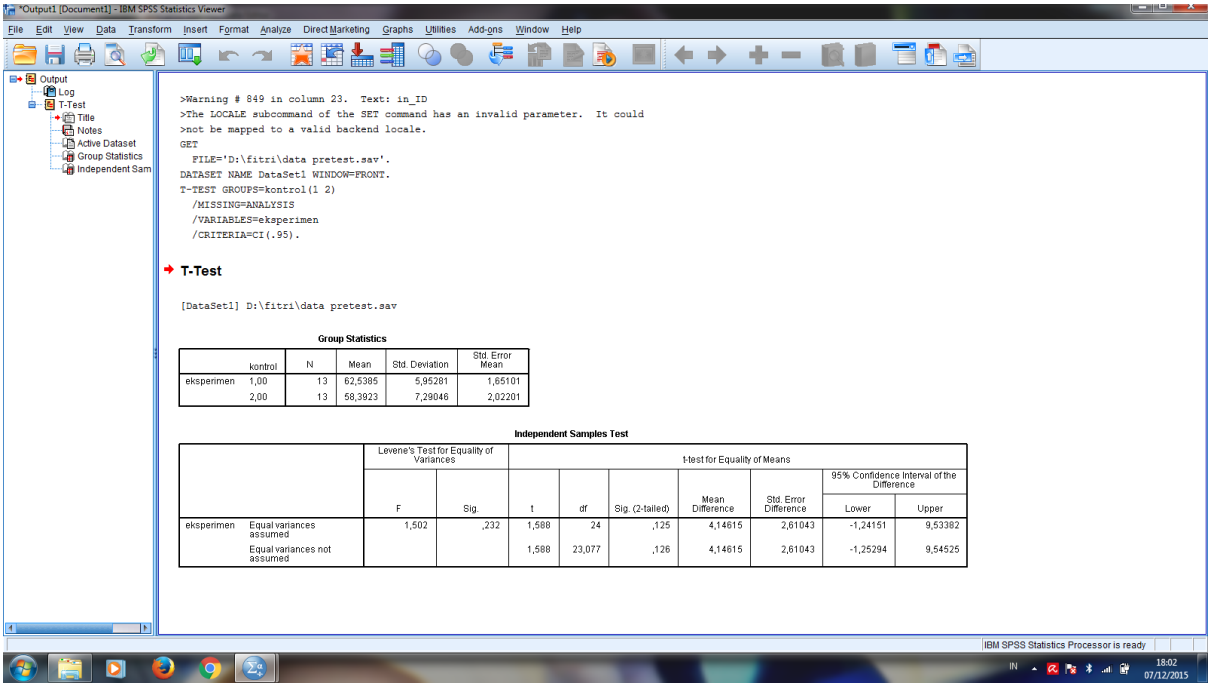
2. Insert the score of pre-test in box **test variable(s)**. Insert **Kelompok** in box **Grouping Variabel.**



3. Then click the button of **Define Groups**. Fill **Group 1** with 2 and **Group 2** with 2, and it appears on the screen as below:

