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THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE FOR THE STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SMK KESEHATAN PRO SKILL INDONESIA

Thesis

Submitted in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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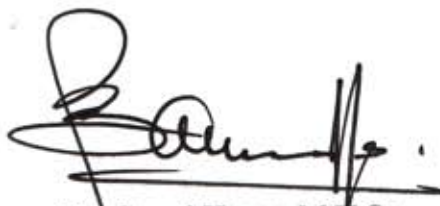
The thesis entitled *The Use of Think Pair Share (TPS) Technique for the Students' Reading Comprehension in Descriptive Text at Smk Kesehatan Pro Skill* is written by Dinda Arista, Nim. 11414202948. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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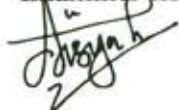
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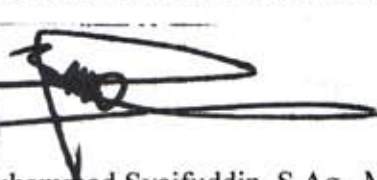


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ACKNOWLEDGEMENT



In the name of Allah S.W.T. The Most Beneficent and The Most Merciful. All praises are to Allah S.W.T. for all the blesses so that the researcher can accomplish this thesis. In addition, may Peace and Salawat salam be given to the prophet Muhammad who has taken all human being from the Darkness to the Lightness. The researcher truly grateful also for the never-ending supports, love and care of beloved parents, the heroes of life, Riswandy and Eritawati. They are the reasons why I still keep walking and spirit in my education to reach my bright future. There is no word which can represent how I am proud for having them.

This thesis is written and intended to submit in partial of the requirements for the Undergraduate degree in the Department of English Education, Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau.

The writer realizes that there are still many weaknesses of this thesis. Therefore, construction and suggestion are needed very much to improve this thesis. Next, the writer would like to express her gratitude and sincere thanks:

1. Prof. Dr. Suyitno, M.Ag., PLT Rector of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. H. Suryan A. Jamrah, MA., as Vice of Rector I, Dr. Drs. H. Promadi, MA., Ph.D., as Vice of Rector III of state Islamic University of Sultan Syarif Kasim Riau.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Faculty of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau, Dr. Drs. Alimuddin, M.Pd., the Vice Dean I, Dr. Dra. Rohani, M.Pd., the Vice Dean II, Dr. Drs. Nursalim, M.Pd., the Vice Dean III and all staff. Thanks for kindness and encouragement.
3. Drs. Samsi, M.H.Sc., the chairperson of Department of English Education for his guidance to the students in writing thesis. Cut Raudhatul Miski, S.Pd., M.Pd.,



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the Secretary of English Education who has given me correction, suggestion, support, advice and guidance in finishing this thesis.

4. Drs. H. M. Syafi' I S, M.Pd, the writer's supervisor. Gratefully thank you for his correction, suggestion, support, advice, and guidance in completing this thesis.
5. Nelvia Ibrahim, M.Pd, the writer's academic supervisor who has given suggestion and guidance.
6. All Lecturers who have given their knowledge and information through learning process in the class or personally.
7. The Headmaster of SMK Kesehatan Pro Skill Indonesia Erlina, M.Pd. and the English teacher Hadi Junaidi, M.Pd, and all staff that really helped the writer finishing this research.
8. Writer's beloved brother and sister, Heldi Perdana Putra, Alya Rahmi who always pray, support and help his and her sister with many things during her study and life.
9. Writer's Beloved friends Votik Anugerah Anjasiwi, Sonya Dara Dursia, Nola Cita Putri, Siti Aminah, Madina Munawaroh, Tessa Yohebet, Zariah Jelita Wahyuni who always given support and spirit in accomplishing this research.
10. For all people who have given her the great support in conducting and finishing this thesis that cannot be written one by one.

Finally, the writer really realizes that there are many weaknesses on this thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe bless you all. *Aamiin.*

Pekanbaru, March 14th, 2019

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ABSTRAK

Dinda Arista, (2019) : Mengajar Bahasa Inggris Menggunakan Teknik Think Pair Share (TPS) Terhadap Kemampuan Siswa dalam Membaca Teks Deskriptif di SMK Kesehatan Pro Skill Indonesia.

