REFERENCES


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Nurgiyantoro, Burhan, Penilaian dalam Pengajaran Bahasa dan Sastra by Modification, Yogyakarta: BPFE Yogyakarta, .


Rif’atin, Athi’, The Use of Picture as Media To Improve Students’ Understanding on Descriptive Adjective, Semarang: English Education of States Institute for Islamic Studies Walisongo Semarang, 2009, Unpublished thesis.


# STUDENTS’ LIST

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<th>NO.</th>
<th>EXPERIMENTAL CLASS (XI A)</th>
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<th>CONTROL CLASS (XI C)</th>
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THE RESULT OF PRE-TEST AND POST-TEST OF EXPERIMENTAL CLASS

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LESSON PLAN FOR CONTROL CLASS

School : MA Roudlotut Tholibin Pakis Tayu Pati
Subject : English
Class/Semester : XI / 2
Time : 8 x 45 minutes (four times meet)
Material : Monologue (Report Text)
Meet : 6th

A. Competence Standard

Understanding meaning of short functional text and descriptive simple essay in daily life context to access knowledge.

B. Basic Competence

Responding meaning and rhetorical text in essay in writing language accurately, smoothly and acceptably in daily life context to access knowledge.

C. Indicator

<table>
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<th>Indicator</th>
<th>Cultural values and national character</th>
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<td>To respond monologue in report text</td>
<td>Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, spirit of nationalism, patriotism, appreciate the achievement, friendship, love peace, love reading, caring environment, social care, responsibility.</td>
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Entrepreneurship / Economics Creative:
- Self-confidence (courage, optimistic);
- Task-oriented (motivated, diligent, determined, energetic);
- Risk takers (like challenges, able to lead);
- Future oriented (have perspectives for the future).

D. Learning Objectives

At the end of the lesson students can:
1. Responding to essay discourse shaped Report.
E. Subject Matter

Report

Social Function:
To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment

Generic (Schematic) Structure:
1. General Classification: tells what the phenomenon under discussion is
2. Description: tells what the phenomenon under discussion is like in terms of parts (and their function) qualities habits/behaviour or ‘uses’ if non-natural

Significant Lexicogrammatical Features:
Focus on Generic Participants (group of things)
Use of simple present tense
No temporal sequence
Use of Relational Processes to state what is and that which it is
Use of linking verbs and behavioural verb
Use of technical term

F. Learning method:
Three – phase technique
- Pre listening
- Whilst listening
- Post Listening

G. Learning Strategies

<table>
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<tr>
<th>Meet</th>
<th>Structural</th>
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<td>• By learning groups, students are given the task to do the following things, and report any activity to the teacher, all about the place, anyone who comes, difficulties encountered.</td>
<td>• Students perform a variety of activities related to the form of narrative discourse beyond the face-to-face and structured tasks set by the teacher.</td>
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<tr>
<td>• Discussing the values contained in the story, the attitude and behavior of the figure.</td>
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</tr>
<tr>
<td>• Discussing the elements</td>
<td></td>
<td></td>
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</table>
Meet Structural Independent

and rhetorical steps in narrative text.

- Discussing the characteristics leksikogramatika.
- Go to the cinema
- Listen to the story (in person or by electronic media).
- Reading stories to a group or class (monologue).
- Recounting the story to a group or class (monologue).
- Discussing the difficulties faced by students in structured activities and independent.

(characters, setting, plot) that has been read, watch, and / or heard the group learning

- Discuss the values contained in the story, the attitude and behavior of the characters.
- Discuss the elements and rhetorical steps in narrative text.
- Discuss the characteristics leksikogramatika.
- Watch a movie.
- Listen to the story (in person or by electronic media).
- Reading stories to the group (monologue).
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and report things that have been obtained and the difficulties posed routinely to teachers.

Learning Steps Activity

First activity (10 ‘)

☐ Greet the students when entering class (the value cultivated: mannered, caring)
☐ Checking the presence of students (embedded value; discipline, diligence)
☐ Relate material / competencies to be learned by characters
☐ Students discuss about the questions that shown in textbooks

Main Activity (70 ‘)

Exploration
Teachers’ activity are :

☐ Discuss the matter with the student (Books: Teaching Materials about Report Texts)
☐ Gives chance the student to communicate orally or presented the Essay Report.
☐ Ask the students to discuss the example problems in the book: Teaching Materials about Report Texts.