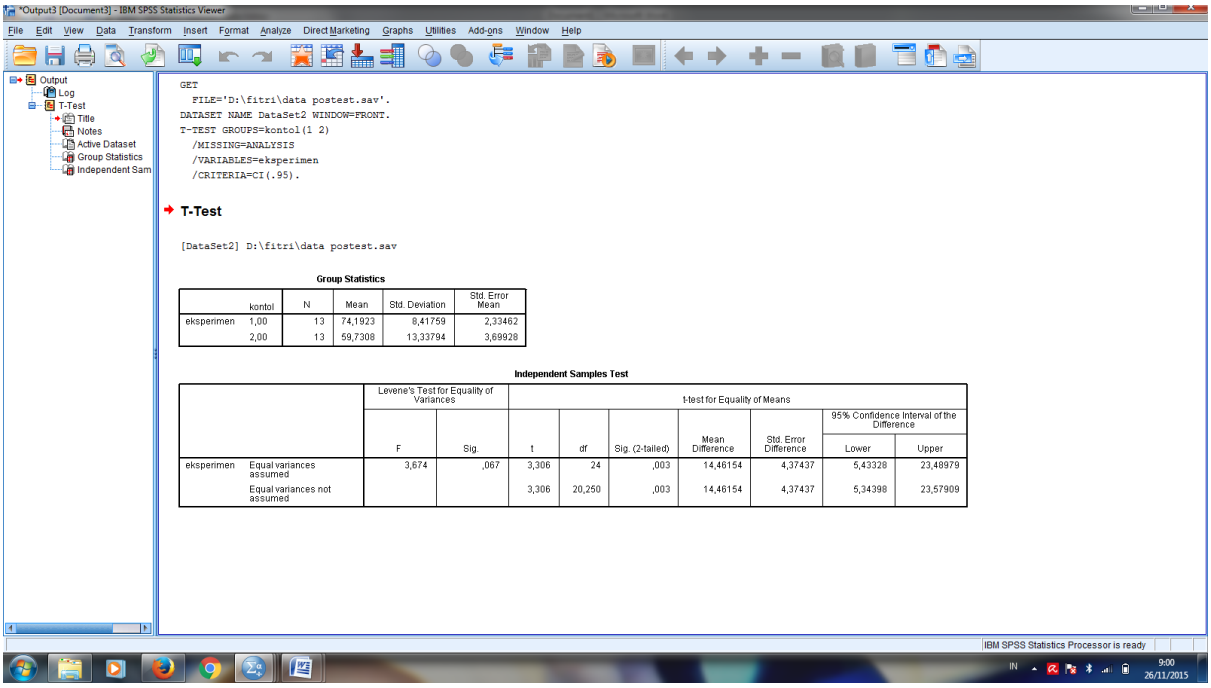


4. Click **Continue** and press **Ok.** Then the output will appear as below:



Obtainable Sig t_{count} is 0,125 bigger than 0,05. So, H_o is accepted. It can be concluded that there is no significant difference between students' ability in experiment class and control class.

The calculation of post-test is using same step, only change the score of pre-test with post-test, and the result:



Obtainable Sig t_{count} is 0,003 lower than 0,05. So, H_o is rejected. It can be concluded that there is a significant difference between students' ability in experiment class and control class.

APPENDIX 14

LESSON PLAN

School	:	MA Irtiqaiyah Banjarmasin
Class/Semester	:	XI/ 1
Subject	:	English
Time Allocation	:	2 x 40 Minutes
Skill	:	Reading
Academic/ year	:	2015/2016

A. Standard Competence

Understanding meaning in short functional text and monolog in the form of narrative, explanation, and discussion of daily life and for accessing knowledge.

B. Basic Competence

Responding meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable of everyday life and for accessing knowledge in the form of narrative, explanation, and discussion.

C. Indicator

1. Can read aloud a short essay significantly in the form of discussion accurately, smoothly, and acceptable.

2. Can identify information / ideas in the form of discussion includes the main discourse of ideas, supporting details, as well as the meaning of words, phrases, and sentences.

D. Goal of Learning

1) Students can read aloud a short essay significantly in the form of discussion accurately, smoothly, and acceptable.
2) Students can identify information / ideas in the form of discussion includes the main discourse of ideas, supporting details, as well as the meaning of words, phrases, and sentences.

E. Learning Materials

- ✓ Handbook Developing English Competencies for Senior High School Grade XI. (Ahmad Doddy, Ahmad Sugeng, Effendi).
- ✓ Reading Discussion Text
- ✓ Picture
- ✓ Theme Card

F. Learning Method and Techniques

- ❖ Instilling concept.
- ❖ Discussion
- ❖ Total Phsycal Response
- ❖ Repetition Drill
- ❖ Grammar Translation Method.

G. Learning activity process

Learning Strategies

1. Opening Activity (10’)

a. Apperception

- The teacher says hello to the students when entering the classroom.
- The teacher checks the students attendace .
- The teacher does brainstorming by connecting the material with the students’ previous knowledge.

b. Motivation

- The teacher explains the importance of the material that will be learnt by the students.

2. Main Acavity (70’)

a. Exploration

- The teacher involves the students in finding more information about the discussion text.
- The teacher involves the students to be active in the teaching and learning process by reading the prepared text.
- The teacher gives the students’ vocabulary building.
- The teacher reads the text as a model.
- The teacher asks the students to read the text loudly.
- The teacher emphasizes some difficult words in pronunciation.

b. Elaboration

- The teacher discusses the content of the text with the students.
- The teacher explains what the discussion text is.

c. Confirmation

- The teacher provides feedback to the students by giving verbal reinforcement in the form of students who have been able to complete the task.
- The teacher provides confirmation on the work that has been done by students through sources other books.
- The teacher facilitates student reflection to gain a learning experience that has been done.
- The teacher motivates the students who have not been active to participate in teaching learning process.

3) Final Activity (10 minutes)

- Students are asked to make a problem illustration and the other students need to give a suggestion that appropriate with the problem.
- The teacher and students do a reflection to the activities that have done already.
- Close the teaching and learning process and say goodbye.

H. Material

Text advertisement is a text that has the objective to announce a something that appeals to many people and that adds a well-known product in all public.*(Text advertisement adalah sebuah teks yang memiliki tujuan untuk mengumumkan sebuah sesuatu agar menarik bagi banyak orang dan agar suatu produk tambah terkenal di semua kalangan umum.)*

Purpose of Advertisement text (" Tujuan Advertisement ")

The purpose of advertisement text. is to announce about a case or a product to the public, or in other words to introduce a product to the public in order to buy and attracted to the product being advertised *("Tujuan advertisement text. adalah untuk mengumumkan tentang suatu hal atau produk kepada masyarakat atau dalam kata lain untuk mengenalkan sebuah produk ke masyarakat agar dapat membeli dan tertarik kepada produk yang di iklankan".*

1) For example Advertisement about cellphone:



Sale blackberry mobile phone Q10, black 100% intact and complete. Stiil new, official Match price SCM 4.3 million, 2 years.

