

**FIGURATIVE LANGUAGE OF SONG LYRICS IN  
*PATHWAY TO ENGLISH*, A TEXTBOOK FOR THE  
11<sup>TH</sup> GRADE SENIOR HIGH SCHOOL PUBLISHED  
BY ERLANGGA**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
For Gaining the Bachelor Degree of Education  
in English Language Education



by:

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SEMARANG  
2020**

## THESIS PROJECT STATEMENT

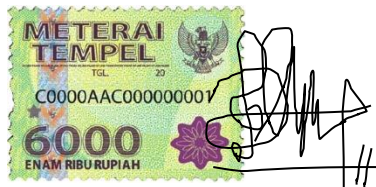
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Semarang, April 14<sup>th</sup> 2020

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Title : **FIGURATIVE LANGUAGE OF SONG LYRICS IN *PATHWAY TO ENGLISH*,  
A TEXTBOOK FOR THE 11<sup>TH</sup> GRADE SENIOR HIGH SCHOOL  
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has been tested in Munaqasyah session by the team of thesis examiner of Education and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education Department.

Semarang, May 12<sup>th</sup> 2020

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**ADVISOR NOTE**

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To  
The Dean of Education and Teacher Training Faculty  
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*Assalamualaikum wr. wb.*

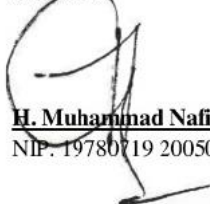
I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **Figurative Language of Song Lyrics in *Pathway to English*, A Textbook for the 11<sup>th</sup> Grade Senior High School Published by Erlangga**  
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I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty Walisongo State Islamic University and to be examined at Munaqasyah Session.

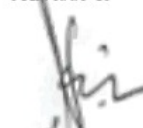
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## ABSTRACT

**Haura Atma Addenia (1503046084).** Figurative Language of Song Lyrics in *Pathway to English*, A Textbook for the 11<sup>th</sup> Grade Senior High School Published by Erlangga.

This research is aimed at explaining kinds of figurative language on song topic material and to know the song topic selection which is appropriate based on curriculum 2013 in a textbook that published by Erlangga. The research used descriptive qualitative method. The research design for analyzing teaching material song used content analysis. The researcher used documentation technique of collecting the data. In analyzing the data, the researcher used Perrine's theory. The steps of technique analyzing data used Miles and Huberman's theory. The results in this research can concluded in four finding. First, data from song material in "Pathway to English" textbook consist of five songs. There are Happiness, Tell Laura I Love Her, Tell Tommy I Miss Him, Congratulation, and Yesterday. Second, based on the 12 types from theory, the researcher found five types of figurative language in the data. Third, the totals of figurative language are found 17 data in song material "Pathway to English" textbook. Fourth, the song topic selection based on curriculum shows that the songs are divided into several categories containing vocabulary-based songs or topic-based songs. The result from the vocabulary based on song topic there are expression, sacrifice of love, longing to someone, expression of congratulation and past experience. Based on the data finding above, the researcher can conclude that song material in the "Pathway to English" textbook is suitable based on curriculum, but there is some topic that shouldn't be served for eleventh grades. For example the topic about love, it can make students don't have a moral value. Nevertheless, there are song topics appropriate based on curriculum and textbook.

**Keywords :** *Figurative Language, Song Lyrics, English Textbook.*

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ  
“Surely there is ease after hardship”  
(Q.S. Al- Insyirah: 6)<sup>1</sup>

---

<sup>1</sup> Maulawi Sher Ali, The Holy Quran: Arabic Text and English Translation, (Tilford UK: Islam International Publication Ltd, 2004), p. 740

## DEDICATION

In the name of Allah the Beneficent and the Merciful. No writing project of mine reaches fruition without the patience and support of my family, my teachers, my friends, and whom I am indebted and from whom I receive energy and substance. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My dearest parents, Mr. Edy Haryono and Mrs. Noor Asnawati
2. My beloved youngest sister Khansa Tabina Atma Addenia

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim,*

All praises to Allah, the Lord of the world. Prayers and salutations are always offered to Muhammad, His messenger.

I realized that this thesis would not be achieved without advice, motivation, guidance, help and encouragement from individuals and institutions. In this chance, I would like to express my gratitude to:

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2. Sayyidatul Fadlilah, M.Pd. as the head and Dra. Nuna Mustikawati Dewi, M.Pd. as the secretary of English Education Department.
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6. All of my friends in English Education Department especially in B class 2015.



7. Big family of Kelompok Pekerja Teater (KPT) Beta Semarang, as my second family. Thanks for smiles, tears, and everything that made me strong.

Finally, the writer will happily accept constructive criticism in order to make this thesis better and I hope this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 29 March 2020

The writer,

**Haura Atma Addenia**

1503046084

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# CHAPTER I

## INTRODUCTION

This chapter covers background of the study, reason for choosing the topic, research question, objectives of the study and significances of the study.

### A. Background of the Study

Language is the important part for human's life.<sup>2</sup> By language, people can express his ideas and wish to other people such as when he needs help.<sup>3</sup> Language can be seen as a medium of communication, among people.<sup>4</sup> Language can be in the spoken form, written, or even gesture. Whatever the form is, it always contains the messages inside of the language.<sup>5</sup> Allah has created language as a tool of communication in Al-Qur'an surah Al-Baqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ  
۳۱- هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

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<sup>2</sup>Kharisma Puspita Sari, 'Teacher ' S Directive Speech Acts at Kindergarten School', 7.1 (2018), 35–44.

<sup>3</sup>Muhammad Nafi Annury, 'Childhood and Literacy (A Critical Study of Media Education as Contemporary Culture)', *Vision: Journal for Language and Foreign Language Learning*, 4.1 (2015), 73–124.

<sup>4</sup>Muhammad Nafi Annury, 'Promoting Multilingualism in the Classroom: A Case Study of Elt Program', 6.1, 129–40.

<sup>5</sup>Astika Yunitasari, 'Figurative Language Found on Secondhand Serenade's Song Lyrics Composed by John Vesely' (State Islamic Institute, 2017).

“And he taught Adam all the names, then show them to the angels, saying: inform me of the names of these, if ye are truly righteous.”<sup>6</sup>

This Al-Qur’an verse has showed that Allah asks Adam to learn the language, mention all the names of anything and everything about His Creations. Allah taught Adam the name of animals, kind of birds, and all the names of anything in this world.<sup>7</sup> From the ayah, we can conclude that language was very important to be learned to spend our life in society.

From some according above, the conclusion about language is a medium of conversation is used by all people to communication her or his feeling, ideas, experience, and knowledge in the form of spoken, written, or only a gesture. Based on this statement, we know that the function of the language is a communication tool or the main function from the language.

People need to master some new languages as their second or foreign language in order to manage the interaction. One of the famous foreign languages is English. English is used to deliver their opinion about something with people in different country. English is also important to Indonesian students and it is the first foreign language to be taught as a compulsory subject in the

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<sup>6</sup>Cordoba International, *Al-Qur’an Al Karim*, (Indonesia: PT. Cordoba International, 2012).

<sup>7</sup><http://www.ibnukatsironline.com/2014/08/tafsir-surat-al-baqarah-ayat-31.html> 5 (2016), 61.



secondary school. English should be taught to Indonesian students. It start from kindergarten until university. The earliest they learn English, the more perfect they can communicate in English.

Teaching values through songs enables students to learn these values easily, to internalize them and to transfer these values to the next generation.<sup>8</sup> Through song someone could convey his voice to many people. So, people can know his expression and communication thoughts, feeling or ideas, and attitudes of its writer towards life in the world.<sup>9</sup> The song is not simply for entertainment purposes. It also has the meaning of content that can provide motivation to every listener. According to Yu-chen, the melodic, rhythmic, rhyming and repetitive nature of songs and rhymes can serve as useful language inputs and mood setters that contribute to the learning of language or linguistic skill and affective, cognitive and cultural aspects.<sup>10</sup>

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<sup>8</sup>Begüm Yalçınkaya, ‘Content Analysis of Songs in Elementary Music Textbooks in Accordance With Values Education in Turkey’, *Academic Journals*, 10.8 (2015), 1070–79 <<https://doi.org/10.5897/ERR2015.2160>>.

<sup>9</sup>Muhammad Nafi Annury, ‘An Analysis of Humor in J.M Barrie’S Play “the Old Lady Shows Her Medals” on EFL Literature Class’, *ETERNAL (English Teaching Journal)*, 5.2 (2018) <<https://doi.org/10.26877/eternal.v5i2.2151>>.

<sup>10</sup>Yu-cheng Teng, ‘Analysis of Songs and Rhymes in Children English Textbooks’, 2013.

The song text (lyrics) is an extremely important part of song.<sup>11</sup> Lyrics have significant contributions to the music itself although it contributes as the second element of the music. Lyrics give the audience deep understanding about the message contained in the song; in other words, lyrics clarify the message contained in the song.<sup>12</sup>

This thesis illustrates figure of speech or figurative language. Figurative language has the essence of style and beauty because it often provides a more effective means of saying what we mean than direct statement. In the specific sense, figurative language may take the form of figures of speech. Figurative language is used in any form of communication, such as in daily conversation, articles in newspaper, advertisements, novels, poems, song etc. Figurative language helps the reader to get a clearer picture of what's happening, and they can also be used to convince the reader of something, or they can be used to simply entertain the reader.

## **B. Reason for Choosing the Topic**

The researcher has some reasons to accomplish this research. Sometimes students try to interpret a sentence word by word. Whereas, the meaning of sentence will be different from the

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<sup>11</sup>Suharto, 'Music and Language : A Stress Analysis of English Song Lyrics'.

<sup>12</sup>Edwan Ali Firdaus, 'Textual Meaning in Song Lyrics', 1.1 (2013), 99–106.

writer's message. They only understand the sentence explicitly, not implicitly. One of ways to understand the utterances meaning and to avoid various interpretations can use figurative language. Figurative languages are forms of language used by authors or speakers delivering something beyond the literal meaning, said Azward.<sup>13</sup> Figurative language brings the reader deeper into the theme of the work, without the author having to explicitly lay out the theme for the reader. So, learning figurative language is very important to the students in order to make them read and interpret sentences more carefully.

However, songs and rhymes are rarely explored in textbook research. Although textbooks are viewed as the core media in a curriculum, textbook research has been relatively limited and several unexplored issues remain to be examined. There is the difficulty in finding research methods that are suitable, both for textbook research, song and rhyme analysis, and that trigger the researcher to explore deeper.

Based on the reason, it brings the researcher to analyze *“Figurative Language on Song Lyrics Provided in “Pathway to English” Textbook Published by Erlangga for the 11<sup>th</sup> Grade Senior High School”*

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<sup>13</sup>Wilya Setiawati, ‘An Analysis of Figurative Language In Taylor Swift’s Song Lyrics’, 1.3 (2018), 261–68.

### **C. Research Question**

1. What types of figurative language are found in song lyrics provided in “Pathway to English” textbook for the 11<sup>th</sup> grade?
2. Is the song topic selection provided in “Pathway to English” textbook for the 11<sup>th</sup> grade appropriate based on the 2013 curriculum?

### **D. Objectives of the study:**

1. To describe the types of figurative language are found in song lyrics provided in “Pathway to English” textbook for the 11<sup>th</sup> grade.
2. To explain the song topic selection provided in “Pathway to English” textbook for the 11<sup>th</sup> grade appropriate based on the 2013 curriculum.

### **E. Significances of the study:**

1. Theoretical benefit  
Theoretically, this research is expected to enrich additional knowledge the value of art and the understanding of language also meaning, especially on teaching material *song* based on the 2013 curriculum.
2. Practical benefits
  - a. For the students  
This research can give more knowledge about the value of art and the understanding of language and meaning. For example figurative language and also to understanding

language features into teaching material song to get the message from *song* topic.

b. For the researcher

It is expected to be useful for the other researchers who conduct the same research in giving reference and have concern on content and meaning. It is also hoped in giving benefit for anyone who has deal with figurative language in teaching material.



## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

This chapter contains the several theories under consideration on this title. The theories become the fundamental things in conducting the research. They explain some references from any resource. The theories explain in this chapter contains five sub-chapter, those are: review of figurative language , theory of song lyrics, review of media teaching and learning, review of English textbook, and review on syllabus . The discussion of the several theories as the basic study that is discussed below:

#### **A. Previous Studies**

Related to this research, the researcher chooses some literature about previous researches that are relevant to the research.

1. A journal article written by Lies Dian Marsa Ndraha on Journal Education and Development was talking about metaphor, one of the figurative language. In this research, the researcher only focused on researching about metaphor analysis. The songs that was collected by the researcher as source of data is the song lyrics of Westlife. The researcher was interested in analyzing the song lyrics of Westlife because the researcher found that Westlife has a unique style in writing their and metaphors are usually used by Westlife in their lyrics to express what they mean in order to transfer the message they want to send to the listeners in expressing their feeling.

Based on the results of the data, the total number of metaphor that the researcher found in the script of Westlife's song lyrics are eighteen metaphors. The similarities both of the thesis are the researcher use qualitative method and focus on song lyrics to analyze the figurative language. The differences between this research is the researcher use textbook as a media to analyze figurative language and analyze the figurative language. But in previous research the researcher use the lyrics from Westlife's album to only analyze metaphor.

2. This journal article was written by Ayu Liskinasih Salwa. In this research, the researchers tried to analyze the perceptions of students on the use of songs in learning figurative language. The result of the study showed that the students have positive perception and attitude on the use of songs in learning figurative language. Using songs was proven to be successfully increased students comprehension, motivation, self- confidence, and autonomy in learning figurative language

The similarities both of the thesis are the researcher use qualitative method and focus to analyze the figurative language. The differences between this researcher is the researcher use textbook as a media to analyze figurative language and analyze the figurative language. But in previous research the researcher use the songs as supplementary materials to analyze the figurative language.



3. A research was written by Linda Rahmawati entitled A content Analysis of the English Textbook “Primary English as a Second Language”. In this research, the researcher focused on researching about content analysis of English textbook. The researcher tried to evaluate to the specific content of an English textbook, that is the materials of the textbook. Also, the evaluation is not only based on one particular theory proposed by expert, but the syntheses from some different theory proposed by experts.

The similarities of both thesis are the researcher uses qualitative method and focuses on the analysis of English textbook for teaching and learning. The differences between this research that the researcher use textbook as a subject of data to analyze figurative language. While the previous study the researcher use textbook as a subject of data to analyze the content of textbook.

## **B. Literature Review**

### **1. Figurative Language**

#### **a. Definition of Figurative Language**

Figurative language is a word or phrase that departs from every literal language which is very difficult to be understood by people even students because it has differentiation from its context and reality in meaning, in order to know that figurative

language formed based on comparison and similarity.<sup>1</sup> Moreover, figurative language is the use of words that go beyond their ordinary meaning.<sup>2</sup> In addition, figurative language is used in any form of communication, such as in rarely used in daily conversations, opinion in newspaper, advertisements, novels, poems, song etc.

Figurative language used to beautify a sentence structure that has the primary purpose to obtain a certain effect in order to create an imaginative impression to listeners or audience, both orally and in writing. Each author has a different style to express their writing ideas, each article produced will have a writing style influenced by its author. Figurative language is used to create and make a literary work to be better, look more alive, and create more quality literary works.

#### b. The Types of Figurative Language

Figurative language or figure of speech is not only used in the language of literature, such as poem, drama, or prose but they are also alive in linguistics study or common usage in writing lyrics on song and daily speech. However, most people will directly consider the term figure of speech as the term of literary study

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<sup>1</sup> Robert O Neill, 'Why Use Textbooks?', *ELT Journal*, 36 (1982), 104–11.

<sup>2</sup> Gorys Keraf, *Diksi dan Gaya Bahasa*, 20th edn (Jakarta: PT Gramedia Pustaka Utama, 2010).

because it is mostly used as stylistic devices in analyzing literary work.<sup>3</sup>

In this research, the researcher discusses the figurative language based on Perrine's perception. Perrine declared that figurative language consists of 12 kinds, they are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, understatement and irony. Here are the types of figurative language:

1) Simile

Simile and metaphor genuinely have an identical definition. Both of them compare two things that are absolutely different. Simile is the comparison of two things, by the use of some words or phrase such as *like*, *as*, *than*, *similar to*, or *resemble*.<sup>4</sup> According to Leech, simile has a close relationship with metaphor that simile is an overt (explicit), and metaphor is a covert (implicit) comparison.<sup>5</sup>

Example: "Your eyes are like a star."

In the example use connective words *like*. The word "her eyes" is compared with a star. The means is **her eyes are brightness like a star in the sky.**

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<sup>3</sup> Linda Ari Wijayanti, 'An Analysis of Figurative Language in Paulo Coelho's Adultery Novel' (Muhammadiyah Unoversicty of Surakarta, 2017).

<sup>4</sup> Laurence Perrine, *Sound and Sense: An Introduction to Poetry* (New York: Harcourt, Brace & World, Inc, 1969).

<sup>5</sup> Geoffrey N. Leech, *A Linguistic Guide to English Poetry* (New York: Longman Group Ltd, 1969).

## 2) Metaphor

Perrine states that between metaphor and simile is similar. Both of them are comparison between two things that are essentially unlike. The only distinction between them is the use of connective words. In simile, the poet uses the connective word such as: *like, as than, similar to, resemble or seems*, while in metaphor the comparison is implied the figurative term *is* substituted for or identified with the literal term.<sup>6</sup>

Example: “She is the most beautiful ladies in my village.”

The sentence describe that **she is the most beautiful ladies compare with another ladies in their village.**

## 3) Personification

Personification is the figurative language that is giving the attribute of human brings to animal, an object or a concept. It is sub type of metaphor, an implied comparison in which the figurative term of the comparison is always human being.<sup>7</sup>

Example: “The moon smile at us”

In the example “moon” is an object and it is a non-human. So the moon cannot smile to the human. It shine in the all the world. The sentence describe the moon is smile and played as human does.

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<sup>6</sup> Laurence Perrine.

<sup>7</sup> Laurence Perrine.

#### 4) Apostrophe

Apostrophe is defined as addressing someone absent or something non human as if it was a live and present and could reply to what is being said. Apostrophe is also a form of personification in which nonhuman or in animate thing is directly addressed as if it were human or animate.<sup>8</sup>

Example: “Sukarno, I am on the stage now”

It means someone is transfer of mandate from something non-human or someone absent which is addressed as if it were alive and present.

#### 5) Synecdoche

Synecdoche is the use of the part for the whole.<sup>9</sup> This type of figurative language occurs when the writer takes a partial representation of a thing that is meant to be said. As stated by Wren and Martin, in synecdoche, a part is used to designate the whole or the whole designates a part.<sup>10</sup>

Example: “All eyes are on me”

The sentence meaning is **all of people are looking at her**. The word of “all eyes”, it represents the whole of all people that looking to her.

#### 6) Metonymy

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<sup>8</sup> Laurence Perrine.

<sup>9</sup> Laurence Perrine.

<sup>10</sup> Wren & Martin, *High School English Grammar and Composition* (New Delhi: S. Chand & Company ltd., 1990).

Metonymy is the use of something closely related to the thing actually mean. It can be considered that metonymy is the substitution of a word naming an object for another word closely associated with.<sup>11</sup>

Example: “Dony was washing his *Jazz*”

The means of *Jazz* is a **car**. He does not use word “car”, but he mention the label. So it called using metonymy.

#### 7) Symbol

Perrine defined symbol as something that means more than what it is. Symbol maybe best understood as an implied metaphor.<sup>12</sup>

Shaw presents the following definition for symbol: "(Symbol is) something used for, or regarded as, representing something else. More specifically, a symbol is a word, phrase, or other expression having a complex of associated meanings; in this sense, a symbol is viewed as having values different from those of whatever is being symbolized."<sup>13</sup>

Example: “*Fire* is blazing inside her soul”

*Fire* symbolizes what is being felt by the woman. Moreover, **the word *fire* points to rage and anger within her heart.**

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<sup>11</sup> Laurence Perrine.

<sup>12</sup> Laurence Perrine.

<sup>13</sup> Zaheer Ahmad, ‘Use of Symbols & Classical Allusions in Hamlet’, *Journal of Literature, Language and Linguistics*, 20 (2016), 8–12.

## 8) Allegory

According to Perrine, Allegory is narrative or description that has meaning beneath the surface one. Allegory is description that has another meaning. The meaning beneath is different from its description. Furthermore, Keraf said that Allegory is a short story that contains of metaphor and moral lesson, but it is difficult to distinguish from one meaning to the other meaning.

Example: “Story about mouse deer and crocodile”

It is about animal’s life, **famous story have moral value that can be lesson to our life.**

## 9) Paradox

Paradox is an expression which contradicts itself. Paradox is an apparent contradiction that is nevertheless something true. It maybe either situation or statement.<sup>14</sup> Some paradoxical statements, however, are much more than plays on words. The value of paradox is its shock value.

Example: “She feels alone in center of town”

**She feels alone in her life, but it is not in center of town.** Because in center of town it will surely busy.

## 10) Hyperbole

Perrine said that hyperbole is simply exaggeration out in the service of truth.<sup>15</sup> According to Keraf, hyperbole is a

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<sup>14</sup> Laurence Perrine.

<sup>15</sup> Laurence Perrine.

kind of figure of speech that has overstatement by raising a matter. It is used to express something or state of condition in a bigger way than real condition, or over statement is an exaggerated statement. It can be ridiculous or funny.<sup>16</sup>

Example: “I love you for a *thousand years*”

The means of example is the word “thousand years” is an exaggeration. **It is impossible to live until a thousand years because a people live not until a thousand years.**

#### 11) Understatement (Litotes)

According to Perrine, understatement is saying less than one means that may exist in what are says or merely in how one say it. Understatement is opposite of overstatement. Furthermore, Hornby said that litotes or understatement is expression of one’s meaning by saying something is the direct opposite of one’s thought, it to make someone’s remarks forceful. Litotes or understatement is opposite from hyperbole.

Example: “If there is time, please drop by to *my shack*”

The example is a litotes because **actually shack is a big house and luxurious**. The writer used word “shack” because to degrading them.

#### 12) Irony

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<sup>16</sup> Keraf.



Irony is the opposite of what one means, said Perrine.<sup>17</sup>

An author employs the device for irony effect, letting the reader into the author's confidence, and revealing him as an inventor who is often at a loss for matter to sustain his plot and undecided about how to continue it. Leech describes irony as applied to language as the human disposition to adopt a pose, or to put a mask. The main element to understand irony is the awareness of the situation where it is used.<sup>18</sup>

Example: "Your rapport is very good, until red's color all"

The example above is irony, **actually he wants to say that the rapport is very bad, but in first he said use soft word to scorn**. This is clear that what the subject said is much remarkable different from what is expected.

## 2. Song Lyrics

### a. Definition of Song

The definition of song is much, from the different source give the similar explanation. According to the Longman dictionary of contemporary English, a song is a short piece of music with words for singing.<sup>19</sup> The song is a tone or sound art composition in sequence, combination, and the temporal relationship (usually accompanied by a musical instrument) to produce a musical

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<sup>17</sup> Laurence Perrine.

<sup>18</sup> Leech.

<sup>19</sup> A.S. Hornby, *Longman Dictionary of Contemporary English* (New York: Oxford University Press, 2000) <<https://www.ldoceonline.com/dictionary/song>>.

composition having unity and continuity (containing rhythm). And variety of tone or rhythmic sound is also called the song.

