

Appendix 1

**Students' Name List of X PS 1 of SMK Ma'arif NU 01 Semarang  
in the Academic Year 2015/2016.**

<b>No</b>	<b>Name</b>	<b>Gender</b>
1.	Achmat Syaiful Munir	Male
2.	Adinar Clara Amelia Sari	Female
3	Adinda Salsabila Putri H.	Female
4	Aditya Riki Prayoga	Male
5	Ayu Aprilia	Female
6	Devi Nur Hidayanti	Female
7	Dewi Puspita	Female
8	Dicky Kurniawan Yusuf	Male
9	Dyah Ayu Saraswati	Female
10	Eka Rahdatu Sartika Dewi	Female
11	Fitria Wulandari	Female
12	Majid Muhammad Rijal	Male
13	Muhammad Arjun Al Fathiqin	Male
14	Ninma Izza Faliqunawa	Male
15	Noviana Reza Octavia	Female
16	Novri Santi	Female
17	Rani Martha Isnayanti	Female
18.	Ratih Puji Astuti	Female
19	Ribta Aulia Rizekina	Female
20	Rini Rahmawati	Female
21	Riska Setiowati	Female
22	Sanitya Vega Akbar Mahendra	Male
23	Suaibatul Islamiyah	Female
24	Zulfa Fauziah Apriliana	Female
25	Risky Aulia Maulana	Male

## SILABUS BAHASA INGGRIS

NAMA SEKOLAH : SMK MA'ARIF NU 01 SEMARANG  
 MATA PELAJARAN : BAHASA INGGRIS  
 KELAS/SEMESTER : X / 1 - 2  
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*  
 KODE KOMPETENSI :  
 ALOKASI WAKTU : 148 jam X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	NILAI PENDIDIKAN BUDAYA DAN KARAKTER BANGSA / SOFT SKILL	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
						TM	PS	PI	
1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	<ul style="list-style-type: none"> <li>Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat</li> <li>Memperkenalkan diri sendiri dan orang lain dipergunakan dengan tepat</li> <li>Berbagai ungkapan terima kasih dan responnya digunakan secara tepat</li> <li>Berbagai ungkapan penyesalan dan permintaan maaf serta responnya dipergunakan secara tepat</li> </ul>	<ul style="list-style-type: none"> <li>Greetings and leave takings               <ul style="list-style-type: none"> <li>Good morning.</li> <li>How are you?</li> <li>I'm fine, thanks</li> <li>See you later.</li> </ul> </li> <li>Introducing               <ul style="list-style-type: none"> <li>May I introduce myself. I am Budi.</li> <li>Ani, this is Ida.</li> <li>Nice to meet you.</li> </ul> </li> <li>Thanking               <ul style="list-style-type: none"> <li>Thank you very much.</li> <li>You are welcome.</li> </ul> </li> <li>Apologizing               <ul style="list-style-type: none"> <li>I am sorry for ...</li> <li>Please forgive me ..</li> </ul> </li> <li>Grammar Review               <ul style="list-style-type: none"> <li>Personal Pronoun (Subject &amp; possessive)                   <ul style="list-style-type: none"> <li>I – my</li> <li>You – your</li> </ul> </li> <li>Simple Present Tense : to be &amp; Verb 1</li> <li>-- <b>Yes/No question</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>Disiplin dalam mematuhi peraturan sekolah.</li> <li>Menghargai prestasi hasil kerja orang lain</li> <li>Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>Listening               <ul style="list-style-type: none"> <li>About greetings, introducing, thanking, leave takings, and apologizing</li> <li>Listening for information</li> <li>Dictation</li> </ul> </li> <li>Speaking               <ul style="list-style-type: none"> <li>Saying greetings, introducing, thanking, leave takings, and apologizing</li> <li>Role playing, dialogues, introducing, thanking, leave takings, and apologizing</li> <li>Telling one's self</li> </ul> </li> <li>Reading for information               <ul style="list-style-type: none"> <li>Short passages</li> <li>Dialogues</li> </ul> </li> <li>Writing               <ul style="list-style-type: none"> <li>Completing dialogues</li> <li>Arranging jumbled dialogues</li> <li>Composing dialogues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan:               <ul style="list-style-type: none"> <li>Memperagakan dialog secara berpasangan</li> </ul> </li> <li>Tes tertulis:               <ul style="list-style-type: none"> <li>Melengkapi dialog</li> </ul> </li> </ul>	9			<ul style="list-style-type: none"> <li>Global Access to the World of Work</li> <li>English for Hotel Services</li> <li>Grammar in Use</li> </ul>

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	NILAI PENDIDIKAN BUDAYA DAN KARAKTER BANGSA / SOFT SKILL	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
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1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat.</li> <li>Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat.</li> <li>Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden</i>, dsb.</li> <li>Profession, nationality</li> <li>Adjectives showing physical (appearance), non-physical (characteristic) - beautiful, humorous dsb</li> <li>Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1<sup>st</sup> of May, July, 2006</i></li> <li>Grammar review: - Singular – plural nouns. (<i>book – books, box – boxes, child – children, fish – fish</i>) - <b>Regular and irregular nouns</b></li> </ul>	<ul style="list-style-type: none"> <li>Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>Disiplin dalam mematuhi peraturan sekolah.</li> <li>Menghargai prestasi hasil kerja orang lain</li> <li>Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>Listening - Matching pictures with words - Dictation - Listening for information</li> <li>Speaking: - Naming objects, quality of objects and persons, professions, nationalities, and time of the day.</li> <li>Reading: - Reading for information</li> <li>Writing: - Completing passages with suitable words</li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan - Mendeskripsikan gambar secara lisan</li> <li>Tes tertulis - Melengkapi kalimat - Pilihan Ganda - Memberi label pada gambar - Menjawab pertanyaan cerita.</li> </ul>	12			<ul style="list-style-type: none"> <li>Breakthrough</li> <li>Global Access to the World of Work</li> <li>Person to Person</li> <li>Grammar in Use</li> </ul>

MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	NILAI PENDIDIKAN BUDAYA DAN KARAKTER BANGSA / SOFT SKILL	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
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1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> <li>Bilangan (<i>cardinal / ordinal</i>) digunakan dengan tepat dalam berbagai konteks.</li> <li>Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas.</li> <li>Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya.</li> <li>Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun.</li> </ul>	<ul style="list-style-type: none"> <li>Cardinal and ordinal numbers – ten, twenty, first, fifth, dsb</li> <li>Adjectives of quality: good, beautiful, dsb</li> <li>Adjectives of size: big, small, dsb.</li> <li>Adjectives of shape: round, straight, dsb,</li> <li>Adjectives of age: old, new, dsb.</li> <li>Adjectives of colour: blue, red, dsb.</li> <li>Nationality, profession – John is an American. – He is a very busy chef</li> <li>Adjective in series: A beautiful big U-shaped wooden house.</li> <li>Description of events: The accident happened at nine PM on Monday, the 26th of July 2006.</li> <li>Antonym / synonym</li> <li><b>Information question using " what kind of "</b></li> </ul>	<ul style="list-style-type: none"> <li>Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>Disiplin dalam mematuhi peraturan sekolah.</li> <li>Menghargai prestasi hasil kerja orang lain</li> <li>Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>Listening: <ul style="list-style-type: none"> <li>Matching pictures with words.</li> <li>Dictation</li> <li>Listening for information</li> </ul> </li> <li>Speaking: <ul style="list-style-type: none"> <li>Describing things, people, profession, and nationalities</li> <li>Telling numbers, responding to questions about numbers.</li> <li>Discussing things based on physical appearance.</li> <li>Role playing dialogues</li> </ul> </li> <li>Reading: <ul style="list-style-type: none"> <li>Understanding and discussing passages.</li> </ul> </li> <li>Writing: <ul style="list-style-type: none"> <li>Describing things</li> <li>Matching numbers and the way they are said.</li> <li>Arranging jumbled paragraphs.</li> <li>Composing dialogues involving the use of numbers in various contexts</li> <li>Writing paragraphs based on pictures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan <ul style="list-style-type: none"> <li>Mendeskripsikan gambar</li> <li>Menyebutkan waktu, bilangan.</li> <li>Menceritakan kejadian secara lisan.</li> </ul> </li> <li>Tes tertulis: <ul style="list-style-type: none"> <li>Pilihan ganda</li> <li>Menjodohkan gambar.</li> <li>Menyusun paragraph pendek.</li> </ul> </li> </ul>	21			<ul style="list-style-type: none"> <li>English for Hotel Services</li> <li>International Hotel English</li> <li>Person to Person</li> <li>Grammar in Use</li> <li>Posters or pictures from magazines or newspapers</li> </ul>