Preferably COD's, locations in Banjarmasin, serious interest please contact us, phone 0822 54618730. Thank you.

2) For example advertisement about job opportunity:

Staff Administration and Receptionist requirements:

- ✓ Male/ female, age minimum 20 years old.
- ✓ Minimum high school education/ vocational equivalent.
- ✓ Interesting look
- ✓ Honest, discipline, and responsibility
- ✓ Ability to work in individual or team

Send complete application along with latest CV to email personalia39@gmail.com. (Include a recent photo)

3) Example of advertisement about rent house

Rent house, north ring road, block b 42, the facility; air conditioning, washing machine, car garage, large yard size of 4 feet x 5 feet, with the price of 2 million/month or 10 million/ year, immediately contact Telephone: 0821 26264836

I. Aspects of Evaluation

Expression and Intonation	**Score**
✓ Expression and intonation are very fluent and clear.	**5**
✓ Expression and intonation are clear although there is a first language accent.	**4**
✓ Expression and intonation are not clear and influence the meaning.	**3**

✓ Expression and intonation are not clear and break the meaning. ✓ Expression and intonation could not reveal the meaning.	**2** **1**

Banjarmasin, 5 September 2015

Mengetahui

English Teacher **Researcher**

Fansyuri, S.Pd Nurul Fitriyah

NIP: 1101240638

APPENDIX 15

LESSON PLAN

School	:	MA Irtiqaiyah Banjarmasin
Class/Semester	:	XI/ 1
Subject	:	English
Time Allocation	:	2 x 40 Minutes
Skill	:	Writing
Academic/ year	:	2015/2016

A. Standard Competence

Give expression to the meaning in transactional conversation text and formal interpersonal and continuous on daily life context.

B. Basic Competence

Give expression to the meaning in transactional conversation (to get things done) and formal interpersonal (socialization) and continuous (sustained) accurately, fluent and compliment on daily life context and involve expression: giving suggestion, requesting, discussing possibility, and giving instruction.

C. Indicator

1. Practice the expression of Giving suggestion in conversation with fluently, full expression and clearly.
2. Apply the expression of giving suggestion on daily life context.

D. Goal of Learning

4) Students are able to practice the expression of giving suggestion in conversation fluently, full expression and clearly.
5) Students are able to apply the expression of giving suggestion on daily life context.

E. Learning Materials

- ✓ Handbook Developing English Competencies for Senior High School Grade XI. (Ahmad Doddy, Ahmad Sugeng, Effendi). Page 08
- ✓ Picture
- ✓ Theme Card

F. Learning Method and Techniques

- ❖ Approach : Contextual Teaching and Learning
- ❖ Learning strategy : CLT and Role play

G. Learning activity process

1. First Activities (10 minutes)

- ➢ **S**ay greeting warmly to the students when come into classroom (mannered well and care as the applied characters)
- ➢ Check the students attendance (discipline and diligent as the applied characters)

- The teacher does warning up related the topic (suggestion and advertisement)
- The teacher told the student what topic that they will learn about.

2. Main Activities (60 minutes)

a. Exploration

- Teacher gives a theme that related to the giving suggestion expression.
- Given a chance to students to express what they know about advertisements.
- Teacher asks the students to prepare about giving suggestion expression for the conversation with their group.

b. Elaboration

- Give them a short dialogue.
- The teacher read the dialogue together.
- Asked them to read and understand the dialogue indeed.
- After they understand the dialogue, students asked to practice the conversation about giving suggestion expression spontaneously, which is appropriate to the theme.

c. Confirmation

- Give a feedback to the students by giving positive reinforcement verbally or non verbally, for students who have finished their exercise well.

- Give a confirmation to the students' exercise result that has already done by them.
- Give a motivation to the students who has not be able or who are less of participation actively about expression of saying something politely.

3. **Final Activity (10 minutes)**
   - Students are asked to make a problem illustration and the other students need to give a suggestion that appropriate with the problem.
   - The teacher and students do a reflection to the activities that have done already.
   - The teacher asks the students to learn more about expression of asking and giving suggestion well at home.
   - Tell the learning plan for next meeting.
   - Close the teaching and learning process and say goodbye.