Songs are linguistically meaningful, have melody and can be listened to. Song also there is elements of moral message which can take from lyric itself. It gives motivation and the knowledge that easy to be understood by all of people. This quality of a song is very important for the teachers with regard to promoting motivation in EFL. Songs provide an inexhaustible amount of relevant topics for learners because of the personal quality each good song conveys.

#### b. Definition of Lyrics

According to the Oxford Dictionary, lyrics are a composed for singing. Lyrics are set of words that make up a song. Lyric can be studied from an academic perspective. Lyrics can also be analyzed with respect to sense of unity it has with its supporting music. Lyric is a simple word of song. The lyric or song texts do not only as a complement of the song, but also as an important part of the music elements which determine the theme, character and mission of the song. It can also make sense be stable. To know the sense of the song, we can feel the rhythm and melody, harmony and voice of the singer by the singing of the song.

#### c. Classification of Songs

Different kinds of the songs can used in language classrooms. As Murphey in Lenka point out, it is very difficult to decide which kind of songs are best for using in the EFL classroom

because any song will usually be welcome and will work to some extent. However, some kinds of songs work better with a particular age group.

The researcher will present three major categories of songs based on Murphey's research. The first one is Made for EFL Songs. Made for EFL songs are artificial songs created for the purposes of teaching English so that they best suit grammatical structures, sounds, vocabulary or topics being discussed in classes. Made for EFL songs can be found especially in older textbooks. The second one is Traditional or Folk Songs. Traditional or Folk songs originated from the native environment and contain the vital concerns and characteristics of people of a certain nation and supply many notes and historical background of the songs. The last is Contemporary Songs. Contemporary songs are popular songs which can be heard in the out of school environment of students. They can be of any music genre, such as pop, rock, hard rock, rock and roll, R&B, rap, heavy metal, punk, reggae or others<sup>20</sup>

#### d. Criteria of Song Selection

For the learner, primarily the teacher should consider the musical interest of the students as well as their age and language level. Each a group is specific and has its own musical like and dislike. While, the song selection for the teacher should choose

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<sup>20</sup> Lenka Ornerova, *'The Use of Pop Songs in the EFL Classroom'* (Hamburg: Diplomica Verlag GmbH, 2009).

those songs that appeal to him or her, so that he or she can be enthusiastic about the song to pass his or her enthusiasm on the students.

On the level of difficulty of the song and the lyrics, some factors to consider are tempo, clarity of pronunciation, stress, amount of repetition, language level, word order, vocabulary and the extent of metaphorical usage. All these factors determine whether or not the song will provide meaningful and understandable input for students.

Different about the statement before, the song selection for the curriculum should support the curriculum. In other words, the song should fit the grammatical structure, vocabulary or topic being taught, so that the selected song is a direct complement to the lesson. In another criteria, songs can affect the pace and sequencing of the lesson because they have the ability to energize or calm down the students. Therefore, songs should be carefully chosen according to the need of the teacher to stimulate or calm down students, time of the day or day of the week.

The last criteria of song selection is to the classroom. Obviously, teachers will need the appropriate equipment to play the songs and the music videos. The availability of resources, such as CDs, CD player, videos, overhead projector, the interactive whiteboard or the web in the classrooms, needs to be considered when designing classroom music activity.<sup>21</sup>

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<sup>21</sup> Ornerova.

### 3. Media of Teaching and Learning

#### a. Definition of Media in Teaching and Learning

The Merriam-Webster's Collegiate Dictionary describes a "medium" as "a means of effecting or conveying something". The following two sub-definitions would seem to correspond in part to the way media are used and understood in the educational context today. First, a channel or system of communication, information, or entertainment. Second, something (such as a magnetic disk) on which information may be stored.<sup>22</sup>

Media are the means for transmitting or delivering messages in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Instructional technology or media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning.<sup>23</sup>

#### b. The Types of Media in Teaching and Learning

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<sup>22</sup> De Gruyter Mouton, *Media in Foreign Language Teaching and Learning*, ed. by Anna Uhl Chamot and Wai Meng Chan (Boston: Walter de Gruyter Inc., 2011).

<sup>23</sup> Ahsan Akhtar & Rafaqat Ali Akbar Naz, 'Use of Media for Effective Instruction Its Importance : Some Consideration', 18, 35–40.

The media is important to teaching students in teaching and learning process. The students will be easy to understand what is the topic, if the teacher uses the media. Media is one of the means to improve the teaching and learning activities.

Successful implementation of learning is very dependent on how teachers use learning media. A teacher can make more effective use of media if he or she understand underlying concepts about teaching-learning process.

Here are six basic types of learning media according to Heinich and Molenda, namely:

1) Text

Text is a basic element for presenting information having various types and forms of writing offered gives appeal in the delivery of information.

2) Audio Media

It helps to convey information more memorable helps to increase traction towards something offerings. Types of audio include background, music or voice recordings and others.

3) Visual Media

The media that can provide visual stimuli such as pictures or photographs, sketches, diagrams, charts, graphs, cartoons, posters, bulletin boards and others.

4) Motion Projection Media

This motion project media includes motion films, bracelet films, TV programs, videos cassette (CD, VCD, or DVD)

5) Artificial Objects/Miniatures

It is like threem-dimensional objects that can be touched and touched by students. This media is made to overcome the limitations of both the learning process continues well.

6) Humans

Humans are related to the teacher, student, or expert / expert in the field / material certain.<sup>24</sup>

#### 4. English Textbook

a. Definition of English Textbook

The textbook is an almost universal element of ELT teaching. Callahan states that a textbook is the most common information source used in our classroom. Textbook is one of the media used in English language learning. A great number of EFL textbook evaluation has been done to find the most suitable textbook for English language teaching.<sup>25</sup> A textbook is one of the many kinds of instructional materials used in learning.

The content of English textbooks influences what teachers teach and learners learn. It should neither be too advanced nor too simple, should also not contain any local cultural taboos, and the

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<sup>24</sup> Dadang Supriatna, *Pengenalan Media Pembelajaran* (Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan TK dan PLB, 2009).

<sup>25</sup> Tom Hutchinson and Eunice Torres, 'The Textbook as Agent of Change', *ELT Journal*, 48.October (1994), 315–28.

content should be of the kind that students can relate to for the teacher to have no problem. A textbook must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching.<sup>26</sup>

According to Thomson, the English textbook is a stimulus or instrument for teaching and learning.<sup>27</sup> So, textbook is arranged to add students ability in understanding materials contained in the textbook. It is also provided for teachers to help them to give more exercises and materials to students. The result that, the process of teaching learning will be going on appropriate learning project.

b. The Functional of Textbook

Textbook is a collection of knowledge, concepts, and principles of a selected topic used in learning and the most common source in classroom. A textbook contains ready-made materials and becomes the easiest and cheapest way to help teachers run the learning process.<sup>28</sup>

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<sup>26</sup> Cecilia Fredriksson and Rebecca Olsson, 'English Textbook Evaluation an Investigation into Criteria for Selecting English Textbooks Utvärdering Av Engelska Textböcker', 2006.

<sup>27</sup> Hidayet Tok, 'TEFL Textbook Evaluation : From Teachers' Perspectives', *Educational Research and Review*, 5.September (2010), 508–17.

<sup>28</sup> Donald Freeman, *Designing Language Courses: A Aguide for Teachers* (Heinle & Heinle, 2000).



They can also be used as a systematic syllabus to define the boundary of a course. With readily available contents supported by relevant tasks and exercises, textbooks can significantly reduce the time and effort of teachers in preparing course materials.<sup>29</sup>

A textbook has many functions. According to Thomson, the textbook has many functions.

First is individualization of instruction. A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according what they are interested in studying. Second, organization of instruction. A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded. The next function is tutorial contribution. A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems. The last is improvement of Teaching. Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.<sup>30</sup>

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<sup>29</sup> John R Frederiksen and Allan Collins, 'Systems Approach to Educational Testing', 18.9 (2016), 27–32.

<sup>30</sup> Charles Lau and others, 'The Role of Textbook Learning Resources in E-Learning: A Taxonomic Study Computers & Education The Role of Textbook Learning Resources in E-Learning: A Taxonomic Study',

From the explanation above, textbook is actually as one of the visual aids by teachers, when they teach and explain the teaching materials. Besides, it also helps the students to understand the materials given by the teacher.

c. The Importance of Textbook

Textbook is frequently the most important teaching tool because it can determine not only what will be taught but also how it will be taught. Although television, computer, internet and other new media are rivaling printed materials of communication, textbook remain major sources in school and colleges.<sup>31</sup> High quality of textbooks support both teachers and pupils—they free teachers up to concentrate on refining pedagogy and developing engaging, effective learning.<sup>32</sup>

Textbook are indispensable for the study and teaching due to various reasons. The first one is to help the teacher. The textbook provides useful guidelines along which the teacher can plan his day-to-day teaching; it serves as a reference book while actually teaching in the classroom; provides suggestions for some assignments; suggests activities to be taken up in the classroom and outside. The second one is to help the pupil. For the pupil textbook is the most accessible guide, a dependable reference

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*Computers & Education*, 118.November (2017), 10–24  
<<https://doi.org/10.1016/j.compedu.2017.11.005>>.

<sup>31</sup> Freeman.

<sup>32</sup> The Procedure and Sohail Ahmed, ‘The Procedure of Textbook Development in Pakistan’.

book and an all-time companion. The pupil makes use of the textbook to prepare himself in advance for learning in the classroom; refers to it during the course of learning in the classroom; revises and reinforces the class room learning; does assignment at home; prepares for the examination; reads for pleasure; and seeks guidance and references for further studies.

The next is to give the minimum essential knowledge. At one place all teachers are not in a position to dig up facts. Some mature, well trained, experienced teachers may find it possible to use their out-lines and thus find it possible to dispense with a basal textbook, but most teachers cannot and should not do it.

Another importance of textbook is to help in self-teaching. The tradition of imparting education through the instrument of lecturing has high value especially when the teacher is armed with special gifts, i.e., inspiring the gifted and encouraging the weak students, etc. But it needs to be admitted that even impact of best spoken message is necessarily Transitory in character and even the most attentive listener loses any but the obvious connection in the lesson. The efficacy of the textbook lies in making self teaching a possible proposition through printed materials. Thus, a good textbook can prove an insurance against illiteracy at home which is normal in the case of many children.

Textbook is also can provide logical and comprehensive material. A good textbook provides material in a systematic and comprehensive form. That why, it sets a standard of minimum

essential to be achieved by pupils of all categories. It gives the beginner a grasp of new matter. It also gives direction for further studies to enthusiastic pupils. Textbook are able to ensure uniformity of good standard. The textbook provides a highway for carrying better practices to all Schools. Some sort of uniformity of good standard is ensured. The Textbook furnishes a common basis on which to master the process of reading, analyzing, outlining and summarizing. It, thus, furnishes a common laboratory in which to develop study skills.

A textbook provide a base from which both the teacher and the pupil may start and continue to work. The textbook contain the minimum essential knowledge and can, thus, provide appoint of departure for more comprehensive link. Further, it provide the common ground which both the student and teachers may explore together. Also it can focus attention on the same issues - event, sequences and circumstances and serve well as rallying points.

The last is to provide both confirmation and sustenance. The textbook is supposed to contain the facts which are carefully sifted and examined. Thus it can confirm the knowledge obtained elsewhere.<sup>33</sup>

The researcher concludes that textbook is very important to help the teachers and students to get easily in teaching learning process. Textbook used by teacher as source of teaching and guidance of teaching. Students also use textbook as media of

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<sup>33</sup> Neill.

learning process in school and their home. So, textbook is guidance for the teachers and students in the classroom for teaching and learning process.