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1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<ul style="list-style-type: none"> <li>• Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat.</li> <li>• Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat</li> <li>• Ungkapan berbagai perasaan disampaikan dengan tepat</li> <li>• Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat</li> <li>• Ungkapan perintah dan permintaan digunakan secara tepat.</li> <li>• Ungkapan penawaran barang dan jasa digunakan secara tepat.</li> </ul>	<ul style="list-style-type: none"> <li>• Words and expressions used to show regrets and apologies:                             <ul style="list-style-type: none"> <li>- I'm sorry that ...</li> </ul> </li> <li>• Words and expressions used to express sympathy:                             <ul style="list-style-type: none"> <li>- I'm sorry to hear that ..</li> </ul> </li> <li>• Adjectives for expressing feelings:                             <ul style="list-style-type: none"> <li>- happy, terrible, sad, etc</li> </ul> </li> <li>• Adjectives –ing vs -ed                             <ul style="list-style-type: none"> <li>- boring vs bored</li> </ul> </li> <li>• Adjective set expressions                             <ul style="list-style-type: none"> <li>- get bored; turn bad, etc</li> </ul> </li> <li>• Subject – verb agreement:                             <ul style="list-style-type: none"> <li>-- John is very happy to see you.</li> </ul> </li> <li>• <b>Modai Verbs</b></li> <li>• Words and expressions used in asking for and giving permission:                             <ul style="list-style-type: none"> <li>- May I use the phone?</li> <li>- You can leave now.</li> </ul> </li> <li>• Grammar: Modals + Auxiliary</li> <li>• Expressions and verb forms used in commands and requests:                             <ul style="list-style-type: none"> <li>- Can you lend me a pen, please?</li> <li>- Come here!; Stand up!</li> </ul> </li> <li>• Responses to commands:                             <ul style="list-style-type: none"> <li>- Yes, I will.</li> <li>- Certainly.</li> </ul> </li> <li>• Expressions used for offering things and services.                             <ul style="list-style-type: none"> <li>- Would you like to have some tea?</li> <li>- Would you like to taste this food?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>• Disiplin dalam mematuhi peraturan sekolah.</li> <li>• Menghargai prestasi hasil kerja orang lain</li> <li>• Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>• Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>• Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>• Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>• Listening:                             <ul style="list-style-type: none"> <li>- Dictation</li> <li>- Listening for information</li> <li>- Completing passages</li> </ul> </li> <li>• Speaking:                             <ul style="list-style-type: none"> <li>- Pronunciation practice</li> <li>- Dialogue practice</li> <li>- In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services.</li> <li>- Expressing feelings about certain events</li> </ul> </li> <li>• Reading:                             <ul style="list-style-type: none"> <li>Reading for information:                                     <ul style="list-style-type: none"> <li>- Dialogues</li> <li>- Stories which stimulate readers' emotion</li> </ul> </li> </ul> </li> <li>• Writing:                             <ul style="list-style-type: none"> <li>- Completing Dialogues</li> <li>- Rearranging jumbled dialogues</li> <li>- Composing short stories (good or bad experiences)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan</li> <li>- Dialog</li> <li>- Merespon pernyataan</li> <li>• Tes tertulis</li> <li>- Melengkapi kalimat</li> <li>- Membuat kalimat berdasarkan gambar.</li> <li>- Menyusun cerita.</li> </ul>	22			<ul style="list-style-type: none"> <li>❖ Global Access to the World of Work</li> <li>❖ American Business English</li> <li>❖ Person to Person</li> <li>❖ Grammar in Use</li> </ul>

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1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi	<ul style="list-style-type: none"> <li>Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian.</li> <li>Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian.</li> <li>Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat</li> <li>Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used in the context of telling or describing events.                             <ul style="list-style-type: none"> <li>The students are cleaning the floor.</li> <li>When you arrive, the guests will be travelling around the city.</li> </ul> </li> <li>Grammar: Present continuous, future continuous.</li> <li>Sentences using 'there + be'</li> <li>Prepositions: in, on, at, under, etc.                             <ul style="list-style-type: none"> <li>There is a napkin on the table</li> </ul> </li> <li>Questions about events:                             <ul style="list-style-type: none"> <li>How/When did it happen?</li> </ul> </li> <li>Expressions of feelings / opinions concerning an event                             <ul style="list-style-type: none"> <li>I was very shocked to learn about the number of the victims.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>Disiplin dalam mematuhi peraturan sekolah.</li> <li>Menghargai prestasi hasil kerja orang lain</li> <li>Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>Listening:                             <ul style="list-style-type: none"> <li>Matching pictures and sentences.</li> <li>Completing passages</li> </ul> </li> <li>Speaking:                             <ul style="list-style-type: none"> <li>Pronunciation practice</li> <li>Dialogue practice telling what's happening in pictures.</li> <li>Giving responses to the events shown in pictures, films, or dramas.</li> <li>Dialogue practice using "there"</li> </ul> </li> <li>Writing:                             <ul style="list-style-type: none"> <li>Writing short paragraphs based on pictures.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan                             <ul style="list-style-type: none"> <li>Menceritakan gambar</li> <li>Dialog</li> </ul> </li> <li>Tes tertulis                             <ul style="list-style-type: none"> <li>Melengkapi kalimat</li> <li>Menjawab soal cerita.</li> <li>Membuat kalimat berdasarkan gambar.</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>American Business English</li> <li>Person to Person</li> <li>Pictures from newspapers or magazines</li> <li>Breakthrough</li> </ul>