H. Assesment

<u>Grading Rubric</u>

Name:

Class:

No	Aspects of Evaluation	Score
1.	**Words Management** Students are able to do and response the expression appropriately and logically. Students are able to do and response the expression although sometimes misunderstanding. Students often do some mistakes and response the simple expression. Students are not able to comprehend and understanding the simple expression. Students produce a simply words.	**5** **4** **3** **2** **1**
2.	**Expression and Intonation** Expression and intonation are very fluent and clear. Expression and intonation are clear although there is a first language accent. Expression and intonation are not clear and influence the meaning. Expression and intonation are not clear and break the meaning. Expression and intonation could not reveal the meaning.	**5** **4** **3** **2** **1**

3.	**Grammar and Vocabulary** Students use a right grammar and vocabulary. Students use not appropriate grammar and vocabulary but it still does not influence the meaning. Students use not appropriate grammar and vocabulary and it influences the meaning. Students use difficult vocabulary and understandable grammar. Students feel difficult to produce words (silent).	**5** **4** **3** **2** **1**
4.	**Interactive Communication** Feel confident and fluent when taking the turn to speak and could correct their selves when making a mistake. Feel confident although sometimes wants a repeating and full of doubt. More response than make an initiative. Difficult to speak although have invited. Could not response the conversation	**5** **4** **3** **2** **1**
	Total Score	

Class:

Total Score = point 1 + point 2 + point 3 + point 4 =… (max 20)

a) 18 – 20 : Very good

b) 15 – 17 : Good

c) 12 – 14 : Enough

d) 9 – 10 : Less

e) 6 - 8 : Bad

Banjarmasin, 9 September 2015

Mengetahui

English Teacher **Researcher**

Fansyuri, S.Pd Nurul Fitriyah

NIP: 1101240638

Expression of asking and giving suggestion

Suggestion

- **You could (might) ...**
- **I suggest/recommend that you…**
- **You really should/ought to...**
- **I strongly advise/urge you to ..**
- **You'd better…**

Accepting Suggestion

- **That's a good/nice/ wonderful, idea/suggestion.**
- **Thank you/ Thanks. I'll do/try that.**
- **Why didn't I think of that?**
- **I think you're right.**

Rejecting Suggestion

- **I tried that, but...**
- **Thanks, but that won't work/help because...**
- **I don't want to/can't do that because...**
- **That's a good idea, but...**

➢ **Exercise (make simple dialogue)!**

The teacher give one picture in one group (in pair), every group will make sentences about asking and giving suggestion about the

picture. Then, teacher can see how the students develop their vocabulary about the advertisement in picture.

1. 

2. 

3. 

4.


Nokia N97 mini RM-555
07-07-2012
Bazaraa CFW v IV "Belle Edition"
Omar_Bazaraa | mEnCFW Team | Menokia Forum

5.


PAYING
FOR YOUR
ROOM
WHEN YOU
BOOK
MEANS
IT'S
100%
GUARANTEED
agoda.com
Hotel
book now!

APPENDIX 16

LESSON PLAN

School	:	MA Irtiqaiyah Banjarmasin
Class/Semester	:	XI/ 1
Subject	:	English
Time Allocation	:	2 x 40 Minutes
Skill	:	Speaking
Academic/ year	:	2015/2016

A. Competency Standard

Understanding and express meaning in short functional text, interpersonal and sustained in context of daily life.

B. Basic Competence

Express meaning in short functional text (advertisements, for example: banners, posters, pamphlets, etc.) formal and informal by using variety of spoken language accurately, fluently and acceptable in the context of daily life.

C. Competency Achievement Indicator

Can expressing the meaning/ ideas in oral short functional text by the form of advertisements.

D. Learning Objective

Students can express the meaning/ ideas in oral short functional text by the form of telephone message.

E. Teaching Material

Spoken Message

F. Teaching Methods

1. Question and answer.
2. Listen to the dialogue.
3. Discussion.
4. Practice.
5. Total physical response.
6. Repetition drill.
7. Grammar translation method.

Learning Strategies

3. Initial Activity (10')

a. Apperception

- The teacher says hello to the students when entering the classroom.
- The teacher checks the students attendace .
- The teacher does brainstorming by connecting the material with the students' previous knowledge.

b. Motivation

- The teacher explains the importance of the material that will be learnt by the students.

4. Core Acavity (70')

a. Exploration

- The teacher involves the students in finding more information about expressing possibility and impossibility.
- The teacher reads the text as a model then students will repeat.
- The teacher involves the students to be active in the teaching and learning process by reading the example of expressing possibility and impossibility.
- The teacher emphasizes some difficult words in pronunciation.

b. Elaboration

- The teacher discusses the content of the text with the students.
- The teacher explains how to express possibility and impossibility.

c. Confirmation

- The teacher provides feedback to the students by giving verbal reinforcement in the form of students who have been able to complete the task.

- The teacher provides confirmation on the work that has been done by students through sources other books.
- The teacher facilitates student reflection to gain a learning experience that has been done.
- The teacher motivates the students who have not been active to participate in teaching learning process.

5. **Last Activity (10')**
    - The students are asked to make a summary of the material on spoken message.

Sources/ Material Equipment

1. Handbook Developing English Competencies for Senior High School Grade XI. (Ahmad Doddy, Ahmad Sugeng, Effendi).
2. English dictionary.
3. Any other relevant books.
4. Internet

Sample of Teaching Material

Possibility	**Asking of possibility**
• I think there is possibility to … • I sassume/believe… • In all probability,… • it is going to be possible for me to… • that will probably … • it's quite possible …	• Do you think he/it could…? • Would you say we're capable of…? • Are you capable of…? • Are you able to…? • Do you have any experience of…? • Can you…? • Do you know how to…? • Do you think you can…?