Elaboration
Teachers’ activity are :

☐ Get used students make writing report text.
Ask the student to do the exercises on the text books individually.

**Confirmation**

Teachers’ activity are:

- Give feedback to the students who have been able to complete the task by giving reinforcement orally.
- Giving confirmation the results of the students’ work through another books resource.
- Facilitate the student to reflecting their learning experiences.
- Gives motivation to students who can’t finishing Essay Report well.

**Last Activity (10 ’)***

- Asked students to make a summary of the material essay Report.
- Reflecting activities that have been implemented.
- Gives homework to the students relating to the material Essay Report.
- Greets the student.

**H. Source of Media Learning/Stuff/Tools**

- Relevant Textbooks: English Text in Use vol XI, English For Better Life XI
- Transcript of a conversation or a conversation recording / tapes
- Relevant Pictures
- Script monologue banners, posters or pamphlets

**I. Marking**

1. **Indicator, Technique, Form, and Example.**

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**II. Research Instrument**

**Task 1**

Write your own report text about barefoot childrens as an object.
### III. Scoring Guidance

<table>
<thead>
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<th>No.</th>
<th>Analysis Item</th>
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<tbody>
<tr>
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Total score will be multiplied with 5, so the final maximum score will be 100.

Ascertain: Pati, .......................... 2014  
Teacher of MA Roudlotut Tholibin  
Researcher

NIP.  
NIM.
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and rhetorical steps in narrative text.
- Discussing the characteristics leksikogramatika.
- Go to the cinema
- **Listen to the story (in person or by electronic media).**
- Reading stories to a group or class (monologue).
- Recounting the story to a group or class (monologue).
- Discussing the difficulties faced by students in structured activities and independent.

| (characters, setting, plot) that has been read, watch, and / or heard the group learning  |
| Discuss the values contained in the story, the attitude and behavior of the characters. |
| Discuss the elements and rhetorical steps in narrative text. |
| Discuss the characteristics leksikogramatika. |
| **Watch a movie.**  |
| Listen to the story (in person or by electronic media). |
| Reading stories to the group (monologue). |
| Recounting the story to the group (monologue). |

and report things that have been obtained and the difficulties posed routinely to teachers.

---

**Learning Steps Activity**

**First activity (10 ’)**

- Greet the students when entering class (the value cultivated: mannered, caring)
- Checking the presence of students (embedded value: discipline, diligence)
- Relate material / competencies to be learned by characters
- Students discuss about the questions that shown in textbooks

**Main Activity (70 ’)**

**Exploration**

Teachers’ activity are:
- Discuss the matter with the student (Books: Teaching Materials about Report Texts)
- Gives chance the student to communicate orally or presented the Essay Report.
- Asked the student to discuss the example problems in the book: Teaching Materials about Report Texts.

**Elaboration**

Teachers’ activity are:
- Getting used students make sentences Essay Report by using documentary films.
- Ask the student to do the exercises on the text books individually.
Confirmation

Teachers’ activity are:

- Give feedback to the students who have been able to complete the task by giving reinforcement orally.
- Giving confirmation the results of the students’ work through another books resource.
- Facilitate the student to reflecting their learning experiences.
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- Relevant Documentary Films, and pictures

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II. Research Instrument

Task 1

Write your own report text after watching the documentary film of barefoot children.

III. Scoring Guidance

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**Maximum Score** 20

Total score will be multiplied with 5, so the final maximum score will be 100

Ascertain: Pati, ............... 2014
Teacher of MA Roudlotut Tholibin Researcher

NIP. ___________________________ NIM. ___________________________
COMPOSITION SHEET

A. PRE - TEST

Name : 
No  : 
Class : 

• Write a report text based on your knowledge

Title  :

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Good Luck
B. POST TEST

1. Experimental Class

   Name : 
   No : 
   Class :

- Write a report text based on documentary films. Use the following plan before you write your work.

   Title :
   General classification :

   Description (types, parts and their functions, qualities, habits/behavior or" uses” if non-natural).
Good Luck
2. **Control Class**

Name : 
No : 
Class : 

- Write a report text based on your background knowledge. Use the following plan before you write your work.

  Title : 
  General classification : 

  Description (types, parts and their functions, qualities, habits/behavior or “uses” if non-natural).

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Good Luck