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1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<ul style="list-style-type: none"> <li>• Pesan ditulis dalam bentuk memo dengan benar.</li> <li>• Memo yang sudah ada dijelaskan dengan tepat.</li> <li>• Menu ditulis dan dijelaskan dengan tepat.</li> <li>• Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar.</li> <li>• Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar.</li> <li>• Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu.</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of memo</li> <li>• Sample of menu</li> <li>• Words and expressions to explain signs and symbols:               <ul style="list-style-type: none"> <li>- That "P" sign means that you can park here.</li> <li>- The symbol "Lady" means that the toilet is for women.</li> <li>- "No smoking" means that you are not allowed to smoke in that area.</li> </ul> </li> <li>• Samples of time table and schedule</li> <li>• Degrees of comparison:               <ul style="list-style-type: none"> <li>- Bus is fast.</li> <li>- Train is faster than the bus.</li> <li>- Plane is the fastest of all.</li> <li>- Travelling by plane is more convenient than travelling by bus.</li> </ul> </li> <li>• Pronouns and Reported Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>• Disiplin dalam mematuhi peraturan sekolah.</li> <li>• Menghargai prestasi hasil kerja orang lain</li> <li>• Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>• Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>• Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>• Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>• Listening               <ul style="list-style-type: none"> <li>- Dictation</li> <li>- Completing memos and menus</li> <li>- Matching pictures based on signs, symbols, time tables and schedules given.</li> </ul> </li> <li>• Speaking               <ul style="list-style-type: none"> <li>- Pronunciation practice</li> <li>- Dialogue practice involving memos, menus, signs, symbols, time tables and schedules</li> <li>- Making sentences using degrees of comparison, pronouns and reported speech.</li> </ul> </li> <li>• Writing               <ul style="list-style-type: none"> <li>- Completing time tables and schedules</li> <li>- Writing sentences using comparative degree, pronouns and reported speech.</li> <li>- Composing memos and menus.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tes lisan               <ul style="list-style-type: none"> <li>- Menjawab pertanyaan secara lisan</li> <li>- Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda.</li> </ul> </li> <li>• Tes tertulis               <ul style="list-style-type: none"> <li>- Membuat memo</li> <li>- Menulis menu</li> <li>- Menulis jadwal</li> <li>- Menjawab pertanyaan tentang menu, jadwal, memo, rambu lalu lintas.</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>❖ Various kinds of memos and menus, time tables and schedules from different sources</li> <li>❖ Person to Person</li> <li>❖ American Business English</li> <li>❖ Breakthrough</li> </ul>

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	NILAI PENDIDIKAN BUDAYA DAN KARAKTER BANGSA / SOFT SKILL	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
						TM	PS	PI	
1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	<ul style="list-style-type: none"> <li>Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat.</li> <li>Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat.</li> <li>Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat.</li> <li>Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat.</li> </ul>	<ul style="list-style-type: none"> <li>Words and expressions used in expressing preference:                             <ul style="list-style-type: none"> <li>- I prefer coffee to soft drink at this time of the day.</li> <li>- I'd rather stay home over the weekend than go to movies.</li> <li>- I like badminton better than volley ball.</li> </ul> </li> <li>Conditional sentence type 1:                             <ul style="list-style-type: none"> <li>- If the weather is nice this morning, we can go to the beach.</li> </ul> </li> <li>Words and expressions used to talk about capabilities:                             <ul style="list-style-type: none"> <li>- Can you swim to cross this river?</li> <li>- When I was a child, I could (was able to) climb that tree.</li> </ul> </li> <li>Words and expressing used in asking for and giving direction (location):                             <ul style="list-style-type: none"> <li>- Could you tell me the way to the Zoo, please?</li> <li>- Go straight on as far as the junction, then turn left. The Zoo is on your left ...</li> </ul> </li> <li>Prepositions of place: in front of, behind, beside, dsb.</li> </ul>	<ul style="list-style-type: none"> <li>Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>Disiplin dalam mematuhi peraturan sekolah.</li> <li>Menghargai prestasi hasil kerja orang lain</li> <li>Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>Listening                             <ul style="list-style-type: none"> <li>- Dictation</li> <li>- Listening for information: dialogues</li> <li>- Listening and completing maps.</li> </ul> </li> <li>Speaking                             <ul style="list-style-type: none"> <li>- Interviewing for one's preferences and capabilities, asking and giving directions based on maps given.</li> <li>- Responding to questions using conditional sentences type 1.</li> </ul> </li> <li>Reading                             <ul style="list-style-type: none"> <li>- Reading for information: passages, dialogues, etc.</li> <li>- Identifying skills and capabilities from reading passages.</li> <li>- Reading and finding a location on the map</li> </ul> </li> <li>Writing                             <ul style="list-style-type: none"> <li>- Writing sentences expressing preferences and capabilities, directions or locations.</li> <li>- Writing sentences using conditional type 1.</li> <li>- Composing dialogues involving preferences and capabilities and giving directions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan                             <ul style="list-style-type: none"> <li>- Dialog tentang preference, direction, capabilities, conditional.</li> </ul> </li> <li>Tes tertulis                             <ul style="list-style-type: none"> <li>- Melengkapi dialog</li> <li>- Menuliskan arah / petunjuk.</li> <li>- pilihan ganda</li> </ul> </li> </ul>	22			<ul style="list-style-type: none"> <li>Person to Person</li> <li>Grammar in Use</li> <li>Maps</li> <li>Breakthrough</li> <li>English for Hotel Services</li> <li>Global Access to the World of Work</li> </ul>



MODEL KURIKULUM TINGKAT SATUAN PENDIDIKAN

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	NILAI PENDIDIKAN BUDAYA DAN KARAKTER BANGSA / SOFT SKILL	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
						TM	PS	PI	
1.8 Menuliskan undangan sederhana	<ul style="list-style-type: none"> <li>Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan</li> <li>Kalimat dirangkai dengan benar untuk membentuk undangan</li> <li>Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar review: "will", "could", "would" and prepositions: in, on at.</li> <li>Samples of invitation (personal invitation).</li> <li>Parts of personal invitations.</li> <li>Contents, style, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Senantiasa mengawali dan mengakhiri aktivitas dengan berdoa.</li> <li>Disiplin dalam mematuhi peraturan sekolah.</li> <li>Menghargai prestasi hasil kerja orang lain</li> <li>Mengerjakan tugas yang diterima secara mandiri, inisiatif dan kreatif</li> <li>Mengerjakan soal tes/ulangan dengan kemandirian dan penuh kejujuran</li> <li>Saling Bekerja sama dalam mengerjakan tugas kelompok</li> <li>Berkomunikasi lisan/ tulisan dengan guru maupun teman menggunakan bahasa yang benar dan sopan</li> </ul>	<ul style="list-style-type: none"> <li>Listening <ul style="list-style-type: none"> <li>Completing invitations</li> <li>Listening for information</li> </ul> </li> <li>Speaking <ul style="list-style-type: none"> <li>Pronunciation practice</li> <li>Dialogue practice</li> <li>Responding to questions dealing with invitations using "yes-no" and "wh-" questions.</li> <li>Telling about invitations.</li> <li>Creating dialogues in pairs</li> </ul> </li> <li>Reading <ul style="list-style-type: none"> <li>Reading for information: invitations</li> </ul> </li> <li>Writing <ul style="list-style-type: none"> <li>Rearranging jumbled sentences to create invitation</li> <li>Writing personal invitations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Test Lisan <ul style="list-style-type: none"> <li>Mengundang secara lisan</li> <li>Dialog</li> </ul> </li> <li>Test tertulis <ul style="list-style-type: none"> <li>Membuat undangan</li> </ul> </li> </ul>	18			<ul style="list-style-type: none"> <li>Different kinds of invitations</li> <li>Person to Person</li> <li>Breakthrough</li> <li>Global Access to the World of Work</li> </ul>

### LESSON PLAN OF CYCLE I

<b>School</b>	<b>: SMK Ma'arif NU 01 Semarang</b>
<b>Subject</b>	<b>: English</b>
<b>Material</b>	<b>: Preference</b>
<b>Skill Focus</b>	<b>: Speaking</b>
<b>Grade/Semester</b>	<b>: X/II</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>

#### **A. Standard of Competence :**

Communicating English language becomes equivalent with novice level.