Dialogue:

Aeris : "**Hey… why do look so gloomy today? Is there any trouble?"**

Cloud : "**Hemm…nothing. I am just still thingking about my thesis."**

Aeris : "**What happened then?"**

Cloud : "**Don't you know that my advisor and my lecturer have gone to abroad, and I don't know, when will they comeback. I confuse with it. I can do nothing!"**

Aeris : "**But, it must they have given some advice or may be a new advisor for a while?"**

Cloud : "**Nothing."**

Aeris : "***That is impossible* cloud! What if you don't know or forget something? They are impossible to leave you without any solution!"**

Cloud : "**So, what must I do?"**

Aeris: #**rolling her eyes,** "**Go on to staff and ask something!"**

Dialogue Expression of Possibility

Dede: **What is going on you?**

Wati: **I am so befuddled. I committed an error to Dede. Be that as it may, I had apologized to her.**

Dede: **Then, What's Dede's response. Does she forget you?**

Wati: **She doesn't forget me. L**

Dede: ***Perhaps she is still irate around then*. You can attempt it next time.**

Wati: **Yes obviously. Much appreciated you so much Dede.**

Dede: **My pleasure.**

Scoring

1. **Technique and form**
   a. Technique

      Performance test

   b. Form

      Performance

2. **Sample of scoring instrument**

   Exercise:

A. Create some dialogues based on the following situation.

1. Kiki wants to go to Bali, but she is thinking it's impossible because she don't know how to go to there without expend a lot of money. And you as her friend try to offer an advertisement of travel which has ever watched in internet that she can go to Bali with enough money.
2. Your friend gets sprue now, she has tried some medicine to cure his sick but can't. And you ask to him to try albothyl because you have ever tried it and it success.

3. You get dandruff on your hair and your mother suggests to using Rejoice and you don't think it will success and says that it's impossible because you have ever tried the shampoo.

Banjarmasin, 16 September 2015

Mengetahui

English Teacher **Researcher**

Fansyuri, S.Pd Nurul Fitriyah

NIP: 1101240638

APPENDIX 17

LESSON PLAN

School	:	MA Irtiqaiyah Banjarmasin
Class/Semester	:	XI/ 1
Subject	:	English
Time Allocation	:	2 x 40 Minutes
Skill	:	Reading, Writing, Speaking.
Academic/ year	:	2015/2016

A. Competency Standard

Understanding meaning in short functional text, simple monologue texts form recount, narrative and procedure in the context of daily life.

B. Basic Competence

Arranging procedure text, oral and written, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements are correct and appropriate context.

C. Competency Achievement Indicator

Understanding text structure and linguistic elements to carry out the procedure with the social function of the text stating and asking about recipes and manuals, short and simple, according to the context of its use

Making oral procedure texts, short and simple, recipes and manually shaped, with attention to social functions, text structure and linguistic elements correctly and in appropriate context.

D. Learning Objective

Students are able to make and present the oral procedure text, short and simple, recipes and manually shaped, with attention to social function s, text structure and linguistic elements correctly and appropriate context.

E. Teaching Material

Text oral procedure by stating and asking about recipes and manuals (in att achment 1)

- Definition of Procedure test

  Procedure text is a text which gives instructions on how to do some thing

- Social function

  To describe how something is accomplished through sequences of actions or step by step to achieve the best results efficiently, avoidi ng accidents, damage, wastage.

- The structure of the text

  a. Goal / Aim : showing the purpose

  b. Material (not always have to exist)

  c. The steps are sequential

- Elements of Languages

  (1) A description of the action in the Simple Present tense

  (2) Use of imperative : e.g. *Enter. Insert, Mix, Cut, Stir*

  (3) Use of action verb : e.g. *turn, put, mix, shake, fill*

  (4) Use of Adverbs : e.g. *Slowly, quickly, carefully, lightly*

  (5) Use temporal conjunction : e.g.*firstly, then, after that, finally*

  (6) speech, words stress, intonation, when presented orally.

- Topics

  About Advertisements which they often hear such as: Indomie (how to cook noodle), Oreo (steps to meal it fun), Shampoo (use it correctly), Sajiku (how to cook friedrice), Sariwangi (make a tea well), Lazada (how to shopping online).

F. Teaching Methods

1. Approach: Scientific Approach
2. Method: Audio visual with learner centered
3. Technic: observing, discussion, asking-question, practicing.

Learning Strategies

1. Initial Activity (10')

a. Apperception

- The teacher says hello to the students when entering the classroom.
- The teacher checks the students attendace .

- The teacher does brainstorming by connecting the material with the students' previous knowledge.

b. Motivation

- The teacher explains the importance of the material that will be learnt by the students.

2. Core Acavity (70')

a. Exploration

- Students listen to? Watch the teacher's performance how to make Cappucino Coffee with choco granule.
- Students watch to the video of how to withdraw money use ATM card.
- Students pay attention to the social function, the structure of the text, linguistic elements, as well as the delivery format/ text entry procedure.

b. Elaboration

- Teacher gives a chance to students to ask questions.
- Teacher divides the students into six groups consist of 2 – 3 students.
- Teacher gives a different topic to make oral procedure text for each group.

