Chapter V : conclusion and suggestion

This chapter is discussing some of conclusion and suggestion in this research. It is concerning on improving students' speaking ability by using generative learning.

Conclusion

In the learning process, the teacher had many problems. For example, students' ability was less than what the teachers expected after they teach the students. Many teachers' creativity used to develop the student's ability. Such as chooses the best method for helping them on improving students' ability. In this study focused to improve students speaking ability by using Generative Learning.

Every method had given the best way to helping the teacher in solving their problem in the learning process. However, it still needed teacher ability to handle the class by build a good communication with the student to have a better result in the learning process, because the teacher creativity in deliver the material and apply the method can possibly to make the student more understand the material that they discussed in learning process.

This research analyzed the students' ability in speaking by using pre test and posttest by paying attention the criteria by Brown , (2004) that was pronunciation, grammar, vocabulary, fluency, and comprehension.

The process of counting the value in this study used t test. This process also supported by SPSS to find out the significance value of the data in pretest and post test. Based on the data analysis of this research the five criteria in speaking skill increased after applied the treatment and the highest score was comprehension aspect. In addition, Generative Learning made the students to combine between their idea and the teacher idea with a good communicating. If the students can understand about the context, the other component can also improve. This also showed in the result of the data, total score of pronunciation in pre test was 61 became 95, vocabulary from 50 became 91, Grammar from 60 became 96, Fluency from 54 became 88, and the highest component that was

comprehension from 30 became 102. It can be conclude that Generative Learning can improve students' speaking ability base on the result of the data.

There were differences result in pre test and posttest. First, in the pre test, the students' ability in speaking was lower than posttest, because based on the result of total score in pretest was 286, and the total score in posttest was 472. This result portrait that pre test is lower than posttest. Second, the mean score of students' ability in speaking before the treatment is 9.5 and after the treatment were 15.73. Therefore, it can be conclude that generative learning can help the teacher in teaching process to improve students' ability in speaking.

The limitation of this research was needs more than eight meetings to get the best value of implementation in this method. In addition, the treatment needed about three or four meetings in order to make students' speaking ability more successful.

Suggestion

Based on the conclusion above, there are some suggestions in applying this method. First, for the teachers who have the same problem in teaching speaking, the teacher can use generative learning to help them in teaching process but it also really need the teacher creativity in learning process for getting the better result. Second, the researcher recommends for the next researcher can be continue this research more deeply about generative learning itself. Third, generative learning can use in another skill such as listening, reading, and writing in English teaching.

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Appendix 1

The name of sample

No	Students' name	Sex
1	ABDS	Male
2	AI	Female
3	AUY	Female
4	AZ	Female
5	AP	Female
6	AS	Male
7	ASA	Female
8	AN	Female
9	ADJ	Female
10	ABDH	Male
11	ALD	Female
12	CFN	Female
13	CZ	Female
14	DAL	Female
15	FIL	Male
16	HI	Female
17	HG	Male
18	KAY	Male
19	LK	Female

20	LM	Male
21	MI	Female
22	MAL	Male
23	NST	Female
24	NA	Female
25	SK	Female
26	VT	Male
27	YM	Female
28	MSA	Male
29	DPW	Male
30	ACM	Female

Appendix 2

Instrument of research in Pre-Test and Post-Test

In these Instruments, the student will choose one topic from 30 topics as their topic that will be they explain in some sentences. After that, the researcher will have small conversation about the topic with the student.