#### **B. Basic Competence and Indicator**

<b>Basic competence</b>	<b>Indicator</b>
1.7 Comprehending the strange words and the simple sentences based on the formula	1.7.1 Applying the expressions of preference correctly

### C. Learning Goal

By the end of the lesson, the students will have been able to utter preference appropriately.

### D. Teaching Material

#### Preference

Preference is expressing what to like and do not like.

#### Types of Preference

1. Prefer (Prefer to do, prefer doing, and would prefer)

a. Prefer to do , prefer doing

‘Prefer to do’ and ‘prefer doing’ can be used to say what prefer in general

e.g.: I *prefer* **driving** to **travelling** by train

I *prefer to* **drive** rather than **travel** by train

b. Would prefer

Would prefer is used to say what somebody wants in a particular situation (not in general)

e.g.: ‘I’d *prefer to* **stay** at home tonight *rather than* **go** to the cinema.’

I’d prefer to go by train’ (not I’d prefer doing’)

2. Would rather

Would rather (do) = would prefer (to do). A word ‘rather’ is followed by infinitive without to.

e.g.: I’d *rather* **stay** at home tonight *than* **go** to the cinema.

## E. Teaching Method

- Whole Brain Teaching Method
- Teacher's explanation
- Discussion

## F. Teaching Activity

<b>Activities</b>	<b>Time</b>	<b>Interaction</b>
Pre Activities <ul style="list-style-type: none"><li>• Teacher greets the students</li><li>• Teacher lets students pray together</li><li>• Teacher checks the student's attendance</li><li>• Teacher informs the student about the material</li><li>• Teacher tells learning goals to the students</li></ul>	5 Minutes	T-S  T-S  T-S  T-S  T-S
Main Activities  <b>Exploration</b> <ul style="list-style-type: none"><li>• Teacher explains the material by asking students to mirror what teacher says</li></ul>	80 minutes	T-S

<p>using “mirror”, practice with their peer through “teach-okay” and give chance to others through “switch”</p> <ul style="list-style-type: none"> <li>• Teacher gives an opportunity to the students to ask some questions related to the material that has been explained</li> </ul> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the students in pairs</li> <li>• Students are asked to think about their favorite things like food, drink, sport, etc.</li> <li>• Teacher asks the students to create a short dialog about the topic.</li> <li>• Teacher asks some students to practice in front of class</li> <li>• Teacher gives feedback toward students’ performance</li> </ul>		<p>S-T</p> <p>T-S</p>
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<p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Teacher reviews the materials of the day</li> </ul>		
<p>Post Activities</p> <ul style="list-style-type: none"> <li>• Teacher gives homework to students</li> <li>• Teacher closes the class</li> </ul>	<p>5 minutes</p>	<p>T-S</p> <p>T-S</p>

### G. Material sources

- 1) English for SMK 1
- 2) Speak English, Please
- 3) Grammar in Use

### H. Assessment

1. Technique : Oral and Written Test
2. Example of instrument : Enclosed

### I. Scoring

- 1) Correctness : 50%
  - 2) Pronunciation & Fluency : 50%+
- 100 %

## Oral Test

### **Practice the following dialogue with your peer**

Peter : Look! These films seem cool!

Lucy : Let's pick one.

Peter : Which do you *prefer* Western films or Indian films?

Lucy : Well, I prefer Indian films to Western films. It's very nice.

And it's difficult to guess the course of the story.

Name : \_\_\_\_\_  
Class : **X PS 1**

### Students Task of cycle I

1. Which one of the sentences below called preference?
  - a. I'm sorry to hear that
  - b. Thank you very much
  - c. Well done, Harry. Congratulations!
  - d. I would rather have red long dress than white long skirt and shirt
  - e. Open the door, please
  
2. Children eat candy every day. They eat chocolate once a week.  
So we say...
  - a. Children would rather eat candy every day than eat chocolate once a week
  - b. Children like eating candy every day to eating chocolate once a week
  - c. Children don't like eating candy and chocolate
  - d. Children prefer eating chocolate to eating candy
  - e. Candy is very delicious
  
3. Ruth would prefer to write a novel ..... read a short story
  - a. than
  - b. To
  - c. Rather than
  - d. is
  - e. for
  
4. Mother would rather watch drama series ..... watch Western movies
  - a. than
  - b. To
  - c. Rather than
  - d. is
  - e. for



5. She likes Selena Gomes ..... Taylor Swift
- a. Than
  - b. Prefer
  - c. Better than
  - d. to
  - e. for
6. My mother would prefer to go to supermarket ..... go traditional market.
- a. Rather than
  - b. Better than
  - c. Than
  - d. to
  - e. for
7. Pete likes listening to popular music ..... Listening to classical music
- a. Better than
  - b. Than
  - c. To
  - d. rather than
  - e. prefer
8. We prefer singing ....dancing
- a. To
  - b. Rather than
  - c. Better
  - d. than
  - e. for
9. Shinta likes ordering a cup of black coffee ..... ordering white coffee
- a. To
  - b. Rather than
  - c. Better than
  - d. than
  - e. for
10. I prefer mango ... watermelon
- a. Than
  - b. Prefer
  - c. rather than
  - d. to
  - e. for

11. I would rather have tempe than have a meat.  
What does the sentence means?
- He prefers meat to tempe
  - He prefers having tempe to having meat
  - He doesn't like tempe
  - He doesn't like chicken very much
  - He wants meat very much
12. I play two hours every day. I study three hours every day.  
So, I like....
- Studying better than playing
  - Studying and playing
  - Studying to playing
  - Playing all the time
  - Playing for studying
13. Anna: "Let's go to the beach to spend our holiday.  
Tom: "I don't think that's a good idea. I ..... mountain to beach. The air is fresher there.
- |                 |                 |
|-----------------|-----------------|
| a. Prefer       | d. Rather       |
| b. Would rather | e. Would prefer |
| c. Like         |                 |
14. She likes swallow. She hates pigeons.  
So, she said.....
- I prefer swallows to pigeons
  - I would rather swallows to pigeon
  - I like swallows and pigeons
  - I hate swallows so much
  - I would prefer swallows better than pigeons
15. Mr. Lampard would rather walk to office ..... drive his car.
- |                |                |
|----------------|----------------|
| a. Better than | d. rather than |
| b. To          | e. than        |
| c. And         |                |

Semarang, 9 April 2016

Checked by,  
Collaborator

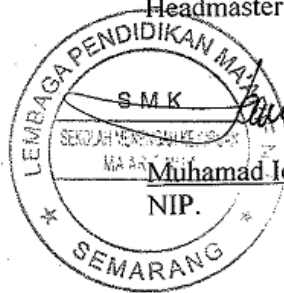
Researcher



Libasut Taqwa, S.Pd  
NIP.

Imada Musthavina  
NIM.

Headmaster



Muhamad Ichrom, S.HI, M.SI  
NIP.