## 5. Review on Syllabus

National Education Standards Agency said that a syllabus is a lesson plan in the group of lesson or some themes which covering standard competencies, core competencies, topic lesson, teaching activity, indicator competencies, assessment, time allocation, and source learning.<sup>34</sup> In the education management system *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, school or the teachers are arranging a syllabus. The development of syllabus, lesson, and assessment is delivered to an institute or the teachers who develop a syllabus, lesson, and assessment in their institute. Curriculum 2013 that also based on syllabus competencies is composed by government, although to development of a syllabus needs to see the environment condition in the village or country.

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<sup>34</sup> BSNP, *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* (Jakarta: BSNP, 2006).



## CHAPTER III

### RESEARCH METHOD

The researcher would like to present the research methodology. It covers with the research design, research focus, data and source of data, research instrument, data collection technique and data analysis technique.

#### **A. Research Design**

Cresswell states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.<sup>1</sup>

In this research, the researcher uses descriptive qualitative research as the primary data of the analysis. The qualitative data gain from documentation to collect the data.

#### **B. Source of data**

In the research, source of data is the subject from which the data can be found.<sup>2</sup> The data include interview transcripts, field

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<sup>1</sup> John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: Sage Publications Inc., 2009). p. 22.

<sup>2</sup> Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2002). p. 102.

notes, photographs, videotapes, personal documents, memos, and other official records. The researcher analyze the data with all of their richness as closely as possible to the form in which they were recorded or transcribed.<sup>3</sup>

The documentation data taken from the “Pathway to English” textbook published by Erlangga for the 11<sup>th</sup> grade Senior High School.

### **C. The Technique of Data Collection**

Vanderstoep and Johnston state that qualitative research provides richer and more in-depth understanding of the phenomena under study as it produces narrative or textual explanations of the phenomena under study.<sup>4</sup> The researcher employed some steps in collecting the data. The technique of data collection was note-taking. In collecting the data of figurative language, two or more types may overlap each other, yet the researcher chose only the most significant type to be included as data.

The data collection technique can be applied by :

1. Reading and understanding the song lyric of “Pathway to English” textbook for the 11<sup>th</sup> grade published by *Erlangga*.
2. Selecting the figurative language.

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<sup>3</sup> B Bogdan and S.K. Bilken, *Quality Research for Education: An Introduction to Theory and Methods*, 3rd edn (Massachusetts: Allyn & Bacon, 1992).

<sup>4</sup> Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life* (San Fransisco: Jossey-Bass, 2009). p.28.



3. Writing down the data.
4. Arranging the data into several parts based on the classification.

#### **D. Technique of Data Analysis**

Analyzing qualitative data is the technique of the ways that is used by a researcher to analyze and evolve or organize the data that had been collected.<sup>5</sup> The researcher uses an instruction method of analyzes based on the Miles and Huberman framework for qualitative data analysis by three components in data analyzing process as three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/ verification.

Thus, the theory presented in the previous section served as the guidance in analyzing the data. The procedures of data analysis are presented as follows:

##### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. Qualitative data can be transformed in many ways: through

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<sup>5</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Revisi (Bandung: PT. Remaja Rosdakarya, 2016).

selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on.

## 2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.

## 3. Drawing and Verifying Conclusions

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. Qualitative data analysis is a continuous, iterative enterprise. Issues of data condensation, display, and conclusion drawing/verification come into play successively as analysis episodes follow each other.<sup>6</sup>

Based on the theory, the step of analyzing data is presented as follow:

- a. Reading and observing the figurative languages which found in “Pathway to English” textbook.
- b. Collecting the data by making list of figurative language which found in “Pathway to English” textbook.
- c. Analyzing the literal and figurative meaning to make a clear definition.

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<sup>6</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 3rd edn (California: Sage Publications Inc., 1994).

- d. Before identifying or classifying the data into figure of speech, the researcher make a coding to easy classifying and help the reader to easily read the data. For example: S1/P, S2/P, S3/P, and etcetera.
- 1) S1 : Serial song
  - 2) P : Page number in the textbook
- e. Analyzing the suitable song topic selection based on curriculum by the vocabulary or topic being taught from the teaching material song that found in “Pathway to English” textbook.

#### **E. Data Coding**

In this research, the researcher used some codes for each names of code to make easy in analyzing the data. The use of coding can prove existence of figurative language on the song lyrics provided in the “Pathway to English” textbook that the researcher analyzed. The researcher used codes to give sign in the data displayed.

For example: 01/ 255/ S3/ 14

01 : Number of data

255 : Page number of textbook

S3 : Number of song

14 : Part of lyric

01/ 255/ S3/ 14: The coding shows that the data number is 1, on the page 255, on the song 3 and on part of lyric 14 is the part of

lyrics figurative language expression. The coding in the forms of number of song:

S1 refers to first song

S2 refers to second song

S3 refers to third song

S4 refers to fourth song

S5 refers to fifth song

## **F. Research Instrument**

Instrument in a research is equipment or facility used by the researcher to collect the data, so the research can be conducted easier, and the result can be more accurate, complete and systematic. In a qualitative research, instrument of the research is the researcher herself with or without the help of other people.<sup>7</sup>

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<sup>7</sup> Ani Septyaningsih, An Analysis of Positive Politeness Strategy in The Film Entitled “In Good Company” (A Pragmatics Study), *Thesis*, C1304002, Faculty of Letters and Fine Arts, (Surakarta: Sebelas Maret University, 2007), p. xlix.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the results of the research. The analysis of the data started from research finding to the discussion. In this section, the writer is presenting kinds of figurative language and song topic selection that provided in “Pathway to English” textbook showed in the research finding.

#### **A. Research Findings**

After presenting the methodology of the research in chapter III, the researcher continues to the next part of the research. To make the data clear and easy to identify, the writer presents the kinds of figurative language found in song lyrics that found in “Pathway to English” textbook. The writer employs Perrine’s theory to describe the kinds of figurative language expression. It is used to describe how the meaning in the song lyrics provided in “Pathway to English” textbook. Then, to analyzes the match of song topic. The writer uses Miles and Huberman theory of song topic selection in conducting this research to describe kinds of song topics in the vocabulary or topic being taught. The researcher analyzes it by considering some factors that influence to choose of this song topic.

After the process of data condensation, the whole data of figurative language expression is found by researcher in song lyrics provided by “Pathway to English” textbook are seventeen data. From the founding data, it can be concluded that the highest

number of figurative language expression's usage is hyperbole expression. While, the fewest number of figurative language expression's usage are simile and litotes. There are two research findings in this research, they are:

**1. Figurative Language on Song Lyrics Provided in “Pathway to English” Textbook**

After classifying the data on Perrine’s theory, the researcher found five kinds of figurative language expressions in the song lyrics provided by “Pathway to English” textbook. The following table is the data analysis of each type of figurative language expression in five songs (Happiness, Tell Laura I Love Her, Tell Tommy I Miss Him, Congratulation, and Yesterday) in the song lyrics that provided by “Pathway to English” textbook for the 11<sup>th</sup> Grade Senior High School.

**Table 4.1**  
**The Figurative Language Found Provided**  
**in “Pathway to English” Textbook**

No	Song Title	Page	Kinds of Figurative Language	Total
1.	Happiness	252	Metaphor	6
2.	Tell Laura I Love Her	255	Hyperbole	3
3.	Tell Tommy I Miss Him	255	Hyperbole Personification	2 2
4.	Congratulation	256	Litotes Hyperbole	1 1
5.	Yesterday	258	Simile Hyperbole	1 1
<b>Total</b>				17

Based on the table above, it is found metaphor expression amounts to six data in the first song (Happiness). Hyperbole expression found in the second song (Tell Laura I Love Her). There are three data of hyperbole. Then, in the third song (Tell Tommy I Love Him) the researcher found two types of figurative language. There are hyperbole expression and personification expression. Kinds of those are found amount of hyperbole expression as two data and personification as two data. In the fourth songs (Congratulation), there are two kinds of figurative language expressions. There are one litotes expression and one hyperbole expression. For the last song (Yesterday), it is found two kinds of figurative language expression. The researcher found one data of simile expression and also one data of hyperbole expression. From the description above, the total data which is analyzed is seventeen data. The data that described type figurative language that used in song lyric, provided in “Pathway to English” textbook. The researcher gave codes ‘S1, S2, S3, up to S5’ to each song. The lines of lyrics or the expression are showed by ordinal numbers 1, 2, 3 and so on. Both of the codes go together to display certain cases that can be found in a certain lines of song lyrics. For instance, the code “S1-1” means that case is found in data “S1” and line “1. The list of figurative expressions found in data and the analysis is shown below.

a. **Simile**

One of the types figurative languages is simile. A comparison expressed by the use of some words or phrases, such as, like, as, than, similar to, resembles, or seems. There are four data that are found by the researcher. There is data in S5 –2.

**Table 4.2**  
**The Expression of Simile**

No.	Figurative Language	Code
1.	<b>Now, it looks as though they're here to stay</b> <i>Oh, I believe in yesterday</i>	S5 – 2

As the tables above, the researcher found one data of figurative language. The type of those figurative languages is simile expression. The data found in the fifth song entitled “Yesterday” by The Beatles. So, in the fifth song only found one data of simile. For example the code from the table above, S5 – 2 the meaning is the fifth song in the second line.

1) Yesterday

In the part of this song lyric, the author shows in the part of lyric “**Now, it looks as though they're here to stay**”. The bold lyric above shows that this is kinds of figurative language in simile expression. This lyric as the lyric of song entitled “Yesterday”, in second stanza. It have comparison that implicit is the trouble that comes in yesterday and now. There are words “looks as”, one of characteristic from simile. The use words or phrases, such as, like, as, than, similar to,



resembles, or seems. The author used the word “as” to describe his shadow troubles in the past time and present time.

**b. Personification**

One of the types figurative languages is personification. The kinds of comparison most familiar that speak something which is not human as human abilities. There are two data that are found by the researcher. The data in the third song are S3 – 13 and S3 – 16.

**Table 4.3**  
**The Expression of Personification**

No.	Figurative Language	Code
1.	I love no other, I want him to know <b>Oh little star, please tell him so</b>	S3 – 13
2.	Why did he do such a reckless thing <b>Little star he should realize</b>	S3 – 16

As the tables above, the researcher found two data of figurative language. The type of those figurative languages is personification expression. The data is found in the third song entitled “Tell Tommy I Miss Him” by Skeeter Davis. In the third song are found two data. The codes from the table above are S3 – 13 the meaning is the third song in the thirteenth lines, and S3 – 16 the meaning is third song in the sixteenth lines.

1) Tell Tommy I Miss Him

In the part of this song lyric, the author shows in the part of lyric “**Oh little star, please tell him so**”. The bold lyric shows that this is kinds of figurative language in

personification expression. This part as the lyric of song entitled “Tell Tommy I miss him”, in the thirteenth stanza. That lyric can be categorized as figures of speech “Personification”. Here, the author shows in this lyric has a meaning that “little star” is reputed can reply like a person as if have ears and mouth to listen and to speak. It means that the author wants little star to tell someone. The word “tell him” in part of the lyric above refers to using personification that has sense emphasize the insane nature of “little star” in the sky as inanimate objects.

## 2) Tell Tommy I Miss Him

In the part of this song lyric, the author shows in the part of lyric “**Little star he should realize**”. The bold lyric shows that this is kinds of figurative language in personification expression. This part as the lyric of song entitled “Tell Tommy I miss him”, in the sixteenth stanza. That lyric can be categorized as figurative language “Personification” because the author shows in this lyric has a meaning that “little star” is reputed it has ears and it can listen to what she feel. It means that the author wants little star to be her interlocutor. She (Laura) ask to converse with little star that he (Tommy) should realize. The word “he should realize” in part of lyric above refers to using personification “little star” that has a sense as if a person.