1. Please tell me about your favorite movie!

2. Please tell me about your family!

3. Please tell me about your favorite food!

4. Please tell me who your best friend is!

5. Please tell me about your favorite things!

6. Please tell me what your holiday plan is!

7. Please tell me what is your favorite thing!

8. Please tell me about your favorite place!

9. Please tell me about your favorite subject!

10. Please tell me who is your favorite teacher!

11. Please tell me what is your favorite sport !

12. Please tell me what is your best experience !

13. Please tell me about your favorite movie !

14. Please tell me about your favorite artist !

15. Please tell me about your father !

16. Please tell me about your mother !

17. Please tell me about your sister !

18. Please tell me about your brother !

19. Please tell me about your favorite music !

20. Please tell me about your favorite activity !

21. Please tell me about your special gift !

22. Please tell me about your favorite school !

23. Please tell me about your book !

24. Please tell me what is your hobby !

25. Please tell me is your favorite country !

26. Please tell me about your favorite job in the future !

27. Please tell me about what is kind of flower do you like !

28. Please tell me about what is kind of transportation do you like !

29. Please tell me about what is kind of cake do you like !

30. Please tell me about you special person !

Appendix 3

Students' assessment score on pre-test

No	Students' Name	Aspects of Assessment					Total	Percentage
		P	G	V	F	C		
1	ABDH	2	2	2	1	2	9	36%
2	ABDS	2	1	3	1	2	9	36%
3	ACM	3	2	2	2	3	12	48%
4	ADJ	2	2	2	2	3	11	44%
5	AI	2	2	3	2	2	11	44%
6	ALD	1	2	2	2	2	9	36%
7	AN	2	3	2	1	2	10	40%
8	AP	2	1	3	2	2	10	40%
9	AS	3	2	2	2	2	11	44%
10	ASA	1	1	2	2	2	8	32%
11	AUY	1	2	1	1	2	7	28%
12	AZ	1	1	1	2	2	7	28%
13	CFN	2	2	2	3	3	12	48%
14	CZ	2	1	2	1	2	8	32%
15	DAL	2	1	2	2	2	9	36%
16	DPW	2	1	2	2	2	9	36%
17	FIL	1	1	2	1	2	7	28%
18	HG	3	2	2	1	2	10	40%
19	HI	3	2	2	2	2	11	44%

20	KAY	3	2	2	3	2	12	48%
21	LK	2	2	2	2	2	10	40%
22	LM	2	2	2	1	2	9	36%
23	MAL	3	2	3	2	2	12	48%
24	MI	2	1	2	1	1	7	28%
25	MSA	3	2	2	2	2	11	44%
26	NA	1	2	1	2	2	8	32%
27	NST	2	1	2	3	1	9	36%
28	SK	2	1	2	2	2	9	36%
29	VT	2	2	1	2	2	9	36%
30	YM	2	2	2	2	2	10	40%
		61	50	60	54	30	286	

Appendix 4

Students' assessment score on post-test

No	Students' name	Aspects of Assessment					Total	Percentage
		P	G	V	F	C		
1	ABDS	3	3	4	3	3	16	64%
2	AI	3	3	3	4	4	17	68%
3	AUY	4	3	3	3	3	16	64%
4	AZ	4	2	3	3	3	15	60%
5	AP	4	4	4	3	4	19	76%
6	AS	3	3	3	3	3	15	60%
7	ASA	3	2	2	2	3	12	48%
8	AN	3	3	3	4	3	16	64%
9	ADJ	4	3	3	4	4	18	72%
10	ABDH	4	3	4	3	4	18	72%
11	ALD	3	3	4	3	3	16	64%
12	CFN	4	4	3	4	4	19	76%
13	CZ	3	3	4	3	4	17	68%
14	DAL	4	4	4	3	4	19	76%
15	FIL	2	3	3	2	3	13	52%
16	HI	4	3	4	3	3	17	68%
17	HG	3	3	3	2	3	14	56%
18	KAY	4	4	3	4	4	19	76%
19	LK	3	2	3	3	3	14	56%

20	LM	3	2	3	2	3	13	52%
21	MI	3	3	3	3	3	15	60%
22	MAL	2	3	2	3	3	13	52%
23	NST	3	2	2	2	3	12	48%
24	NA	2	3	3	3	4	15	60%
25	SK	2	3	3	3	3	14	56%
26	VT	4	4	4	3	4	19	76%
27	YM	2	4	4	2	3	15	60%
28	MSA	2	3	4	3	4	16	64%
29	DPW	3	2	2	3	3	13	52%
30	ACM	4	4	3	2	4	17	68%
		95	91	96	88	102	472	