## LESSON PLAN OF CYCLE II

<b>School</b>	<b>: SMK Ma'arif NU 01 Semarang</b>
<b>Subject</b>	<b>: English</b>
<b>Material</b>	<b>: Preference</b>
<b>Skill Focus</b>	<b>: Speaking</b>
<b>Grade/Semester</b>	<b>: X/II</b>
<b>Time</b>	<b>: 2 x 45 minutes</b>

### I. Standard of Competence

Communicating English language equivalent with novice level.

### II. Basic Competence and Indicator

<b>Basic competence</b>	<b>Indicator</b>
1.7 Comprehending the strange words and the simple sentences based on the formula	1.7.1 Applying the expressions of preference correctly

### III. Learning Goal

By the end of the lesson, the students will have been able to utter preference appropriately.

#### IV. Teaching Material

##### Preference

Preference is expressing what to like and do not like.

##### Types of Preference

3. Prefer (Prefer to do, prefer doing, and would prefer)
  - c. Prefer to do , prefer doing  
'Prefer to do' and 'prefer doing' can be used to say what prefer in general  
  
e.g.: I *prefer* **driving** to **travelling** by train  
I *prefer to* **drive** rather than **travel** by train
  - d. Would prefer  
Would prefer is used to say what somebody wants in a particular situation (not in general)  
e.g.: 'I'd *prefer to* **stay** at home tonight *rather than* **go** to the cinema.'  
I'd prefer to go by train' (not I'd prefer doing')
4. Would rather  
Would rather (do) = would prefer (to do). A word 'rather' is followed by infinitive without to.  
e.g.: I'd *rather* **stay** at home tonight *than* **go** to the cinema.

#### V. Teaching Method

- Whole Brain Teaching Method
- Teacher's explanation
- Discussion

## VI. Teaching Activity

Activities	Time	Interaction
<p>Pre Activities</p> <ul style="list-style-type: none"> <li>• Teacher greets the students</li> <li>• Teacher lets students to praying together</li> <li>• Teacher checks the student's attendance</li> <li>• Teacher informs the student about the material</li> <li>• Teacher tells learning goals to the students</li> </ul>	<p>5 Minutes</p>	<p>T-S T-S T-S T-S T-S</p>
<p>Main Activities</p> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Teacher explains the material by asking students to mirror what teacher says using "mirror", practice with their peer through "teach-okay" and give chance to others through "switch"</li> <li>• Teachers gives an</li> </ul>	<p>80 minutes</p>	<p>T-S S-T</p>

<p>opportunity to the students to ask some questions related with the material that has been explained by the teacher</p> <p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the students in pairs</li> <li>• Students are asked to think about their favorite things like food, drink, sport, etc.</li> <li>• Teacher asks the students to create a short dialog about the topic.</li> <li>• Teacher asks some students to practice in front of class</li> <li>• Teacher gives feedback toward students' performance</li> </ul> <p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>• Teacher reviews the materials of the day</li> </ul>		<p>T-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p> <p>T-S</p>
<p>Post Activities</p> <ul style="list-style-type: none"> <li>• Teacher gives homework</li> </ul>	<p>5</p>	<p>T-S</p>

to students • Teacher closes the class	minutes	T-S
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**VII. Material sources**

- 1) English for SMK 1
- 2) Speak English, Please
- 3) Grammar in Use

**VIII. Assessment**

1. Technique : Oral and Written Test
2. Example of instrument : Enclosed

**IX. Scoring**

1. Correctness : 50%
  2. Pronunciation & Fluency : 50% +
- 100 %



Task

Act out the following conversation with a partner.

James : What are we going to do this weekend?

Flo : I don't know. I'd rather stay at home.

James : That sounds good. Wish you could be with me. I'd really like to go to a cinema.

Flo : Sorry James, may be next time.

Name : \_\_\_\_\_  
Class : **X PS 1**

### Students' Task of Cycle II

1. Harry: "Which do you prefer, banana or orange?"  
Shinta: "I'd rather have orange than banana."  
The underlined utterance expresses.....
  - a. Preference
  - b. Invitation
  - c. intention
  - d. Refusal
  - e. Offer
  
2. Ron: " which one do you prefer, Writing or reading a novel?"  
Daisy: " ....."
  - a. I prefer writing a novel than reading a novel
  - b. I would rather writing than reading a novel
  - c. I like writing to reading a novel
  - d. I would prefer writing than reading a novel
  - e. I like writing rather than reading a novel
  
3. "Which does he like better, long hair or short hair?"  
"He likes ..... short hair".
  - a. Long hair better to than
  - b. Long hair better than
  - c. Long hair than
  - d. Long hair rather
  - e. Long hair to
  
4. "Which do you prefer, hiking or cycling?"  
"I prefer hiking ..... cycling"
  - a. To
  - b. Or
  - c. and
  - d. than
  - e. from
  
5. Eko would rather listen to the radio ..... read a news paper
  - a. To
  - d. Rather than

- b. Than  
c. For
- e. Better than
6. Fuad likes wearing cotton, he doesn't like wearing wool clothes, so he said, "....."
- I prefer to wearing cotton than wool clothes
  - I like wearing cotton better to wool clothes
  - I like wearing cotton better than wool clothes
  - I'd rather wear cotton to wool clothes
  - I'd prefer wear cotton better than wool clothes
7. I like tea better than milk.  
We can also say: "I would rather ..... milk".
- Tea to
  - Drink tea than
  - Tea better than
  - Having tea than
  - Drinking tea than
8. Dini practices singing three times a week.  
She practices dancing once a week. So, Dini prefers....
- Sing to dance
  - Sing than dance
  - Singing than dancing
  - Singing to dancing
  - Singing better than dancing
9. They prefer staying at home ..... going out in the rain.
- To
  - As
  - Better than
  - than
  - from
10. She would prefer .....TV rather than go to a movie.
- Watch
  - To watch
  - Watched
  - Be watching
  - To be watching
11. Ghofur prefers ..... at home over *Lebaran* holiday to going to Bali.

- a. Stay
- b. Stayed
- c. To stay
- d. staying
- e. Be staying

12. I would rather have tempe than have a meat.  
What does the sentence means?

- f. He prefers meat to tempe
- g. He prefers having tempe to having meat
- h. He doesn't like tempe
- i. He doesn't like chicken very much
- j. He wants meat very much

13. Nia: "how about having dinner at the restaurant, Mom".  
Mom: "well, I prefer having it at home".

From the dialogue we know that.....

- a. Nia wants to have a dinner at home
- b. Mother would rather have a dinner at home than have it at the restaurant
- c. Nia likes having dinner at home better than having it at the restaurant
- d. Both Nia and mother prefer having dinner at home to have it at the restaurant
- e. Mother will spend a lot of money for their dinner

14. Anna: "Let's go to the beach to spend our holiday.

Tom: "I don't think that's a good idea. I ..... mountain to beach. The air is fresher there.

- d. Prefer
- e. Would rather
- f. Like
- d. Rather
- e. Would prefer

15. She would rather read novels ..... Short stories.

- a. Prefer
- b. Than read
- c. Like
- d. would prefer
- e. rather

16. She likes swallow. She hates pigeons.


So, she said.....