- Each group discusses and makes an oral procedure text with specified topic.
- One of each group come to the front of class and present and share the procedure text that they have made in the group.

c. Confirmation

- The other group gives a feedback and teacher gives confirmation about the performance of the presentation.
- Students giving feedback about the material or materials on the social function, the phrase associated with the material, and linguistic elements.

3. Last Activity (10')

- Students with teacher conclude the learning.
- Students reflect on the activities that have been carried out.
- Students answer the questions given by the teacher.

Sources/ Material Equipment

1. Handbook Developing English Competencies for Senior High School Grade XI. (Ahmad Doddy, Ahmad Sugeng, Effendi).
2. Video, white board, magazine.
3. English dictionary.

4. Any other relevant books.
5. http://www.youtube.com/watch?v=hLodccBZTa8

Scoring:

No	Aspek Yang dinilai	S k o r					Skor total
		1	2	3	4	5	
1	Keaktifan dalam kelompok						
2	Keaktifan kelompok pengamatan						
3	Penyajian hasil pengamatan						
4	Penyusunan laporan						

Banjarmasin, 19 September 2015

Mengetahui

English Teacher **Researcher**

Fansyuri, S.Pd Nurul Fitriyah

NIP: 1101240638

APPENDIX 18

A. Choose the correct answer!



1. From the picture above, what words that relation with the theme, except …
   a. Color
   b. Student
   c. Classroom
   d. Teacher

2. The advertisement tells us about ….
   a. Apartment
   b. Boarding house
   c. House
   d. Salon
3. Owner explains that there are 2 cars, 1 toilet, and 3 ….
   a. Pillows
   b. Bedrooms
   c. Kitchens
   d. Mattresses



4. What do you think when you see this picture in televison …
   a. Stomachache
   b. Dandruff
   c. Toothbrush
   d. Sprue



5. The function of toothpaste are, except …
    a. Cleaning
    b. Whitening the teeth
    c. Make dog tooth
    d. Make the teeth more strong

6. When people want to buy cellphone and they look at advertisement below in newspaper, they will interested to read about, EXCEPT …



    a. The price
    b. Quality and application
    c. Brand
    d. The owner

7. Nokia, Samsung, Oppo, I-Phone, etc are name of …
    a. Application
    b. Brand
    c. Color
    d. Casing

8. What does mean from advertisement …
    a. Sell book in the hotel
    b. Sell hotel
    c. Rent book in the hotel
    d. Rent room in the hotel



9. Synonym word of ‘book’ in ads number 8 picture is …
    a. Buy
    b. Order
    c. Resell
    d. Sell

10. The words that related with advertisement about shampoo are ...
    a. Teeth, smooth, and hair
    b. Hair, smooth, and fresh
    c. Beautiful, shine, and hand
    d. Chick, small, and shine.

11. 

    Zumba Party was launching by…
    a. Nulaniv
    b. Your self
    c. Free class
    d. Junko n Crew’s Studio

12. As Indonesian, when we see this picture we know that Indonesia is 70th, except…..



a. Fail
b. Free
c. Independent
d. Win

13. Whom is the pamphlet for?



a. Intermediate
b. Male and female
c. Children
d. Pizza Hut

14. What is specific time to walk-in interview?

    a. Tuesday
    b. 5:00 pm to 7:00 pm
    c. 18 – 30 years
    d. 5:00 pm to 7:00 am

15. '**We** are an equal opportunity employer', the word below refers to…

    a. Employer
    b. Pizza Hut
    c. Male and female
    d. Young and energetic

B. Answer these questions 'true or false'



1. This ads is NOT related with sport?
   a. True b. False

2. The day of Festival is 2014?
   a. True b. False

3. The slogan is suitable with the ads?



   Vampiredent is toothpaste which makes your teeth look bright and clean.

   a. True b. False

4. When someone who fans with this band, he/she will ask question "how much you cleaning your teeth in one day?"



a. True b. False

5. GIGI band will concert live at Colosseum Club on Wednesday?

a. True b. False

6. See this advertisement

JOB OPPORTUNITY

A reputable chemical manufacturing facility based in Lahore is offering the following job opportunities to interested individuals who meet the stated criteria:

Title	Minimum Qualification	Requirements
Manager Quality Assurance	Msc. Chemistry or an Engineering Degree from a reputable National or accredited International College.	At least 3 years experience in the pharmaceutical industry, preferably in the field of Quality Assurance. The individual should be well acquainted with GMP protocols and possess a sound understanding of establishing and maintaining Operational Quality Standards
Manager Quality Control	Msc. Chemistry from a reputable National or an accredited International College	At least 5 years experience in the pharmaceutical industry in the field of Quality Control and expertise in operating lab equipment such as GC, HPLC, FTIR etc.