Appendix 5

Frequency of students Score Pre test

Pronunciation

No	Score	Sample	%
1	5		
2	4		
3	3	7	23 %
4	2	17	57 %
5	1	6	20 %
		30	100 %

Grammar

No	Score	Sample	%
1	5		
2	4		
3	3	1	3 %
4	2	18	60 %
5	1	11	37 %
		30	100 %

Vocabulary

No	Score	Sample	%
1	5		
2	4		
3	3	4	13 %
4	2	22	73 %
5	1	4	13 %
		30	100 %

Fluency

No	Score	Sample	%
1	5		
2	4		
3	3	3	10 %
4	2	18	60 %
5	1	9	30 %
		30	100 %

Comprehension

No	Score	Sample	%
1	5		
2	4		
3	3	3	10 %
4	2	25	83 %
5	1	2	7 %
		30	100 %

Appendix 6

Frequency of students Score Posttest

Pronunciation

No	Score	Sample	%
1	5		
2	4	11	37 %
3	3	13	43 %
4	2	6	20 %
5	1		
		30	100 %

Grammar

No	Score	Sample	%
1	5		
2	4	7	23 %
3	3	17	57 %
4	2	6	20 %
5	1		
		30	100 %

Vocabulary

No	Score	Sample	%
1	5		
2	4	10	33 %
3	3	16	53 %
4	2	4	14 %
5	1		
		30	100 %

Fluency

No	Score	Sample	%
1	5		
2	4	5	17 %
3	3	18	60 %
4	2	7	23 %
5	1		
		30	100 %

Comprehension

No	Score	Sample	%
1	5		
2	4	12	40 %
3	3	18	60 %
4	2		
5	1		
		30	100 %

Appendix 7

The counting interval class and mean score of pre test

The steps of counting the interval class :

a. The range of interval class

      R   = highest score – lowest score

              = 12 – 7

              = 5

b. The among of interval class

      K   = 1 + 3,3 log n

              = 1 + 3,3 log 30

              = 1 + 4,874

              = 5,874

              = 6

c. The wide of interval class

      P $= \dfrac{R}{K}$

              $= \dfrac{7}{5}$

              = 1,4

              = 1

Counting the mean score

$$\overline{X} = \frac{\sum X_1}{n} = \frac{286}{30} = 9,5$$

Appendix 8

The counting interval class and mean score of post test

The steps of counting the interval class :

    a. The range of interval class

        R   = highest score – lowest score

                = 19 – 12

                = 7

    b. The among of interval class

        K   = 1 + 3,3 log n

                = 1 + 3,3 log 30

                = 1 + 4,874

                = 5,874

                = 6

    c. The wide of interval class

        P $= \dfrac{R}{K}$

                $= \dfrac{7}{6}$

                = 1,166

                = 1

Counting the mean score

$$\bar{X} = \frac{\sum X_1}{n} = \frac{472}{30} = 15.73$$

Appendix 9

Table 1 : the interval relative frequency in pre test

No	Students' score	Frequency	Precentage
1.	7-8	7	23 %
2.	9-10	14	47 %
3.	11-12	9	30 %
Jumlah		30	100 %

Appendix 10

Table 1 : the interval relative frequency in post test

No	Students' score	Frequency	Precentage
1.	12-13	6	20 %
2.	14-15	8	27 %
3.	16-17	9	30 %
4.	18-19	7	23 %
Jumlah		30	100 %

Appendix 11

The counting of t_{list} :

t_{list} :

n = 30

α = 0,05

df = n-1

level of t(1-1/2α)(n-1)

$$= t(1-1/2(0,05)(30-1)$$

$$= t(1-0,025)(29)$$

$$=0.975.29$$

t_{list} = 1,699

Appendix 12

The counting of different mean score between pre-test and post-test

Number of sample	Name of students	Pre-test	Post-test	Gain(d) (post test – pre test)	X_d (d-Md)	$X_d{}^2$
1	ABDH	9	16	7	0.8	0.64
2	ABDS	9	17	8	1.8	3.24
3	ACM	12	16	4	-2.2	4.84
4	ADJ	11	15	4	-2.2	4.84
5	AI	11	19	8	1.8	3.24
6	ALD	9	15	6	-0.2	0.04
7	AN	10	12	2	-4.2	17.64
8	AP	10	16	6	-0.2	0.04
9	AS	11	18	7	0.8	0.64
10	ASA	8	18	10	3.8	14.44
11	AUY	7	16	9	2.8	7.84
12	AZ	7	19	12	5.8	33.64
13	CFN	12	17	5	-1.2	1.44
14	CZ	8	19	11	4.8	23.04
15	DAL	9	13	4	-2.2	4.48
16	DPW	9	17	8	1.8	3.24
17	FIL	7	14	7	0.8	0.64