- a. I prefer swallows to pigeons
  - b. I would rather swallows to pigeon
  - c. I like swallows and pigeons
  - d. I hate swallows so much
  - e. I would prefer swallows better than pigeons
17. Mr. Bruce likes action film .... Drama.
- a. Would rather
  - b. Better than
  - c. To
  - d. rather
  - e. if
18. He plays badminton twice a week. He plays football twice a month.  
So, people said...
- a. He would rather play badminton twice a week to play football twice a month
  - b. He would prefer play badminton twice a week better than play football twice a month
  - c. He likes playing badminton twice a week better than playing badminton twice a month
  - d. He prefer playing badminton twice a week for playing badminton twice a month
  - e. He plays badminton and football every week
19. We prefer singing ..... Dancing.
- a. Than
  - b. Better than
  - c. Rather than
  - d. to
  - e. like
20. Mr. Lampard would rather walk to office ..... drive his car.
- d. Better than
  - e. To
  - f. And
  - d. rather than
  - e. than


Semarang, 14 April 2016

Checked by,  
Collaborator

Researcher

  
Libasut Taqwa, S.Pd  
NIP.

Imada Musthavina  
NIM.

Headmaster  
  
Muhamad Ichrom, S.HI, M.SI  
NIP.

## Appendix 5

### Score of students' English Daily Test

No	Name	Score
1.	Achmat Syaiful Munir	80
2.	Adinar Clara Amelia Sari	80
3	Adinda Salsabila Putri H.	80
4	Aditya Riki Prayoga	80
5	Ayu Aprilia	80
6	Devi Nur Hidayanti	80
7	Dewi Puspita	78
8	Dicky Kurniawan Yusuf	80
9	Dyah Ayu Saraswati	78
10	Eka Rahdatu Sartika Dewi	80
11	Fitria Wulandari	78
12	Majid Muhammad Rijal	78
13	Muhammad Arjun Al Fathiqin	75
14	Ninma Izza Faliqunawa	75
15	Noviana Reza Octavia	80
16	Novri Santi	80
17	Rani Martha Isnayanti	80
18.	Ratih Puji Astuti	80
19	Ribta Aulia Rizekina	78
20	Rini Rahmawati	80
21	Riska Setiowati	78
22	Sanitya Vega Akbar Mahendra	95
23	Suaibatul Islamiyah	78
24	Zulfa Fauziah Apriliana	85
25	Risky Aulia Maulana	75

Semarang, 14 April 2016

Checked by,  
Collaborator



Libasut Taqwa, S.Pd  
NIP.



Appendix 6

**Research Schedule of Classroom Action Research at the  
tenth grade students of SMK Ma'arif NU 01 Semarang in  
the Academic Year of 2014/2015**

No	Task Description	March			April		
		29	30	31	9	14	15
1	Asking permission to the head master to do research and getting familiar with the school situation	√					
2	Doing observation on teaching learning process to get the data		√				
3	Conducting test for pre cycle			√			
4	Applying cycle I and doing the test				√		
5	Applying cycle II and giving the test					√	
6	Analyzing the data and writing the report						√

Appendix 7

**Observation Checklist of Cycle I for the Teacher**

Direction: mark ( √ ) the observation result on the assessment score below.

No.	Aspect	Score			
		4	3	2	1
<b>A.</b>	<b>PREPARATION</b>				
1.	Arranging lesson plan		√		
2.	Preparing media of learning process		√		
	Determining media of learning process		√		
3.	Providing evaluation tool		√		
<b>B.</b>	<b>IMPLEMENTATION</b>				
1.	Being able to start the lesson	√			
2.	Being able to				
	- Explain the material appropriately		√		
	- Convey the material fluently		√		
	- Give understood material		√		
	- Utter loudly	√			
3.	Ability of giving variation of learning process		√		
4.	Ability of Managing the class				
	- Paying attention		√		
	- Giving students chance to ask questions		√		
	- Instructing students friendly	√			
5.	Ability of giving motivation		√		
6.	Ability of leading groups		√		
7.	Ability of asking questions		√		
8.	Ability of utilizing media of learning process properly			√	
<b>C.</b>	<b>CLOSING</b>				
1.	Ability of closing the lesson	√			
2.	Ability of giving feedback of the lesson		√		

Note:

**Scoring:**

Excellent	= 4
Good	= 3
Fair	= 2
Poor	= 1

Semarang, 9 April 2016

Checked by,

Collaborator



Libasut Taqwa, S.Pd

NIP.

## Appendix 8

### Observation Checklist of Cycle II for the Teacher

Direction: mark ( √ ) the observation result on the assessment score below.

No.	Aspect	Score			
		4	3	2	1
<b>A.</b>	<b>PREPARATION</b>				
1.	Arranging lesson plan		√		
2.	Preparing media of learning process		√		
	Determining media of learning process		√		
3.	Providing evaluation tool	√			
<b>B.</b>	<b>IMPLEMENTATION</b>				
1.	Being able to start the lesson	√			
2.	Being able to				
	- Explain the material appropriately	√			
	- Convey the material fluently		√		
	- Give understood material	√			
	- Utter loudly	√			
3.	Ability of giving variation of learning process	√			
4.	Ability of Managing the class				
	- Paying attention		√		
	- Giving students chance to ask questions		√		
	- Instructing students friendly	√			
5.	Ability of giving motivation		√		
6.	Ability of leading groups		√		
7.	Ability of asking questions		√		
8.	Ability of utilizing media of learning process properly		√		
<b>C.</b>	<b>CLOSING</b>				
1.	Ability of closing the lesson	√			
2.	Ability of giving feedback of the lesson	√			

Note:

**Scoring:**

Excellent = 4

Good = 3

Fair = 2

Poor = 1

Semarang, 14 April 2016

Checked by,

Collaborator



Libasut Taqwa, S.Pd

NIP.

## Appendix 9

### Oral test of cycle I

1. Researcher holds an oral test for students by having a conversation with them one by one.
2. The researcher opens the conversation by asking their favorite things and gives them chance to explain more.
3. Students are asked to translate the Indonesian sentences below into English and apply forms of preferences that have been explained during the teaching learning process orally. The first sentence is “Farah lebih suka mengendarai sepeda daripada mengendarai motor”, and the second sentence was Saya lebih menyanyi daripada menari.
4. After that students also are asked to make an example of preferences with their own words and make a conclusion of the following preferences expression given by the teacher. The expression is James plays a guitar twice a week and piano once a week.  
So, James would prefer to ...

## Transcript of cycle I

Name : Aditya Riki Prayoga

Class : X PS 1

Researcher : ehm.. Ready?

Aditya : (nodding) yes.

Researcher : Adit... do you have a favorite thing? Tell me please.

Aditya : Yes miss. Money.

Researcher : why?

Aditya : I need miss, *biar nggak nyusahin nenekku* miss.

Researcher : Oh I see. Well, Adit, please translate Indonesian sentence "*Farah lebih suka mengendarai sepeda daripada sepeda motor*" into English. (showing a piece of paper)

Aditya : Farah... Farah.... *Pake prefer (Prefər) ya* miss. **Farah prefer (Prefər) bicycle to.. to... motorcycle!**

Researcher : Okay, the next sentence "Saya lebih suka menyanyi daripada menari"

Aditya : **I... .. to singing....to...dancing..**

Researcher : well, which one do you like to drink coffee or ice tea?

Aditya : Coffee.

Researcher : why?

Aditya : umm... sweet?