### c. Metaphor

One of the types figurative languages is metaphor. Kinds of comparison that one thing is said to become another thing. It involves an implied comparison between two basically unlike things. There are six data that are found. The data are S1 – 3, S1 – 5, S1 – 6, S1 – 9, S1 – 12 and S1 – 13.

**Table 4.4**  
**The expression of Metaphor**

No.	Figurative Language	Code
1.	<b>Happiness is learning to whistle</b> Tying your shoe for the very first time	S1 – 3
2.	<b>Happiness is playing the drum</b> in your own school band	S1 – 5
3.	And <b>Happiness is walking hand in hand</b>	S1 – 6
4.	<b>Happiness is finding a nickel</b> Catching a firefly, setting it free	S1 – 9
5.	And <b>Happiness is coming home again</b>	S1 – 12
6.	<b>Happiness is singing together</b> when the day is through	S1 – 13

As the tables above, the researcher found one data of figurative language. The type of figurative language that found is metaphor expression. The data is found in the first song. The first song is entitled “Happiness” by Al Jarrow and David Benoit. Here, the researcher found six data. For example the code from the table above are S1 – 3. The meaning is the first song in the third lines. S1 – 5 is the first song in the fifth lines, S1 – 6 meaning is the first song in the sixth lines, S1 – 9 meaning is the first song in the ninth lines, S1 – 12 meaning is the first song in the twelfth lines, S1 – 13 meaning is the first song in the thirteenth.

1) Happiness

In the part of this song lyric, the author shows in the part of lyric **“Happiness is learning to whistle”**. The bold lyric shows that this is kind of figure of speech in metaphor expression. This part as the lyric of song entitled “Happiness”. It is in the third stanza. That lyric can be categorized as “metaphor” because the author shows in this lyric has a meaning that “happiness” is comparing two things that are unlike. The word of “Happiness” is compared with the word “learning to whistle”. In part of lyric above, it have a meaning sense that Happiness is the simple thing. Like when we are learning to whistle, so the environment around us can feel our happiness.

2) Happiness

In the part of this song lyric, the author shows in the part of lyric **“Happiness is playing the drum in your own school band”**. The bold lyric shows that this is kind of figure of speech in metaphor expression. This part as the lyric of song entitled “Happiness”. It is in the fifth stanza. That lyric can be categorized as “Metaphor” because the author shows in this lyric have comparing of two things that are unlike. The meanings that “happiness” is compare with the word “playing the drum”. It means that the author considers that the happiness has a meaning sense that happiness can be doing by the simple things. For example is playing the drum. Here, the

word “playing the drum” in the part of lyric above refers to the author’s happiness when he/she can play the drum in the school especially with his/her friends.

### 3) Happiness

In the part of this song lyric, the author shows in the part of lyric “**Happiness is walking hand in hand**”. The bold lyric shows that this is kind of figure of speech in metaphor expression. This part as the lyric of song entitled “Happiness”. It found in the sixth stanza. That lyric can be categorized as “Metaphor” because the author shows in this lyric have a meaning that “happiness” is the simple thing when the author can walking hand in hand with the special person. It means that the author considers as if happiness has a feeling that someone in the beside him or her always care, help, and love with him or her. The word “walking hand in hand” in part of lyric above refers to someone who always walking hand in hand with the author.

### 4) Happiness

In the part of this song lyric, the author shows in the part of lyric “**Happiness is finding a nickel, catching a firefly, setting it free**”. The bold lyric shows that this is kind of figure of speech in metaphor expression. This part as the lyric of song entitled “Happiness”. It found in the ninth stanza. That lyric can be categorized as “Metaphor” because the author shows this lyric has a meaning that “happiness” is comparing

two things that are unlike. It means that the author considers that the happiness is the simple things when she or he can find, catch, and setting a firefly to free. The word of “finding a nickel, catching a firefly, and setting it free” in part of lyric above refers to the happiness when they can see the beautiful moment in the night when he or she can finding a nickel, catching a firefly and setting a firefly to free in their around.

5) Happiness

In the part of this song lyric, the author shows in the part of lyric **“Happiness is coming home again”**. The bold lyric shows that this is kind of figure of speech in personification expression. This part as the lyric of song entitled “Happiness”. It is found in the twelfth stanza. That lyric can be categorized as “Metaphor” because the author shows in this lyric has a meaning that “happiness” is the simple thing when we are coming home. When we are home, we can meet with our family and sharing about life. We know, home and family is the best place when we are missing the past experience.

6) Happiness

In the part of this song lyric, the author shows in the part of lyric **“Happiness is singing together when the day is through”**. The bold lyric shows that this is kind of figure of speech in metaphor expression. This part as the lyric of song entitled “Happiness”. It is found in the thirteenth stanza. That lyric can be categorized as “Metaphor” because the author

shows in this lyric have a meaning that “happiness” is compared with singing together. It means that the author considers that the happiness when we can sing a song with friends until the day is changed by another day.

#### d. Hyperbole

One of the types figurative languages is hyperbole. It is used to express something or state of condition in a bigger way than real condition, or hyperbole is an exaggerated statement. There are seven data that are found. The data are S2 – 2, S2 – 24, S2 – 27, S3 – 5, S3 – 14, S4 – 12 and the last one is S5 – 5.

**Table 4.5**  
**The Expression of Hyperbole**

No.	Figurative Language	Code
1.	<b>He wanted to give everything</b> Flowers, presents, But most of all, a wedding ring	S2 – 2
2.	Tell Laura I love her Tell Laura I need her Tell Laura not to cry <b>My love for her will never die</b>	S2 – 24
3.	Now in the chapel where Laura prays For her poor Tommy, who passed away <b>It was just for Laura he lived and died</b>	S2 – 27
4.	Tell Tommy I love him, tell Tommy I miss him <b>Tell him though I may cry, My love for him will never die</b>	S3 – 5
5.	<b>Although he wanted to give me the world</b> Why did he do such a reckless thing	S3 – 14
6.	That I was only fooling myself to think you loved me But then tonight you said <b>you couldn't live without me.</b>	S4 – 12
7.	<b>There's a shadow hanging over me</b> Oh, yesterday came suddenly	S5 – 5

As the tables above, the researcher found there are seven data of figurative language. The type of those figurative languages is hyperbole expression. The data are found in the second song, third song, fourth song, and the fifth song. The second song is entitled “Tell Laura I love her” by Ray Peterson. Then, the third song is entitled “Tell Tommy I miss him” by Skeeter Davis. The fourth song is entitled “Congratulation” by Cliff Richard. Then, the fifth song is entitled “Yesterday” by The Beatles.

In the second song, there are found three data. While in the third song are found two data. The fourth song is only found one data. The last, in the fifth song is found one data also. The code from the table above in the second song are; S2 – 2 the meaning is the second song in the second line, S2 – 24 the meaning is the second song in the twenty fourth line, and S2 – 27 the meaning is the second song in the twenty seventh line. In the third song, S3 – 5 the meaning is the third song in the fifth line, and S3 – 14 the meaning is the third song in the fourteenth line. For the fourth song there is S4 – 12 the meaning is the fourth song in the twelfth line. Then, the fifth song there is S5 – 5 the meaning is the fifth song in the fifth line.

1) Tell Laura I Love Her

In the part of this song lyric, the author shows in the part of lyric “**He wanted to give everything**”. The bold



lyric above shows that this is kinds of figurative language in hyperbole expression. This part as the lyric of song entitled “Tell Laura I love her”. It is found in second stanza. The meaning of part of lyric “give her everything” at this song contain exaggeration, because the author want to show how much his love to someone special by giving everything that can be given to his love.

2) Tell Laura I Love Her

In the part of this song lyric, the author shows in the part of lyric “**My love for her will never die**”. The bold lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyric as song entitled “Tell Laura I love her”. It is found in twenty-fourth stanza. This lyric is hyperbole. We can see it from the words “love” and “die”. As we know, we are life in the world for the short tome and definitely will be died. We are impossible to not going passed away. So, when we had die, we will lost everything like; love, wealth, and family. Probability, we would not remember someone who good or bad. Thus, this part of lyric which states “my love for her will never die” is hyperbole, because it is an impossible thing.

3) Tell Laura I Love Her

In the part of this song lyric, the author shows in the part of lyric “**It was just for Laura he lived and died**”. The bold lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyric as the one of song entitled “Tell Laura I love her”. It is found in the twenty-seventh stanza. The meaning sense of this part of this lyric is almost same with the part of the lyrics before, but at this sentence contain exaggeration. It is clearly stated that “his lived and died”. So, it also an impossible thing.

4) Tell Tommy I Miss Him

In the part of this song lyric, the author shows in the part of lyric “**My love for him will never die**”. The bold lyric above shows that this is kinds of figurative language in hyperbole expression. This part of lyrics as song entitled “Tell Tommy I miss him”. It is found in the fifth stanza. This statement is the same as part of lyric before in song entitled “Tell Laura I love her”, but it just different from the pronoun. The lyric before, its song entitle “Tell Laura I love her” using (her) refers to Laura. But, in this lyric using (him) refers to song entitle “Tell Tommy I miss him”.

5) Tell Tommy I Miss Him

In the part of this song lyric, the author shows in the part of lyric **“Although he wanted to give me the world”**. The underline lyric above shows that this is kind of figurative language in hyperbole expression. This part of lyric as the one of song entitled “Tell Tommy I miss him“. It is in the fourteenth stanza. Meaning from this statement “he wanted to give me the world”. It is an expression of overstatement, because everyone cannot possibly have this world, let alone be given to others.

6) Congratulation

In the part of this song lyric, the author shows in the part of lyric **“You couldn’t live without me”**. The bold lyric above shows that this is kind of figurative language in hyperbole expression. This part of lyrics as one of the song entitled “Congratulation”. It is in the twelfth stanza. That lyric categorized as hyperbole expression because the point of overstatement in the congratulation song can be seen in the part of lyric “you couldn’t live without me”. The word “you” in the lyrics refers to someone special that cannot live when without the author.

7) Yesterday

In the part of this song lyric, the author shows in the part of lyric **“There’s a shadow hanging over me”**. The bold lyric above shows that this is kind of figurative language in hyperbole expression. This part of lyric as one of the song entitled “Yesterday”. It is found in the fifth stanza. That lyric is categorized as hyperbole expression because the point of over statement in the yesterday song can be seen in the part of lyric “There’s a shadow hanging over me”. The word “hanging over me” in the lyrics refers to the shadow himself that always there is in his mind and flying in the head.

e. **Litotes**

One of the types figurative languages is Litotes or Understatement. Understatement or saying less than one means may exist in what one says or merely in how one says it. It is the opposite of hyperbole. It is a kind of understatement where the speakers use negative of a word ironically. There is only one data found from the song lyrics. It is data S4 – 11.

**Table 4.6**  
**The Expression of Litotes**

No.	Figurative Language	Code
1.	<b>That I was only fooling myself to think you loved me</b> But then tonight you said you said you couldn't live without me	S4 – 11

As the tables above, the researcher found there is one data of figurative language. The type of that figurative language is litotes expression. The data is found in the fourth song. The fourth song is entitled “Congratulation” by Cliff Richard. In the fourth song is only found one data. For example the code from the table above is S4 – 11, the meaning is the fourth song in the eleventh lines.

**1) Congratulation**

In the part of this song lyric, the author shows in the part of lyric “**That I was only fooling myself to think you loved me**”. The bold lyric above shows that this is kinds of figurative language in litotes expression. This part of lyric as the song from entitled “Congratulation”. It is found in the eleventh stanza. The point of litotes in Congratulation song can be seen in the part of lyric “That I was only fooling myself to think you loved me”. In the litotes expression in the uses of the word “fooling myself”, lexically means stupid. The author does anything without he thinks it is good or bad for him.