18	HG	10	19	9	2.8	7.84
19	HI	11	14	3	-3.2	10.24
20	KAY	12	13	1	-5.2	27.04
21	LK	10	15	5	-1.2	1.44
22	LM	9	13	4	-2.2	4.48
23	MAL	12	12	0	-6.2	38.44
24	MI	7	15	8	1.8	3.24
25	MSA	11	14	3	-3.2	10.24
26	NA	8	19	11	4.8	23.04
27	NST	9	15	6	-0.2	0.04
28	SK	9	16	7	0.8	0.64
29	VT	9	13	4	-2.2	4.84
30	YM	10	17	7	0.8	0.64
Sum		288	472	186		256.8
Percentage						

$$Md = \frac{\Sigma d}{n}$$

$$= \frac{186}{30}$$

$$= 6,2$$

Appendix 13

The counting of t-test

$$t = \frac{Md}{\sqrt{\dfrac{\sum xd^2}{n(n-1)}}}$$

$$= \frac{6.2}{\sqrt{\dfrac{256.8}{30(30-1)}}}$$

$$t = \frac{6.2}{\sqrt{\dfrac{256.8}{30(29)}}}$$

$$t = \frac{6.2}{\sqrt{\dfrac{256.8}{870}}}$$

$$t = \frac{6.2}{\sqrt{0.29434483}}$$

$$t = \frac{6.2}{0.54253556}$$

$$= \textbf{11.427}$$

Appendix 14

Normality of pre test data

No	X_1	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	7	-2.5	0.0202	0.13	0.0202
2	7	-2.5	0.0202	0.13	0.0202
3	7	-2.5	0.0202	0.13	0.0202
4	7	-2.5	0.0202	0.13	0.0202
5	8	-1.5	0.4404	0.1	0.4404
6	8	-1.5	0.4404	0.1	0.4404
7	8	-1.5	0.4404	0.1	0.4404
8	9	-0.5	0.4801	0.3	0.4801
9	9	-0.5	0.4801	0.3	0.4801
10	9	-0.5	0.4801	0.3	0.4801
11	9	-0.5	0.4801	0.3	0.4801
12	9	-0.5	0.4801	0.3	0.4801
13	9	-0.5	0.4801	0.3	0.4801
14	9	-0.5	0.4801	0.3	0.4801
15	9	-0.5	0.4801	0.3	0.4801
16	9	-0.5	0.4801	0.3	0.4801
17	10	0.5	0.5199	0.16	0.5199
18	10	0.5	0.5199	0.16	0.5199
19	10	0.5	0.5199	0.16	0.5199

20	10	0.5	0.5199	0.16	0.5199
21	10	0.5	0.5199	0.16	0.5199
22	11	1.5	0.8531	0.16	0.8531
23	11	1.5	0.8531	0.16	0.8531
24	11	1.5	0.8531	0.16	0.8531
25	11	1.5	0.8531	0.16	0.8531
26	11	1.5	0.8531	0.16	0.8531
27	12	2.5	0.9798	0.13	0.9798
28	12	2.5	0.9798	0.13	0.9798
29	12	2.5	0.9798	0.13	0.9798
30	12	2.5	0.9798	0.13	0.9798

Appendix 15

Normality of posttest data

No	X_1	Zi	F(Zi)	S (Zi)	F(Zi) - S(Zi)
1	12	-3.73	0.0011	0.06	-0.0589
2	12	-3.73	0.0011	0.06	-0.0589
3	13	-2.73	0.0192	0.13	-0.1108
4	13	-2.73	0.0192	0.13	-0.1108
5	13	-2.73	0.0192	0.13	-0.1108
6	13	-2.73	0.0192	0.13	-0.1108
7	14	-1.73	0.1423	0.1	0.0423
8	14	-1.73	0.1423	0.1	0.0423
9	14	-1.73	0.1423	0.1	0.0423
10	15	-0.73	0.4721	0.16	0.3121
11	15	-0.73	0.4721	0.16	0.3121
12	15	-0.73	0.4721	0.16	0.3121
13	15	-0.73	0.4721	0.16	0.3121
14	15	-0.73	0.4721	0.16	0.3121
15	16	0.27	0.5080	0.16	0.348
16	16	0.27	0.5080	0.16	0.348
17	16	0.27	0.5080	0.16	0.348
18	16	0.27	0.5080	0.16	0.348
19	16	0.27	0.5080	0.16	0.348