Researcher : I see. Okay, the next is, please make an example of preferences

Aditya : **I prefer(Prefər) is studying to playing with my friend.**

Researcher : well, listen to the last question. James plays a guitar twice a week and piano once a week. So, James would prefer to... James plays a guitar twice a week and piano once a week. So, James would prefer to...

Aditya : **So, James... would... prefer(Prefər).. to..guitar.**

Researcher : Good, Adit! You can go back to your seat.

Name : Ninma Izza Faliqunawa  
Class : X PS 1

- Researcher : Well, are you ready Faliq?  
Faliq : Yes, ready miss.  
Researcher : Faliq, do you have a favorite thing? Tell me, please.  
Faliq : **yes, miss.. umm, watching film..eh.. watching movie miss.**  
Researcher : oh yeah, what kind of movie is it?  
Faliq : (smiling) a...action, miss!  
Researcher : okay then, please translate the Indonesian sentence “Farah lebih suka mengendarai sepeda daripada mengendarai motor” into English! (I showed the sentence to him)  
Faliq : Farah would prefer (Prefər).. *umm, naik sepeda apa ya miss? Umm, bentar miss...(thinking).. apa ya miss?*  
Researcher : ride a bicycle.  
Faliq : *eh.. Farah would prefer (Prefər) to ride a bicycle rather than...rather than to a motorcycle (mɒ tɒ rsɑɪkl), miss?*  
Researcher : okay, repeat it once more, please.  
Faliq : **Farah would prefer (Prefər) to ride a bicycle rather than to motorcycle (mɒ tɒ rsɑɪkl)**  
Researcher : alright, the next sentence “Saya lebih suka menyanyi daripada menari”, translate into English, please!  
Faliq : I... prefer (Prefər)... singing.. to.. (thinking).. to...dan..cing?  
Researcher : Are you sure? Please repeat it once more. (smiling)  
Faliq : I prefer (Prefər) si...nging.. **I prefer (Prefər) singing to dancing, miss.**  
Researcher : good. Well, when you at a canteen, which do you prefer to drink, ice tea or milk shake?  
Faliq : **I ice tea miss.**  
Researcher : Why?  
Faliq : because (bɪkɒ s) *nggak ada milkshake di kantin miss. Hehe.*  
Researcher : oohoo, how to say “nggak ada milkshake di kantin”?  
Faliq : **ice tea only?** (laughing)



Researcher : No, you can say “milkshake is not listed in the canteen menu”.

Faliq : haha, yes miss. Milkshake is not.. what miss?

Researcher : ...listed in the canteen menu.

Faliq : oh, iya miss. Milkshake is...not.... listed (Iisted) in the canteen menu.

Researcher : okay, now make an example of expressing preferences

Faliq : I. like..run...than... *jalan apa* miss?

Researcher : what is it Faliq? Wal...king.

Faliq : oh iya miss, **I like run than walkings.**

Researcher : it's running, Faliq. Not “run” and it is walking not walkings. Please repeat it once more.

Faliq : I like running than walking.

Researcher : analyze the sentence “James plays a guitar twice a week and piano once a week.” So, James would rather..

Faliq : **So, James is would rather playing piano, miss.**

Researcher : Are you sure?

Faliq : Yes, miss.

Researcher : Well, Nice! thanks, Faliq. you can go back to your seat.

Name : Zulfa Fauziyah Apriliana  
Class : X PS 1

- Researcher : uhuk... (cough)..ehm.. sorry. ready?  
Zulfa : bismillahirrohmanirrohimm. Ready (rIdI) miss.  
Researcher : okay, Zulfa, do you have a favorite thing? If you have one, then please tell me what it is.  
Zulfa : umm.. y.. yes I...have(hef)? I...like...books...miss. I like...reading book.  
Researcher : I see. What book do you love to read, Zulfa?  
Zulfa : ...re.. repeat miss?  
Researcher : what book do you love to read?  
Zulfa : oh.. Novel miss  
Researcher : Nice. Okay Zulfa, now please translate the Indonesian sentence “*Farah lebih suka mengendarai sepeda motor daripada sepeda*” into English using would rather. (showing a piece of paper)  
Zulfa : Fa..rah...would rather miss?  
Researcher : Yes.  
Zulfa : Farah would rather... *mengendarai apa ya?Mengendarai...a motorcycle...than...bike?*  
Researcher : repeat it once more please.  
Zulfa : **Farah...would rather motorcycle than... bike.**  
Researcher : okay. Next sentence “Saya lebih suka menari daripada menyanyi”  
Zulfa : **I prefer (Prefər) singing to dancing**  
Researcher : are you sure?  
Zulfa : Yes.  
Researcher : which do you prefer, juice or freshwater?  
Zulfa : **juice.**  
Researcher : why?  
Zulfa : because (blkb s) sweet miss. (Laugh)  
Researcher : okay then, please make an example of expressing preference.  
Zulfa : umm.. **I... prefer (Prefər)... handphone (hendfɒ n) to telephone (telfɒ n)**

**Researcher:** well, the last one is...Listen to me carefully...ehm..  
James plays a guitar twice a week and piano once a week. So, James would prefer to...

Zulfa : **So, James would prefer (Prefər) to play guitar.**

Researcher : well done, Zulfa! You can go back to your seat.

## Appendix 10

### Oral Test of Cycle II

1. Researcher holds an oral test of cycle II for students by having a conversation with them one by one.
2. The researcher opens the conversation by asking their hobbies, or something to like and gives them chance to explain more.
3. Students are asked to make two examples of preferences using things they like with their own words orally.
4. Afterward, students are asked to form preferences expression using the following topic given by the researcher.  
The topics are
  - a. tennis and badminton
  - b. eat at home and go to a restaurant
  - c. go shopping and hang out

## Transcript of cycle II

Name : Aditya Riki Prayoga

Class : X PS 1

Researcher : ehm.. Ready?

Aditya : (nodding) yes.

Researcher : Adit... do you have any hobby? If yes, then tell me, please.

Aditya : Yes miss. Sport.

Researcher : what do you usually do?

Aditya : Jogging in morning.

Researcher : do you go jogging every day?

Aditya : No, Sunday.

Researcher : Oh I see. Well, Adit, please make two examples of expressing preferences. You can tell your hobby.

Aditya : **I prefer jogging to.....to.. apa ya? cycling**

Researcher : Okay, another example?

Aditya : **I...prefer ... to singing....to...dancing..**

Researcher : well, now make a sentence using the following words "tennis/badminton" (showing a paper)

Aditya : tennis and badminton miss? **I prefer tennis to badminton.**

Researcher : okay, next words "eat at home/go to a restaurant"

Aditya : umm... eat at home.... I.. *pake prefer gak papa miss?* I prefer eat at home.... To go to.. a restaurant (restorān)?

Researcher : alright, the next words "go shopping/hang out"

Aditya : **I would .... I would rather..... to go... eh... go ... shopping.. than..hang out**

Researcher : Well done, Adit! You can go back to your seat.