The result of figurative language on song lyrics provided in “Pathway to English” textbook could be drawn as below:

**Table 4.7**  
**The Expression of Figurative Language on Song Lyric**  
**provided in “Pathway to English” Textbook**

No.	Kinds of Figurative Language	S1	S2	S3	S4	S5
1.	Simile	-	-	-	-	V
2.	Metaphor	V	-	-	-	-
3.	Personification	-	-	V	-	-
4.	Apostrophe	-	-	-	-	-
5.	Synecdoche	-	-	-	-	-
6.	Metonymy	-	-	-	-	-
7.	Symbol	-	-	-	-	-
8.	Allegory	-	-	-	-	-
9.	Paradox	-	-	-	-	-
10.	Hyperbole	-	V	V	V	V
11.	Litotes	-	-	-	V	-
12.	Irony	-	-	-	-	-

Based on the research result from founding data can be concluded on the table above. All the kinds of those figurative languages are found in the “Pathway to English” textbook. The researcher found simile expressions in the fifth song. Metaphor expression in the first song. Personification expression in the third song. No data for apostrophe expressions in song lyrics provided “Pathway to English” textbook. No data for synecdoche expressions, in song lyrics provided “Pathway to English” textbook. No data for metonymy expressions in song lyrics provided “Pathway to English” textbook. No data for

symbol expressions in song lyrics provided “Pathway to English” textbook.

No data for allegory expression in song lyrics provided “Pathway to English” textbook. No data for paradox expressions in song lyrics provided “Pathway to English” textbook. Understatement or Litotes expressions found in the fourth song. The last is no data for irony expressions in song lyrics provided “Pathway to English” textbook.

## **2. Song Topic Selection Provided in “Pathway to English” Textbook Based on the 2013 Curriculum**

For the second question, in the problem statement the researcher provides a self-developed teaching material which includes a list of songs that provided in “Pathway to English” textbook suitable for use in the senior high school, especially for the 11<sup>th</sup> grade. The songs are divided into several categories containing vocabulary-based songs or topic-based songs.

Vocabulary based on the topic also an important influence to establish the song topic that suitable for each level of the student. Especially, the song materials provided in media of teaching and learning as student handouts must be appropriate. In this category, vocabulary based songs topic as activities are suitable for some of activities in teaching learning activities especially in English Foreign Language classroom. There are activities on language vocabulary such as; lexical gap, search, lexical transformation, and translation.

**Table 4.8**  
**Vocabulary or Topic based songs provided in “Pathway to English” Textbook**

<b>Song Title</b>	<b>Singer or Band</b>	<b>Category</b>
Happiness	David Benoit	Expression
Tell Laura I love her	Ray Peterson	Sacrifice of love
Tell Tommy I miss him	Skeeter Davis	Longing to someone
Congratulation	Cliff Richard	Expression
Yesterday	The Beatles	Past experience

The table above shows that the vocabulary based on topic songs in teaching material of “Golden Oldie Songs” in the “Pathway to English” textbook. The researcher is giving categories based on the topic on the song title. The category of the first song under the title “Happiness” is about happiness. The content of the second song is telling about the sacrifice of love that entitled “Tell Laura I Love Her”. Then, the content of the third song entitled “Tell Tommy I Miss Him” is telling about longing to someone. While, the category about the expression of congratulation is found in the fourth song under the title “Congratulation”. The last one, the song that includes into the past experience is the last song entitled “Yesterday”. From the result of the table above (see table 4.8) on those analyze. The researcher can give a conclusion that on table vocabulary and song topic selection in teaching material of “Golden Oldie Songs” in the “Pathway to English” textbook, the vocabulary based on song topic are expression, the sacrifice of love, longing to someone, and past experience. The song that has category of



expression are two song topics. It is “Happiness” and “Congratulation”. Those song topics include in this category because those songs have a lyric about expression. Then, the song title “Tell Laura I Love Her” and “Tell Tommy I Miss Him” is drawn about sacrifice of love and longing to someone. The last song topic entitled “Yesterday” has a category of past experience.

In the 2013 curriculum, students are expected to have good character and have good communication skills in life. According to English syllabus for the 11<sup>th</sup> grade of Senior High School, Basic Competence 2.2 in the song topic are showing responsibility, care, cooperation, peace-loving behavior in carrying out functional communication. This can be proven that the song lyrics in the “Pathway to English’ textbook are relevant to those in the syllabus.

Song topic selection in the “Pathway to English’ textbook contains expression of happiness, expression of congratulation, and past experience, that relevant to the topic in the syllabus. The topic on the syllabus is giving inspiring behavior. So that, the song topic selection in that textbook is appropriate with the 2013 curriculum.

## **B. Discussions.**

In the research finding, the researcher shows kinds of figurative language and song topic selection based on the curriculum. In discussion, the researcher analyzes teaching

material song lyrics provided in “Pathway to English” textbook showed in the research finding. From the result of the analysis above, there are twelve types of figurative language proposed by Perrine Laurence. They are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, litotes, and irony. The results of the analysis above those are kinds of figurative language and song topic selection based on the curriculum. Based on the data analysis, the researcher found the types of figurative languages that are used song lyrics provided in “Pathway to English” textbook. It contains five songs, such as Happiness, Tell Laura I Love Her, Tell Tommy I Miss Him, Congratulation, and Yesterday. All the types of that songs included in “Golden Oldie Songs”.

## **1. The Result of Figurative Language on Song Lyrics Provided in “Pathway to English” Textbook.**

### **a. Simile Expression**

Based on the data analysis above, there is one simile expressions. It is found in the fifth song. In the fifth song, there is found two expressions. That song has a title “Yesterday” on page 258. Those lyric is including the kinds figure of speech to comparison, it is “Simile” because there are words “as”, “so”, “like”, and “seem” that inclined become the characteristic in figurative language on the parable.

b. Personification Expression

Based on the data analysis above, there are two personification expressions. There is found in the third song that entitled “Tell Tommy I Miss Him” on page 255. This kind of figurative language is comparison most familiar that speak something which is not human as human abilities

c. Metaphor Expression

Based on the data analysis above, there are six expressions that called figurative language in metaphor. This is found in first song. In the first song entitled “Happiness” on page 252. This kinds of figurative language is comparison that one of thing is said become another thing. It involves an implied comparison between two basically unlike things.

d. Hyperbole Expression

Based on the data analysis above, there are seven expressions that called figurative language in hyperbole. They are found in second song, third song, fourth song and the fifth song. Second song is found three hyperbole expressions. Third song is found two hyperbole expressions. Fourth song is found one hyperbole expression. While, in the fifth song is found one hyperbole expression. In the second song entitled “Tell Laura I Love Her” on page 255. In the third song entitled “Tell Tommy I Miss Him” on page 255. In the fourth song, that song has a title “Congratulation” on page 256. And the

last one, in the fifth song that entitled “Yesterday” on page 258. The author uses this expression to something or state of condition in a bigger way than real condition, or hyperbole is an exaggerated statement.

e. Litotes or Understatement Expression

Based on the data analysis above, there is only one litotes expression. It is found in fourth song. In fourth song entitled “Congratulation” on page 256, is found one expression. Litotes or understatement is opposite of hyperbole. This expression used by the author to state understatement or negative of a word ironically. Based on the table (see table 4.1), it can be seen that there are five types of figurative languages that are used song lyrics provided in “Pathway to English” textbook. These songs use many types of figurative languages to make the sentence more beautiful and more interesting. In the songs of “Golden Oldie Songs” do not use all types of figurative languages. The researcher just found five types of figurative languages that are used in the song of “Pathway to English” textbook. They are simile, Personification, Metaphor, Hyperbole, and Litotes. There are 1 simile, 2 personifications, 6 metaphors, 7 hyperboles, and 1 litotes. Totally, the figurative language that is used in “Golden Oldie Songs” that provided in “Pathway to English” textbook is 17 data. From the data analysis above, the researcher found the dominant and the least of figurative languages that are

used in the song lyric of “Golden Oldie Songs” that provided in “Pathway to English” textbook. The dominant of figurative language that is used in “Pathway to English” textbook is hyperbole. The least of figurative languages that are used in the song lyric provided in “Pathway to English” textbook are simile and litotes. Thus, teaching material song in “Pathway to English” textbook for eleventh grades level of senior high school based on 2013 curriculum, there are five kinds of figurative language, like simile, personification, metaphor, hyperbole, and litotes.

## **2. The Result of Song Topic Selection Based on Curriculum 2013 Provided in “Pathway to English” Textbook.**

The result of analyzing the vocabulary based on song topic there are expression, the sacrifice of love, longing to someone, expression of congratulation and past experience. From the result above, this song material in the last chapter “Golden Oldie Songs” in the “Pathway to English” textbook is suitable. These prove from all song topics appropriate based on the curriculum in lesson plan and textbook. The goal is to knowing and to facilitate using expressing happiness and expressing congratulation through songs. The song topic in this textbook appropriate with the things concern in the reality of student’s life as adults and students of senior high school to giving exemplary and inspiring to behave responsibility, discipline, peace, love, and cooperation.

## **CHAPTER V**

### **CONCLUSION**

This chapter is the last chapter of this research. After the researcher explores the discussions of the research findings which focus on the explanations of figurative language and song topic selection based on curriculum, then some conclusions and suggestions for some parties are made below.

#### **A. Conclusion**

Based on the findings and discussions in the previous chapter, the material song in “Pathway to English” textbook for eleventh grade, the researcher concluded based on the statements of the problem of this research. First, the types of figurative language that found in song lyrics provided in “Pathway to English” textbook for 11<sup>th</sup> grades. Second, the song topic selection provided in “Pathway to English” textbook for eleventh grades based on curriculum. The conclusions are as follows:

1. The types of figurative language that found in song lyrics provided in “Pathway to English” textbook for the 11<sup>th</sup> grade.

The data are classified into twelve expression of figurative language according to Perrine’s theory. They are simile, metaphor, personification, apostrophe, synecdoche, metonymy, symbol, allegory, paradox, hyperbole, litotes and

irony. The whole data found in teaching material song in “Pathway to English” textbook are 17 data.

It can be classified into figurative language expression, such as personification are 2 data, hyperbole expressions are 7 data, simile is 1 data, metaphor is 6 data, and the last litotes is 1 data. From the research, the researcher concludes the highest number of figurative language on song material in “Pathway to English” textbook is hyperbole expression which has 7 data. The fewest number of figurative languages are in the simile expression and litotes expression which has 1 data.

2. The song topic selection provided in “Pathway to English” textbook for the 11<sup>th</sup> grade based on curriculum 2013.

The second problem statement, the researcher classified the categories according to Miles and Huberman’s theory. It is vocabulary based on song topic. The vocabulary based on song topic there are expression of happiness, the sacrifice of love, longing to someone, expression of congratulation and past experience. The goal is to knowing more vocabularies, to facilitate using expressing happiness and expressing congratulation through songs.

Some topics song in this textbook are appropriate with the things concern in the reality student’s life as adult and students of senior high school to giving exemplary and inspiring to behave responsibility, discipline, love, and

cooperation. Because, according to Sukintaka in lanun (2007: 19-20) the characteristics of high school children aged 16-18 years are overthinking, mentally become stable and mature, need experience in all aspects, very happy about the ideal things and very happy when deciding, the problems of education, employment, marriage, tourism and trust. But there is some topic that should not be served.

Although the textbook has been assessed as feasibility by BSNP, empirically it turns out there is still a presentation of material especially the content of English textbooks that is less relevant to the curriculum, for example there are in the "Pathway to English" textbook for the 11<sup>th</sup> grade Senior High School textbook page 255. It has an expression about the sacrifice of loving someone become a reckless. In the 2013 curriculum students are expected to have good character and have good skills in life. While in the examples in the book there are words that are inappropriate for the development of good character.