20	17	1.27	0.8461	0.13	0.7161
21	17	1.27	0.8461	0.13	0.7161
22	17	1.27	0.8461	0.13	0.7161
23	17	1.27	0.8461	0.13	0.7161
24	18	2.27	0.0271	0.06	-0.0329
25	18	2.27	0.0271	0.06	-0.0329
26	19	3.27	0.9987	0.16	0.8387
27	19	3.27	0.9987	0.16	0.8387
28	19	3.27	0.9987	0.16	0.8387
29	19	3.27	0.9987	0.16	0.8387
30	19	3.27	0.9987	0.16	0.8387

Appendix 16

Standard deviation in Pre test

Interval class	F	X1	FX1	X1- X	(X1- X)²	F(X1- X)²
7-8	7	7.5	52.5	-2	4	28
9-10	14	9.5	133	0	0	0
11-12	9	11.5	103.5	2	4	36
						64

$$s^2 = \sqrt{\frac{\sum F(X1 - X)^2}{n - 1}}$$

$$s^2 = \sqrt{\frac{64}{30 - 1}}$$

$$s^2 = \sqrt{\frac{64}{29}}$$

$$s = \sqrt{2.20}$$

$$s = 1.48$$

Appendix 16

Standard deviation in posttest

Interval class	F	X1	FX1	X1- X	(X1- X)^2	F(X1- X)^2
12-13	6	12.5	75	-3.23	10.43	62.58
14-15	8	14.5	116	-1.23	1.51	12
16-17	9	16.5	148.5	0.77	0.59	5.31
18-19	7	18.5	129.5	2.77	7.6	53.2
						133.09

$$s^2 = \sqrt{\frac{\sum F(X1 - X)^2}{n - 1}}$$

$$s^2 = \sqrt{\frac{133.09}{30 - 1}}$$

$$s^2 = \sqrt{\frac{133.09}{29}}$$

$$s = \sqrt{4.58}$$

$$s = 2.14$$

Transcription

Students 1

Pre test

Assalaamu'alaikum Warrohmatullahi Wabarrokatu

hai, maj nem is (Mention Name) ... ai gət kwəsən, ðə kwəsən is..... wat is you faporit spɔrt.

my faporit spɔrt is, fɔtball bıcaus, ðis fɔtball sow həpi, ən sow ai laık wıl.... ehh... aı wıl laık ðis

spɔrt, aı plej... aı plej fɔtbal ferinaig wit mai frends. θaŋju

Post test

maj nem is ...(Mention Name)... ai lif in pentadio vilej. am skul in SMA N 1 Telaga. mai clas

is 10 ips 4. Ai gou tu skul baj cɑr. Frist morniŋ aim wə k ap in ðə morniŋ. ðən ai gou tu skul

ən tri studi wit mai frəns in ðə clas. ðən

ai bək in hum.

maj favorit plaj in ðə futbal gəm. gəm in eeeee......... alwajs plaj wit mai frens bi caus mek mi

fil hæpi θaŋju.

Student 2

Pre test

my fjutʃər ... mai fjutʃər ai ən maj hɔp,

aj wiʃ...... ai wiʃ, ai wan Tu bi profesjonal

modəl ən......profesjonal model androdʒini modəl

en aj wis folowiŋ amərika next stɔp modəl

ən aji wiʃ plasθik surgeri bicaus ai θiŋ ɢɔd

mek mi nɔt bodi perfek, ən ai θiŋs laik can...

if oprasjon..... oprasjon surgeri en mai favorit

model is tajlor brans en jour θiŋk.... θæŋju..

post test

in ðə fjutʃər ai dʒast wan tu has e profesjonal model of androdʒini. en aj wis aj cen folowiŋ

amerika next stɔp model. en aj plæn tu hæv plastik surgəri. Waj..? bicaus aj θiŋk maj bodi is

not perfek . æn aj bəliv if ðə du plastik surgəri maj lajf wil tʃedʒ. wer aktuali maj favorit

model is taylor brans θæŋju..