Attractive Salary packages along with competitive perks and benefits will be given to the individuals selected.
Deadline for submission of Resumes is April 15th, 2013. Shortlisted candidates will be called for an interview within 15 days of the submission deadline stated above.
Interested candidates should mail their resumes to the following address:
Box No. 284 C/o Daily Jang Lahore

Experience, Graduation, and good communication are some of criteria that job opportunity look for/ a company need?

a. True b. False

7. Job opportunity, give a chance for people from many opportunities to be one of manager, secretary, and sales.

a. True b. False

8. “Fried rice” one of word to express this advertisement.



a. True b. False

9. Delicious is one of word to express the taste.

a. True b. False

10. The slogan is suitable for advertisement number 8. “Try it, and you will stomachache”.

a. True b. False

C. Match this picture (ads) with the text or vocabulary beside!

1.		Money, look for, someone, gift
2.		Color, beauty, original, lipstick, powder
3.		Music, festival, ticket, song

4.		Health, sport, many people, class
5.		Thirsty, chocolate, health

Key Answer:

A. Choose the correct Answer:

1. a. Color
2. c. House
3. b. Bedrooms
4. c. toothbrush
5. c. Make dog tooth
6. d. The owner
7. b. Brand
8. d. Rent room in the hotel
9. b. Order
10. b. Hair, smooth, and fresh
11. a. Nulaniv
12. a. Fail
13. b. Male and Female
14. b. 5:00 pm to 7:00 pm
15. b. Pizza Hut

B. Answer these question 'true or false'

1. b. False
2. b. False
3. a. True
4. b. False
5. b. False
6. a. True
7. a. True
8. b. False
9. a. True
10. b. False

C. Matching picture (ads) with the text or vocabulary beside

1.	 Match with vocabulary number 5	Money, look for, someone, gift
2.	 Match with vocabulary number 1	Color, beauty, original, lipstick, powder
3.	 Match with vocabulary number 4	Music, festival, ticket, song

4.	 Match with vocabulary number 2	Health, sport, many people, class
5.	 Match with vocabulary number 3	Thirsty, chocolate, health

APPENDIX 19

A. Choose the correct answer!

Read this text of ads:

Sold 1 unit of Honda Motorcycles Beat PGM FI in 2014 (not in 2013, because there is no choice in Berniaga 2014) red color. Reg & complete vehicle registration. Tax length up to 4 month new KM 2800. Good condition rarely used motorcycle. Price nego until finished.

1. From the text above, seller sells …

   a. Honda Jazz
   b. Berniaga
   c. Motorcycle
   d. Bicycle

2. How much the price?

   a. Nego till 2800
   b. Rp. 2800,-
   c. 1 unit
   d. Nego till finished

3. What type of magazine would you find in this ad?

   a. Millionaires
   b. Entrepreneur
   c. Young Millonaires
   d. 114 Hot Business Ideas



4. Read this advertisement!

HOLIDAY ATTRACTIONS THE ROYAL CIRCUS
OF INDIA NEW PERFORMING AT TAMAN PELANGI
(at the open field near the Prawn Restaurant)
Daily shows: 4.00 p.m., 5.30 p.m. 7.00 p.m., 8.30 p.m. (Mondays to Saturdays)
Sunday and Public Holidays :
Special extra show at 10.00 a.m. and 2.00 p.m.
Opening : 1 December 2009 at 8.30 p.m.
Last Day: 31 December 2009
Tickets : Adult Rp 100.000,00; Rp 75.000,00; Rp50.000,00
Children (7-12) Rp 40,000,00 Below 7 years free
HURRY-THIS IS YOUR CHANCE OF A LIFE TIME!!

From the text above we know advertisement about ….

a. Electronic
b. Restaurant
c. Hotel
d. Entertainment

5. The ticket is free for ….

a. Adult
b. Children below 7 years
c. Children above 7 years
d. Teenagers

6. The advertisement explains everything about shows, except….

a. The time
b. The price
c. The place
d. The property

7. How many days the shows open till the last day?

a. 7 days
b. Monday - Saturday
c. 31 days
d. 1 day

8. We can conclude the advertisement promote about?



   a. Shampoo
   b. Baby
   c. Hand Soap
   d. Cockroach

9. Choose the sentences/slogan which related and good for the advertisement in number 8 ….

   a. Cockroach makes your baby be afraid.
   b. Use this shampoo for your baby's skin
   c. Use hand soap to avoid germs
   d. Let's play with your baby with cockroach

10. As a strong, modern woman, your daily activities display resounding strength. Shouldn't your hair as well? Use (bla bla bla) and your hair will suffer up to 80% less breakage, plus body and shine. From the text above, advertisement about…

   a. 

   b. 

   c. 

d. 

11. What slogan that related to describe about cold and flu remedy …

    a. Unblock that nose and put a stop to your sneezing with Colderex.
    b. Bright teeth or your money back!
    c. Crunchy Crackers are the brand new, fun and nutritious breakfast cereal.
    d. Amazing photos with this simple and easy to carry digital camera from Pixus.