Thus, some topics song in the "Pathway to English" textbook is suitable based on the 2013 curriculum and only one topic that inappropriate to be served. These prove from the song topic selection in "Pathway to English" textbook that is relevant to the English language learning syllabus for the 11<sup>th</sup> grade of Senior High School. It can be concluded that it is suitable with the 2013 curriculum, because this



book has presented well with the discovery of a variety of modern values and material to be taught based on the indicators or topics analyzed. The song topic selection is also relevant to the aspect of assessment and lesson plan in 2013 Curriculum, where students are also expected to be able to have a good attitude and behavior.

## **B. Suggestion**

According to the result of the research as has been described, the researcher would like to give some suggestions. Some suggestions are pointed to:

### 1. The English Teacher

The researcher suggests that the teachers act their role in practicing material of song. So, it can improve the literary development. The teacher also suggests using more than one textbook in English textbook. So, the teacher and students can improve their literary knowledge better.

### 2. The Student

The result of the research may helpful for the student to know that English can also be learned by media (song). The important thing for the students in learning language is to knowing and understanding about their knowledge that had been learn. In this research, the researcher hopes that the students can develop their literary knowledge through the teaching material on textbook about figurative language.

### 3. The Reader

The result of this research may helpful for the reader to know that English can also be learned by media (song), especially in teaching materials (textbook). This research is suggest to the reader that the figurative language is not only can be found in the poem, but also it can be found in the song lyrics. The researcher hopes that the reader can develop their literary knowledge.

### 4. The Next Researcher

The result of the research can be used as a reference in studying about song to media or material that directly applied in teaching and learning process. In this research also little touch about literary development to knowing about figurative language on song material in textbook. The next researcher may be able to make a research about the song material on English textbook in good variations. Then the next researcher may be able to make an experiment about figurative language to the students. The researcher who can also develop this research is not only limited by figurative language, but also it can be added to analyze language feature or the structure of a song. So that it can be new finding to improve the students in learning about songs.

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## Appendix 1

### SONG 1

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**Title : Happiness**

**By : Al Jarrow & David Benoit**

Happiness is two kinds of ice cream

Finding your skate key, telling the time

And happiness is learning to whistle

Tying your shoe for the very first time

Happiness is playing the drum in your own school band

And happiness is walking hand in hand

And happiness is five different crayons

Knowing a secret, climbing a tree

Happiness is finding a nickel

Catching a firefly, setting it free

And happiness is being alone every now and then

And happiness is coming home again

Happiness is singing together when day is through

And happiness is those who sing with you

And happiness is morning and evening

Daytime and nighttime too

For happiness is anyone and anything at all

That is loved by you

## SONG 2

---

**Title : Tell Laura I Love Her**

**By : Ray Peterson**

Laura and Tommy were lovers

He wanted to give her everything

Flowers, presents,

But most of all, a wedding ring

He saw a sign for a stock car race

A thousand dollar prize it read

He couldn't get Laura on the phone

So to her mother, Tommy said

Tell Laura I love her, Tell Laura I need her

Tell Laura I may be late, I've got something to do, that cannot wait

He drove his car to the racing grounds

He was the youngest driver there

The crowd roared as they started the race

Around the track they drove at deadly pace

Nobody knows what happened that day

Or how his car overturned in flames

But as they pulled him from the burning wreck

With his dying breath, they heard him say

Tell Laura I love her, Tell Laura I need her

Tell Laura not to cry, My love for her will never die

Now in the chapel where Laura prays

For her poor Tommy, who passed away

It was just for Laura he lived and died



Alone in the chapel she can hear him cry

Tell Laura I love her, Tell Laura I need her

Tell Laura not to cry, My love for her will never die

Tell Laura I love her, Tell Laura I need her

Tell Laura not to cry, My love for her will never die

### SONG 3

---

**Title : Tell Tommy I Miss Him**

**By : Skeeter Davis**

Tommy my sweetheart has gone now  
He's up in heaven somewhere, so little star high above  
If you see Tommy, tell him all my love  
"Tell Tommy I love him, tell Tommy I miss him  
Tell him though I may cry, My love for him will never die"  
He drove his car to in the stock car race  
To win money so we could wed  
He wanted to much to make me his wife  
Now my lovely Tom thought he lost his life  
I'm so lonely without him near  
Oh, how I miss him warm embrace  
I love no other, I want him to know  
Oh little star, please tell him so  
Although he wanted to give me the world  
Why did he do such a reckless thing  
Little star he should realize  
I was wretched and mean when he looked into my eyes  
"Tell Tommy I love him, tell Tommy I miss him  
Tell him though I may cry, My love for him will never die"

## SONG 4

---

**Title : Congratulations**

**By : Cliff Richard**

Congratulations and celebrations when I tell everyone that you're in  
love with me. Congratulations and jublations I want the world to  
know I'm happy as can be

Who would believe that I could be happy and contented.

I used to think that happiness hadn't been invented ,but that was in the  
bad old days before I met you when I let you walk into my heart

Congratulations and celebrations when I tell everyone that you're in  
love with me. Congratulations and jublations I want the world to  
know I'm happy as can be

I was afraid that maybe you thought you were above me

That I was only fooling myself to think you'd love me

But then tonight you said you couldn't live without me that round  
about me you wanted stay

Congratulations and celebrations when I tell everyone that you're in  
love with me. Congratulations and jublations I want the world to  
know I'm happy as can be