Students 3

Pretest

Haj maj nem is (Mention Name), evri bodi cɒl mi

(Mention Name). en aj hef e smajl famili en aj liv wit

eeem, satʃ as mai faðər. Mai faðər is maj hiro

en maj ınspirasjen eeeee... hi is e oflisjal empoli ın

SPBU luhu. aj veri lov him bicaus wen aj stil joŋ

hi tach me in everiθiŋ. θæŋju..

Post test

Haj ajm ..(Mention Name).. en .... en ... evri bodi cɒl mi

(Mention Name).. aj hæf smajl famili. en aj lif wit ðem. satʃ as maj faðər. Mai faðər

is....eee.....ee... maj hiro en maj ınspirasjon. Hi is e oflisjal emploj in SPBU luhu. aj eem...

fəri lov him bicaus ai stil joŋ . hi tach me in everiθiŋ.

Students 4

Pre test

Mai kwesjen is about favorit artis..... is Julia Peres.

Julia Peres is bjutiful. bicaus bjutiful is sexi en hɔt...

en hɔt en glamɔr... is... Julia Peres is... is...is...

θæŋju..

post tetst

maj favorit artis is julia perez.. maj .. ai lof hir bicaus ʃi is səxi ən hɑt. ʃi also həf bjuti fəs. In

əvri momənt ai saw hər in ðə Tv feri glæmor. ʃi also aj stor momənt aj rili lajk hər. en ai hops

aj cæn mit wit her.

Students 5

Pre test

Maj nem is ...(mention name)... aj hæv wa favorit θiŋs. ðat is e dol. ðats dol veri spesial,

bicaus θats emm.... my birtðay gift. Eeem..... ðe dols frɔm somwan, it bicaus ðə kɔler is blu.

en ðats eeee..... doraemon dols. mek mi get veri laik. θæŋju..

Post test

ai hæv wa favorit θiŋs. ðat is ə dol. ðe dol veri spesial, bicaus ðat is maj birtdaj gift. ən ə dol

frɔm somwan. eee...... it bicaus ðe cɑlərs is blu..

hmmm en ðats is doraemon dols. mək mi gət veri spesial .. veri laik

Rencana Pelaksanaan Pembelajaran
Mata Pelajaran Bahasa Inggris
Kelas X
SMA N 1 Telaga

Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri.

WIRANDA JAFAR
321 412 021

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMA Negeri 1 Telaga

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : X Is$_4$

Materi Pokok   :

Alokasi waktu   : 2x40 menit

A. Kompotensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya

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

KI 3   : Memahami pengetahuan (factual,koseptul, danprosedural0 berdasarkan rasa ingin tahunya tenatang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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

B. Kompotensi Dasar dan Indikator Pencapaian

No	Kompotensi Dasar	Indikator Pencapaian
	1.1 mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi interpersonal dengan guru dan teman.	
	2.2 menunjukkan perilaku jujur, disiplin, percaya diri dn bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	
	3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan	3.1.1 menggunakan unsur-unsur kebahasaan dalam menyusun struktur text yang akan di paparkan mengenai pemaparan jati diri sesuai

jati diri, sesuai dengan konteks penggunaannya.	dengan konteks penggunaanya.
4.1 Menangkap makna pemaparan jati diri lisan dan tulis.	4.1.1 memahami makan pemaparan jati diri secara lisan
4.2 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.2.1 membuata teks lisan sederhana berkaitan dengan kehiduan sehari-hari untuk memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran

Setelah mengikuti serangkain kegiatan pelajaran siswa terampil Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya, serta mensyukuri kesempatan dapat mempelajari bahasa Inggris secara disiplin, bertanggung jawab, percaya diri dan jujur dalam pembelajaran bahasa inggris.

D. Materi Pembelajaran

Fungsi Sosial   : Menganalisis, Merespon, dan menyusun teks lisan dan tulis

sederhana untuk memaparkan jati diri sesuai dengan konteks

kehidupan sehari hari

Example   *Sam : Hello, what is your name ?*

Jane : Hi! My name is Jane , what's yours ?

Sam : Sam.

Jane : It's Nice to meet you Sam.

Sam. : Thanks, you too!