Name : Ninma Izza Faliqunawa  
Class : X PS 1

- Researcher : ehm.. Ready?  
Faliq : (nodding) yes, miss.  
Researcher : Faliq... do you have any hobby? If you have one, then tell me, please.  
Faliq : Yes miss. My hobby is watching movie.  
Researcher : Who actor is your favorite?  
Faliq : umm, Johnny Depp  
Researcher : So, it must be "the Pirates of the Caribbean", your favorite movie.  
Faliq : Yes.  
Researcher : Oh I see. Well, Faliq, please make two examples of expressing preferences. You can tell your hobby.  
Faliq : **I prefer watching movie.....to.. listening music.**  
Researcher : Okay, another example?  
Faliq : **I...prefer ... writing (wrItIn)...to...reading..**  
Researcher : well, now make a sentence using the following words "eat at home/go to a restaurant"(showing a paper)  
Faliq : ehm..**I. would rather....I would rather to eat at home.... than go... to a restaurant (resto rAn)?**  
Researcher : okay, next words "tennis/badminton"  
Faliq : tennis and badminton miss? **I prefer tennis to badminton.**  
Researcher : alright, the next words "go shopping/hang out"  
Faliq : **I would .... I would rather..... go... eh bener ya miss... go ... shopping.. than..hang out.**  
Researcher : Nice, Faliq! You can go back to your seat.

Name : Zulfa Fauziyah Apriliana  
Class : X PS 1

Researcher : ehm.. Ready?

Zulfa : ready, miss.

Researcher : Zulfa... do you have any hobby? If you have one, then please, tell me.

Zulfa : Yes miss. My hobby is reading Novel.

Researcher : What novel do you love the most?

Zulfa : 99 Cahaya di Langit Eropa, miss.

Researcher : Oh I see. Well, Zulfa, please make two examples of expressing preferences. You can tell your hobby or something you like.

Zulfa : **I prefer Novel to Comics.**

Researcher : Okay, another example?

Zulfa : **I...prefer reading to...writing (wərItIŋ)..**

Researcher : well, now make a sentence using the following words "go shopping/hang out"(showing a paper)

Zulfa : ehm.. **I would .... I would rather..... go... eh bener ya miss... go ... shopping.. than..hang out.**

Researcher : okay, next words "tennis/badminton"

Zulfa : **I prefer badminton to tennis.**

Researcher : alright, the next words "eat at home/go to a restaurant"

Zulfa : **I.. would rather....I would rather to eat at home.... than go... to a restaurant?**

Researcher : Good Job, Zulfa! You can go back to your seat.

## Appendix 11

### Answer Key

#### Cycle I

- |      |       |       |
|------|-------|-------|
| 1. D | 6. A  | 11. B |
| 2. A | 7. A  | 12. A |
| 3. C | 8. A  | 13. A |
| 4. A | 9. C  | 14. A |
| 5. C | 10. D | 15. E |

#### Oral Test

1. Yes, I do. I love singing
2. Answer:
  - a. Farah would rather ride a bike than a motorcycle.
  - b. I prefer singing to dancing
3. I prefer milk shake  
I prefer ice tea
4. Harry would prefer to take a taxi rather than walk home.
5. James would prefer to play a guitar rather than a piano.

#### Cycle II

- |      |       |       |       |
|------|-------|-------|-------|
| 1. A | 6. C  | 11. D | 16. A |
| 2. B | 7. B  | 12. B | 17. B |
| 3. B | 8. D  | 13. B | 18. C |
| 4. A | 9. A  | 14. A | 19. D |
| 5. B | 10. B | 15. B | 20. E |



## Oral Test

1. Yes, I do. My hobby is playing football.
2. Answer:
  - a. He'd prefer to stay at home on Saturday afternoons.
  - b. I prefer swimming to surfing.
3. Answer:
  - a. I prefer tennis to badminton
  - b. I'd rather eat at home than go to a restaurant
  - c. I'd prefer to go shopping rather than hang out.

## Appendix 12



**LEMBAGA PENDIDIKAN MA'ARIF NU  
SEKOLAH MENENGAH KEJURUAN (SMK)  
MA'ARIF NU 1 SEMARANG**

Alamat : Komplek Masjid Kasmuri Nurussalam Wonolopo Mijen Semarang  
☎ (024) 7667 3437

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### SURAT KETERANGAN

Nomor : 187/KET/SMKNU1/VIII/2016  
Lampiran :  
Perihal : Keterangan Selesai Penelitian

Kepada Yth.

**Wakil Dekan Bagian Akademik FITK UIN Walisongo Semarang**

Di tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat dari Fakultas Ilmu Tarbiyah dan Kejuruan UIN Walisongo Semarang tentang Permohonan Penelitian di SMK Ma'arif NU 1 Semarang yang dilakukan oleh :

Nama : Imada Musthavina

NIM : 123411050

Program Studi : Pendidikan Bahasa Inggris

Menerangkan bahwa yang bersangkutan telah melaksanakan Penelitian di SMK Ma'arif NU 1 Semarang mulai 31 Maret 2016 sampai dengan tanggal 15 April 2016. Dengan Judul **"Whole Brain Teaching Method as a Medium to Enhance Classroom Management in Teaching Speaking Skills on Preferences (A Classroom Action Research at Grade X in SMK Ma'arif NU 01 Semarang in Academic Year of 2015/2016)"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

*Wa'alaikumsalam Wr. Wb.*

Semarang, 16 April 2016

Kepala SMK Ma'arif NU 1 Semarang



**Muhamad Ichrom, S.H.I, M.S.I**

## Appendix 13



Students were doing test of pre-cycle



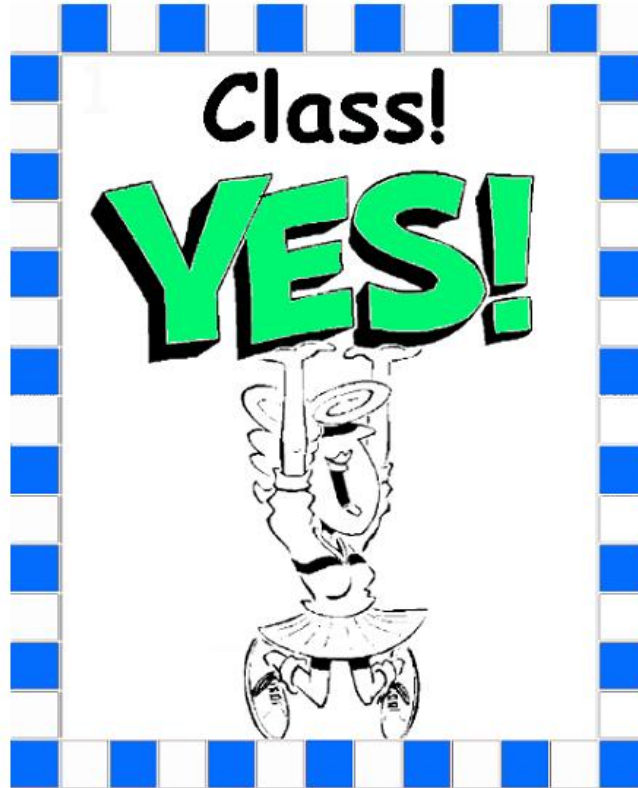
Students were practicing Whole Brain Teaching method



Students were doing test of cycle II

Whole Brain Teaching (WBT) Method

CLASS-YES: THE ATTENTION GETTER



## FIVE RULES OF WHOLE BRAIN TEACHING



## **CURRICULUM VITAE**

Name : Imada Musthavina  
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### **Academic Background**

1. MI Asy-Syafi'iyah 01 Karangasem (2000-2006)
2. MTs Asy-Syafi'iyah Karangasem (2006-2009)
3. SMAN 1 Margasari (2009-2012)
4. UIN Walisongo Semarang (2012-2016)