## SONG 5

---

**Title : Yesterday**

**By : The Beatles**

Yesterday, all my troubles seemed so far away

Now it looks as though they're here to stay

Oh, I believe in yesterday

Suddenly, I'm not half the man I used to be

There's a shadow hanging over me

Oh, yesterday came suddenly

Why she had to go, I don't know she wouldn't stay

I said something wrong, now I long for yesterday

Yesterday, love was such an easy game to play

Now I need a place to hide away

Oh, I believe in yesterday

Why she had to go, I don't know she wouldn't stay

I said something wrong, now I long for yesterday

Yesterday, love was such an easy game to play

Now I need a place to hide away

Oh, I believe in yesterday

Mm mm mm mm mm mm mm

## Appendix 2

### SILABUS SMA/MA

**Mata Pelajaran** : BAHASA INGGRIS-WAJIB  
**Kelas** : XI  
**Kompetensi Inti** :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa	Teks lisan dan tulis untuk memberi saran dan tawaran dan	<b>Mengamati</b> <ul style="list-style-type: none"><li>Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan</li></ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"><li>Tingkat ketercapaian fungsi sosial</li></ul>	2 x 2jp	<ul style="list-style-type: none"><li>CD/ Audio/ VCD</li><li>Koran/ majalah</li></ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi</p>	<p><b>responnya</b> <i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> <li>Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</li> </ul> <p><i>Ungkapan</i> Saran dan tawaran: <i>Why don't you... What about ...? You should ...</i></p>	<p>(ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</p> <ul style="list-style-type: none"> <li>Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> </li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan</li> </ul>	<p>memberi saran dan tawaran dan responnya</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi</li> </ul>		<p>berbahasa Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/file/ae/resource_file_s">http://americanenglish.state.gov/file/ae/resource_file_s</a></li> <li><a href="http://learnenglish.britishcouncil.org/">http://learnenglish.britishcouncil.org/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>	<p><i>You can ... Do you need ...?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>dalam ungkapan memberi dan dan tawaran dan meresponnya</p> <ul style="list-style-type: none"> <li>• Siswa berlatih menggunakan ungkapan tersebut</li> <li>• Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan.</li> <li>• Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja</li> </ul>	<p>yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya .</p> <ul style="list-style-type: none"> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.</li> <li>• Kesungguhan siswa dalam</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
konteks		<p>kelompok.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa bermain peran memberi saran dan tawaran serta responnya</li> <li>Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</li> <li>Siswa membuat 'learning journal'</li> </ul>	<p>proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	<b>Teks lisan dan tulis untuk menyatakan pendapat dan</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi social</li> </ul>	2 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran,</p>	<p><b>pikiran serta responnya</b> <i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> </ul> <p><i>Ungkapan</i> menyatakan pendapat/pikiran <i>I think ...</i> <i>I suppose.</i> <i>In my opinion ...</i></p> <p><i>Unsur</i> <i>Kebahasaan</i> Ucapan, tekanan kata, intonasi</p>	<ul style="list-style-type: none"> <li>Siswa mengikuti interaksi menyatakan pendapat dan pikiran</li> <li>Siswa menirukan model interaksi menyatakan pendapat dan pikiran</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul> <p><b>Mengeksplorasi</b> Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang</p>	<p>ungkapan menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang</li> </ul>		<p>berbahasa Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dai.lyenglish.com">www.dai.lyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/file_s/ae/resource_file_s">http://americanenglish.state.gov/file_s/ae/resource_file_s</a></li> <li><a href="http://leamenglish.britishcouncil.org/en/">http://leamenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<p>terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</p> <ul style="list-style-type: none"> <li>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>• Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>pikiran ketika muncul kesempatan.</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> <li>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris</p>	<p><b>Teks lisan dan tulis untuk menyatakan harapan dan doa serta</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa</li> <li>• Siswa mengikuti interaksi</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi social ungkapan</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahas</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi International</p> <p>2.1. Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaann</p>	<p><b>responnya</b></p> <p><i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i> harapan dan doa</p> <ul style="list-style-type: none"> <li>- <i>I hope ...</i></li> <li>- <i>I wish you all the best.</i></li> </ul> <p><i>Thank you.</i></p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>harapan dan doa</p> <ul style="list-style-type: none"> <li>• Siswa menirukan model interaksi harapan dan doa</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Mempertanyakan (questioning)</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber</li> </ul>	<p>menyatakan harapan dan doa</p> <ul style="list-style-type: none"> <li>• Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan</li> </ul>		<p>a Inggris</p> <ul style="list-style-type: none"> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/s/ae/resourcelibrary">http://americanenglish.state.gov/file/s/ae/resourcelibrary</a></li> <li>- <a href="http://leamenglish.britishcouncil.org/">http://leamenglish.britishcouncil.org/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>		<p>lain.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya.</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan.</li> <li>Kesungguhan</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan</p>	<p><b>Teks khusus, lisan dan tulis, berbentuk undangan resmi sederhana</b>  <i>Fungsi Sosial</i>  Menjagahubungan transaksional dengan orang lain  <i>Struktur</i>  <i>Salutation</i>  - <i>Will/ Could you come</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet).</li> <li>• Siswa berlatih menentukan gagasan utama, dan informasi rinci</li> <li>• Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>• Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>• Berbagai undangan dalam bahasa Inggris</li> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet:  - <a href="http://www.dailylearning.com">www.dailylearning.com</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan</p>	<p><i>with me to the exhibition?</i></p> <p>- <i>Is it possible for you to attend my birthday party?</i></p> <p><i>Closing</i></p> <p><b>Unsur kebahasaan:</b></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika</p>	<p>menangkap isi, format dan tata letak penulisan.</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi.</li> <li>Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber</li> <li>Siswa</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks,</li> </ul>	<p><b>Cara Penilaian:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi</li> </ul> <p><b>Pengamatan (observations)</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab,</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://americanenglish.state.gov/file/ae/resource_file_s">http://americanenglish.state.gov/file/ae/resource_file_s</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>mempresntasikan secara lisan</p> <p>(4) Layout</p> <p>(5) Rujukan kata</p>	<p>dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</p> <ul style="list-style-type: none"> <li>• Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain.</li> <li>• Siswa menyunting undang yang diambil dari berbagai sumber</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa berkreasi dalam membuat klipng undangan resmi</li> <li>• Siswa menyunting undang yang diambil dari berbagai</li> </ul>	<p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar berupa catatan atau</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber</p> <ul style="list-style-type: none"> <li>• Dengan menggunakan multimedia, siswa membuat kartu undangan</li> <li>• Siswa memperoleh penguatan dari guru dan teman sejawat</li> </ul>	<p>rekaman monolog.</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	<p><b>Surat pribadi sederhana</b> Fungsi Sosial Menjalin hubungan dengan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet).</li> </ul>	<p><b>Kriteria penilaian:</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial dalam</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahas</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks</p>	<p>bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation:</i></p> <p><i>Dear</i></p> <p><i>Opening paragraph:</i></p> <p><i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content:</i></p> <p>Mengabarkan hal yang sudah/ akan terjadi</p> <p><i>Closing:</i></p> <p>Menutup surat</p>	<ul style="list-style-type: none"> <li>Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</li> <li>Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan.</li> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> <li>Fungsi Sosial;</li> <li>Struktur</li> <li>Unsur kebahasaan yang digunakan dalam surat pribadi.</li> </ul> </li> <li>Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul>	<p>menyampaikan surat pribadi</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks surat</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian: Pengamatan (observasi)</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi</li> <li>Kesungguhan siswa dalam proses</li> </ul>		<p>a Inggris</p> <ul style="list-style-type: none"> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/file/ae/resource_file_s">http://americanenglish.state.gov/file/ae/resource_file_s</a></li> <li><a href="http://leaenglish.britishcouncil.org/en/">http://leaenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dengan harapan untuk bertemu kembali</p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> <li>• Kata dan tata bahasa baku</li> <li>• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>• Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> <li>• Rujukan kata</li> <li>• simple present, simple past,</li> </ul>	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber</li> <li>• Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> <li>• Siswa menyusun paragraph-paragraf pendek menjadi surat pribadi.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam surat pribadi</li> </ul>	<p>pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft,</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi	<p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</li> <li>• Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru</li> <li>• Siswa memperoleh penguatan dari guru</li> </ul>	<p>revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam	<p><b>teks prosedur berbentuk manual dan kiat-kiat (tips)</b></p> <p><i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut.</p> <p><i>Struktur menyebutkan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip.</li> <li>• Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks prosedur</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• Manual dari berbagai produk</li> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet:</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>semangat belajar</p> <p>2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaann</p>	<p>n bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> <li>• simple present tense</li> <li>• imperative ,</li> <li>• Nomor yang menyatakan urutan</li> <li>• kata keterangan</li> <li>• ejaan, ucapan, intonasi,</li> </ul>	<p>mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis</li> <li>• Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>• Secara individu siswa menyalin beberapa tips</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan beberapa manual dan tips</li> <li>• Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan</li> </ul>	<p>tangan</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations)</b> Tujuan untuk memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan</li> </ul>		<ul style="list-style-type: none"> <li>- <a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/file/ae/resource_file_s">http://americanenglish.state.gov/file/ae/resource_file_s</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/">http://learnenglish.britishcouncil.org/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ya.</p> <p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.</p>	<p>(<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber</li> <li>• Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur.</li> <li>• Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat</p>	<p><b>Tindakan/kegiatan/kejadian tanpa perlu</b></p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> </ul>	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis</p>	<p><b>menyebutkan pelakunya (Passive Voice)</b></p> <p><i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>• Kata kerja be (is/ am/</li> </ul>	<p>Passive, dalam berbagai konteks.</p> <ul style="list-style-type: none"> <li>• Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru.</li> <li>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang</p>	<ul style="list-style-type: none"> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian: Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung</li> </ul>		<ul style="list-style-type: none"> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resources/americanenglish.council.org/en/">http://americanenglish.state.gov/files/ae/resources/americanenglish.council.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegi</p>	<p>are/ was/ were) dan verb 3rd form.</p> <ul style="list-style-type: none"> <li>tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</li> </ul> <p><i>Topik</i> Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan</p>	<p>ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <ol style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.</li> </ol> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive.</li> <li>Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar</li> </ul>	<p>jawab dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan penilaian diri dan penilaian sejawat, berupa komentar atau</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>atan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>pelakunya</p>	<p>kelas.</p> <ul style="list-style-type: none"> <li>• Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive</li> <li>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya.</li> </ul>	<p>cara penilaian lainnya</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang</p>	<p><b>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</b> <b>Conditional Sentence</b> <i>Fungsi Sosial</i> Menyatakan</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks.</li> <li>• Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru.</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> <li>• Kelengkapan dan keruntutan struktur teks</li> <li>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan,</li> </ul>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang</p>	<p>dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> <li>- <i>If teenagers eat too much fast food, they can easily become overweight.</i></li> <li>- <i>If you exercise regularly, you will get the benefit physically and mentally</i></li> </ul> <p><i>Unsur</i></p>	<ul style="list-style-type: none"> <li>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang</li> </ul>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Cara Penilaian: Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam</li> </ul>		<p><a href="http://americanenglish.state.gov/files/ae/resource_files/es">.com</a></p> <ul style="list-style-type: none"> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files/es">http://americanenglish.state.gov/files/ae/resource_files/es</a></li> <li>- <a href="http://learnenglish.council.org/en/">http://learnenglish.council.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang,</p>	<p><i>Kebahasaan</i></p> <ul style="list-style-type: none"> <li>- If Clauses dalam simple present</li> <li>- Main Clause dengan modals can/ will</li> </ul> <p><i>Topik:</i> Berbagai hal terkait dengan mengandaikan keadaan/kejadian/peristiwa di waktu yang akan datang</p>	<p>terstruktur.</p> <ul style="list-style-type: none"> <li>• Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>• Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian</li> <li>• Siswa menuliskan</li> </ul>	<p>bentuk <i>pengandaian/ If clause</i></p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku	<b>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam, Fungsi sosial</b> - Mengamati alam - Menulis paparan ilmiah mengenai	<b>Mengamati</b> • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <b>Mempertanyakan (questioning)</b> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/ majalah berbahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dai.lyenglish.com">www.dai.lyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/res">http://americanenglish.state.gov/files/ae/res</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual</p>	<p>benda, binatang dan gejala/peristiwa alam</p> <p><i>Struktur</i></p> <ul style="list-style-type: none"> <li>- Klasifikasi Umum tentang binatang/benda yang ditulis, e.g. Slow loris is a mammal. It is found in . It is a nocturnal animal. It is very small with</li> <li>- Penggambaran mengenai bagian, sifat dan</li> </ul>	<p>menemukan gagasan pokok, informasi rinci dari teks faktual report.</p> <p><b>Mengeksplorasi</b> Siswa mendengarkan/membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report.</li> <li>• Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan</li> </ul>	<p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian</li> </ul>		<p><a href="#">ource_files</a> - <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa</p>	<p>tingkah lakunya</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>- Simple Present</li> <li>- Kata kerja yang menggambaran binatang/ benda/ gejala alam</li> <li>- Kata sifat</li> <li>- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati</li> <li>- ejaan, tanda baca, dan tulisan</li> </ul>	<p>dalam kerja kelompok</p> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>• Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacaknya di kelas</li> <li>• Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual.</li> <li>• Membuat learning journal dalam pembelajaran ini.</li> <li>• Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan</li> </ul>	<p>menggunakan strategi dalam membaca</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	tangan dan cetak yang jelas dan rapi. - Rujukan kata				
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli,	<b>Teks eksposisi analitis</b> <i>Fungsi Sosial</i> Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab <i>Struktur teks</i> a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis</li> </ul> <b>Mempertanyakan (questioning)</b> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan</li> </ul>	Kriteria penilaian: <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks eksposisi analitis</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <b>Pengamatan (observations):</b> Bukan penilaian	4 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://leap">http://leap</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat</p>	<p>dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> <li>- Kalimat Simple Present</li> <li>- Conditional Clauses</li> </ul>	<p>informasi tertentu</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mencari beberapa text eksposisi analitis dari berbagai sumber.</li> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>• Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis</li> </ul>	<p>formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian</li> </ul>		<p><a href="http://www.britishcouncil.org/en/">renglish .britishcouncil.or g/en/</a></p>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dibicarakan umum	- Modals	<p>yang disampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan</li> <li>• Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa mempresentasikannya di kelas</li> <li>• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</li> <li>• Siswa membuat 'learning journal'</li> </ul>	<p>menggunakan strategi dalam membaca</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat	<b>Teks biografi pendek dan sederhana</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa menyimak berbagai contoh teks biografi yang</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>• Pencapaian fungsi sosial</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semang belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur</p>	<p><b>tentang tokoh terkenal</b>  <i>Fungsi Sosial</i>  Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan</p>	<p>diberikan/ diperdengarkan guru secara santun dan tanggung jawab.</p> <ul style="list-style-type: none"> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari teks biografi yang dipelajari.</li> <li>Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mencari beberapa text</li> </ul>	<ul style="list-style-type: none"> <li>Kelengkapan dan keruntutan struktur teks</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b>  Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian</li> </ul>		<ul style="list-style-type: none"> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailylearning.com">www.dailylearning.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/americanenglish_britishcouncil.org/en/">http://americanenglish.state.gov/files/ae/resources/americanenglish_britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>umum.</p> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> <li>- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</li> <li>- Simple, Continuous, Perfect tense</li> <li>- Penyebutan kata benda</li> <li>- Modal auxiliary verbs</li> </ul>	<p>biografi dari berbagai sumber.</p> <ul style="list-style-type: none"> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>• Siswa melengkapi rumpang dari beberapa teks biografi sederhana</li> <li>• Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam</li> </ul>	<p>dalam menyampaikan dan menulis teks biografi</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber.</li> <li>• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</li> <li>• Siswa membuat 'learning journal'</li> </ul>	<p>cara penilaian lainnya</p> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris</p>	<p><b>Lagu</b> <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan lagu yang diperdengarkan</li> <li>• Siswa menirukan model secara terbimbing.</li> <li>• Siswa mempertanyakan cara</li> </ul>	<p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> <li>• CD/ Audio/ VCD</li> <li>• Koran/M ajalah berbahasa</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap</p>	<p>mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>• Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</li> <li>• Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</li> <li>• Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> </ul> <p><i>Topik Keteladanan</i></p>	<p>menemukan informasi rinci dan kesimpulan dari lagu tersebut</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu</li> <li>• Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari</li> <li>• Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat</li> <li>• Siswa berdiskusi tentang pesan lagu yang didengar</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> </ul>	<p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>• kesantunan saat melakukan tindakan</li> <li>• Perilaku tanggung jawab, peduli, kerjasama dan cinta damai</li> <li>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>• Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin</li> </ul>		<p>a Inggris</p> <ul style="list-style-type: none"> <li>• Buku lagu bahasa Inggris</li> <li>• Sumber dari internet: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylenglish.com">www.dailylenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/american_files">http://americanenglish.state.gov/files/american_files</a></li> <li>- <a href="http://learnenglish.council.org/en/">http://learnenglish.council.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pesan dalam lagu	tentang perilaku yang menginspirasi .	<ul style="list-style-type: none"> <li>• Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin</li> <li>• Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar.</li> <li>• Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut</li> <li>• Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</li> </ul>	<p>dengan tulisan tangan beserta kesan terhadap lagu</p> <ul style="list-style-type: none"> <li>• kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan</li> <li>• penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul>		

## CURRICULUM VITAE

### A. PERSONAL IDENTITY

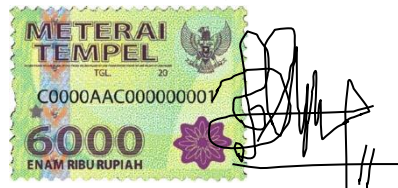
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### B. EDUCATIONAL BACKGROUND

TK : TK Al-Hidayah IX Semarang  
SD/MI : SDN Ngaliyan 08  
SMP/MTs : SMP N 1 Semarang  
SMA/MA : SMA N 1 Semarang

Semarang, April 6<sup>th</sup> 2020

The Writer,



**Haura Atma Addenia**