12. Vatika Dandruff Control Shampo menghilangkan ketombe tanpa merusak rambut. Temukan anti-kerusakan rambut, pada mantra kecantikan baru yang ditemukan oleh Shampo Vatika. **Diperkaya** dengan anugerah alam, Shampo Vatika perlahan menghilangkan 100 persen ketombe dan mencegahnya kembali, tanpa mengakibatkan kerusakan pada rambut. Jadi anda akan mendapatkan dua hal, bebas ketombe dan rambut yang indah.

    The advertisement text above tells us about shampoo

    Translation vocabulary of "**Diperkaya**" is ….

    a. Discover
    b. Damage

c. Rich

d. Enriched

13. Prevent recurrence is translate from …. (read the text before)

a. Mengakibatkan kerusakan

b. Bebas ketombe

c. Mencegahnya kembali

d. Rambut yang indah

14. Advertisement about sandals, to promote it you can add these, except ….



a. The price

b. The color

c. The size

d. The weaknesses

15. When you see advertisement about “Hand body” in television or hear from the radio, vocabulary that related with the ads is ….

a. Make your body more strong

b. Make your hand more tall

c. Make your skin seem shine

d. Make your hand seem strong

B. Answer these questions 'true or false'

1. This advertisement is good for promotion?

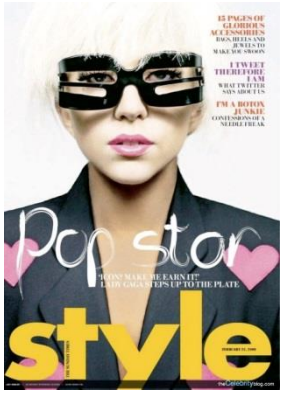


   a. True
   b. False

2. "Buy" antonym from "sell"

   c. True
   d. False

3. Pop star is the special topic of magazine?



   a. True
   b. False

4. Style in not name of the magazine?
   a. True
   b. False

5. From the advertisement beside, they promotion about homework…



   a. True
   b. False

6. Homework synonym of "assignment"…
   a. True
   b. False

7. “Time is Running Out” in this advertisement means “waktu terus berjalan” ….



   a. True
   b. False

8. Haunted House from this ads synonym of luxurious home….



   a. True
   b. False

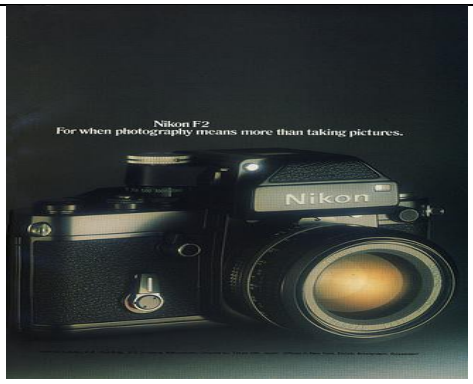
9. The word ‘Sale’ in advertisement beside means obral….

   a. True
   b. False

10. House synonym of horse….

   a. True
   b. False

c. **Match this picture (ads) with the text or vocabulary beside!**

1.		Keyboard, application, screen
2.		Big, Beefy, delicious
3.		Photo, Sophisticated, digital

4.		Cool, delicious, full colors.
5.		Machine, exhaust, Speed.

Key Answer:

A. Choose the correct Answer:

1. Motorcycle
2. d. Nego till finished
3. b. Entrepreneur
4. d. Entertainment
5. b. Children below 7 years
6. d. The property
7. c. 31 days
8. c. Hand soap
9. c. Use hand soap to avoid germs
10. d.



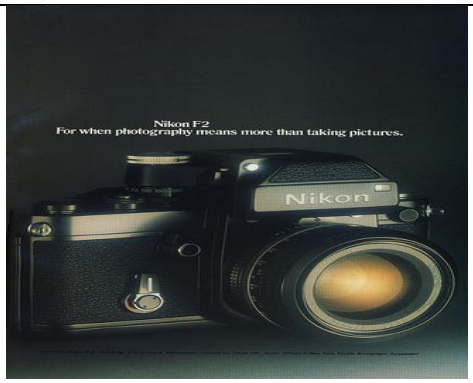
11. Unblock that nose and put a stop to your sneezing with Colderex.
12. d. Enriched
13. c. Mencegahnya kembali
14. d. The weaknesses
15. c. Make your skin seems shine.

B. Answer these question 'true or false'

1. False
2. a. True
3. a. True
4. b. False
5. b. False
6. a. True

7. a. True
8. b. False
9. a. True
10. b. False

C. Matching picture (ads) with the text or vocabulary beside

1.	 Match with vocabulary number 4	Keyboard, application, screen
2.	 Match with vocabulary number 3	Big, Beefy, delicious

3.	 Match with vocabulary number 5	Photo, Sophisticated, digital
4.	 Match with vocabulary number 1	Cool, delicious, full colors.
5.	 Match with vocabulary number 2	Machine, exhaust, Speed.