C. Langkah-langkah Kegiatan Pembelajaran

Langkah-langkah Kegiatan Pembelajaran

No	Uraian	Alokasi Waktu

1.	Kegiatan pendahuluan
	    1.) Guru memeberi salam (greetings)
	    2.) Guru memeriksa kehadiran siswa
	    3.) Guru menyiapkan peserta didik psikis dan fisik untuk mengikuti proses belajar mengajar
	    4.) Guru memberikan motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional, dan internasional.
	    5.) Guru mengajukan pertanyaan tentang kaitan materi yang akan dipelajari.
	    6.) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang ka dicapai
	    7.) Guru menyampaikan cangkupan materi dan uraian kegiatan sesuai silabus.
		15 menit

	Kegiatan Inti
	Mengamati
	   - Siswa memperhatikan penejelasan tentang bagaimana memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks. Peserta didik menyimak pernyataan guru tentang apa yang akan dilakukan pada situasi-situasi tertentu.
	
	Menanya
	   - Dengan bimbingan dan arahan guru, siswa di minta untuk mengamati kembali dan menanyakan tentang bagaimana memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks.
	
	Mengumpulkan data/ informasi
	   - siswa didik mengidentifikasi unsur-unsur kebahasaan yang terdapat pada dialog yang di berikan oleh guru yang berkaitan dengan memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks.
		100 menit

	- siswa menirukan cara membaca unsur-unsur kebahasaan dalam dialog serta merespon ungkapan perhatian tentang menyatakan dan menanyakan tentang niat melakukan sesuatu.	
	Mengasosiasi/mengolah data	
	- siswa membentuk kelompok (terdiri dari 2 siswa) dan mengidentifikasi serta menuliskan expresi yang menunjukkan ungkapan memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks.	
	Mengkomunikasikan	
	- siswa mengungkapakan ungkapan memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks.	
	- siswa menggunakan kosa-kata yang telah di dapatkan dalam kelas ataupun luar kelas tentang memparkan dan menanyakan serta merespon pemaparan jati diri dengan memperhatikan fungsi sosial dan struktur teks lisan dan unsur kebahasan secara benar dan sesuai dengan konteks.	
3.	**Kegiatan penutup** - guru dan siswa melakukan refleksi terhadap materi yang telah di ajarkan. - Siswa dan guru memberikan umpan balik terhadap proses dan hasil belajar. - Peserta didik menerima tugas tentang menuliskan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu. - Berdo'a untuk menutup pelajaran - Peserta didik dan guru mengucapkan salam penutup	15 menit

D. Penilaian ,Pembelajaran , dan Pengayaan :

Pedoman penilaian proses dan hasil belajar

1. Tehnik dan instrument penialain proses

Indikator pencapain kompotensi	Teknik penilaian	Bentuk instrument
- Peserta didik dapat mengimplementasikan kesyukuran melalui do'a bersama sebelum dan sesudah pembelajaran serta semangat/antusias belajar - Peserta didik dapat menunjukkan sikap santun dan peduli yang dikembangkan dalam pembelajaran melalui proses komunikasi interpersonal	- Pengamatan - Pengamatan	- Form KI.1 & KI. 2 - Jurnal
- Peserta didik dapat menganalisa percakapan mengenai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu - Peserta didik menuliskan kalimat-kalimat ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu.	Penilaian pengetahuan	Tes lisan dan tulis Form KI.3
- Peserta didik membuat kalimat ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu, dalam kehidupan sehari-hari berdasarkan unsur kebahasaan yang telah diketahui beserta responya.	Penilaian ketrampilan	Lembar penilaian Tes tulis Form KI. 4

Pedoman penskroran (terlampir sesuai jenis instrument)

2. Program remedial dan pengayaan
   a. Program remedial di berikan setelah ualangan harian. Bagi siswa yang belum tuntas/belum mecapai KKM diberikan remedial dengan ketentuan :
   - Lebih dari 50% siswa tidak tuntas bentuk remedial adalah pembelajaran remedial
   - Antara 20% siswa tidak tuntas bentuk remedialnya adalah remedial individual
   b. Program pengayaan di berikan kepada siswa yang telah tuntas KKM

E. Media/alat,Bahan dan sumber belajar

Media :
- Autentic material (artikel, paper peneliti)
- Buku

Alat /Bahan :
- Spidol ,
- papan tulis
- Laptop

F. Sumber belajar

- Buku Guru Bahasa Inggris kelas X semester 1 Kementrian pendidikan dan kebudayaan
- Cara cepat ngomong Bahasa inggris

Documentation