Penelitian ini dilakukan berdasarkan masalah yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam teks deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan kemampuan membaca siswa dalam teks deskriptif yang diajarkan dengan menggunakan Teknik Think Pair Share. Subyek penelitian ini adalah siswa kelas X di SMK Pro Skill Indonesia. Desain penelitian ini adalah penelitian eksperimental semu. Dalam penelitian ini, peneliti menganalisis data dengan independent sample t-test dengan menggunakan spss versi 16.0. Dari hasil penelitian, peneliti menemukan nilai rata-rata dari post-test siswa di kelas eksperimen adalah 71,86. Setelah menganalisis data, peneliti menemukan bahwa ada pengaruh yang signifikan menggunakan Teknik Think Pair Share pada kemampuan siswa dalam membaca teks deskriptif di kelas X SMK Pro Skill Indonesia, di mana $\text{sig (2-tailed) } 0,00 < 0,05$. Dengan demikian, hipotesis nol (H_0) ditolak dan H_a diterima.

Kata kunci: *Pemahaman Membaca, Teknik Think Pair Share (TPS), Deskriptif Teks*



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ABSTRACT

Dinda Arista, (2019) : The Use of Think Pair Share (TPS) Technique for Students' Reading Comprehension in Descriptive Text at SMK Kesehatan Pro Skill Indonesia.

This research was conducted on the problems faced by the students in learning English especially in descriptive text. The objective of this research was to find the significant effect of students' reading comprehension in descriptive text taught by using Think Pair Share Technique. The subject of this research was the tenth grade students' of SMK Kesehatan Pro Skill Indonesia. The design of this research was a quasi experimental research. In this research, the researcher analyzed the data with independent sample t-test by using spss 16.0 version. From the research findings, the researcher found the mean score of students' post-test in experimental class was 71.86. After analyzing the data, the researcher found that there was any significant effect of using Think Pair Share Technique on students' Reading Comprehension in descriptive text at the tenth grade of SMK Kesehatan Pro Skill Indonesia, in which *sig (2-tailed)* $0.00 < 0.05$. Thus, null hypothesis (H_0) was rejected and H_a was accepted.

Key word: *Reading Comprehension, Think Pair Share Technique, Descriptive Text*

ملخص

ديندا أريستا، (٢٠٢٠): تعليم اللغة الإنجليزية باستخدام تقنية *Think Pair Share* لقدرات التلاميذ على قراءة النص الوصفي بمدرسة *Pro Skill Health* الثانوية المهنية الإندونيسية

هذا البحث تم إجراءه بالنظر إلى المشكلات التي واجهها التلاميذ عند تعلم اللغة الإنجليزية وخاصة عند قراءة النص الوصفي. ويهدف إلى معرفة أثر هام من تقنية *Think Pair Share* في قدرات التلاميذ على قراءة النص الوصفي. وأفراده تلاميذ الفصل العاشر بمدرسة *Pro Skill Health* الثانوية المهنية الإندونيسية. وتصميم مستخدم فيه تصميم شبه تجريبية. وتحليل البيانات قامت الباحثة باختبار *t*-للعينة المستقلة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية لرواية ١٦٠. وبناء على نتائج البحث عرفت الباحثة بأن معدل الاختبار البعدي في الفصل التجريبي ٧٣،٣٣. وبعد تحليل البيانات عرفت بأن هناك أثرا هاما من تقنية *Think Pair Share* في قدرات تلاميذ مدرسة *Pro Skill Health* الثانوية المهنية الإندونيسية على قراءة النص الوصفي حيث أن سيج (٢-ذيل) ٠،٠٠٥ > ٠،٠٠٠. فالفرضية المبدئية مردودة والفرضية البديلة مقبولة.



الكلمات الأساسية: فهم القراءة، تقنية *Think Pair Share*

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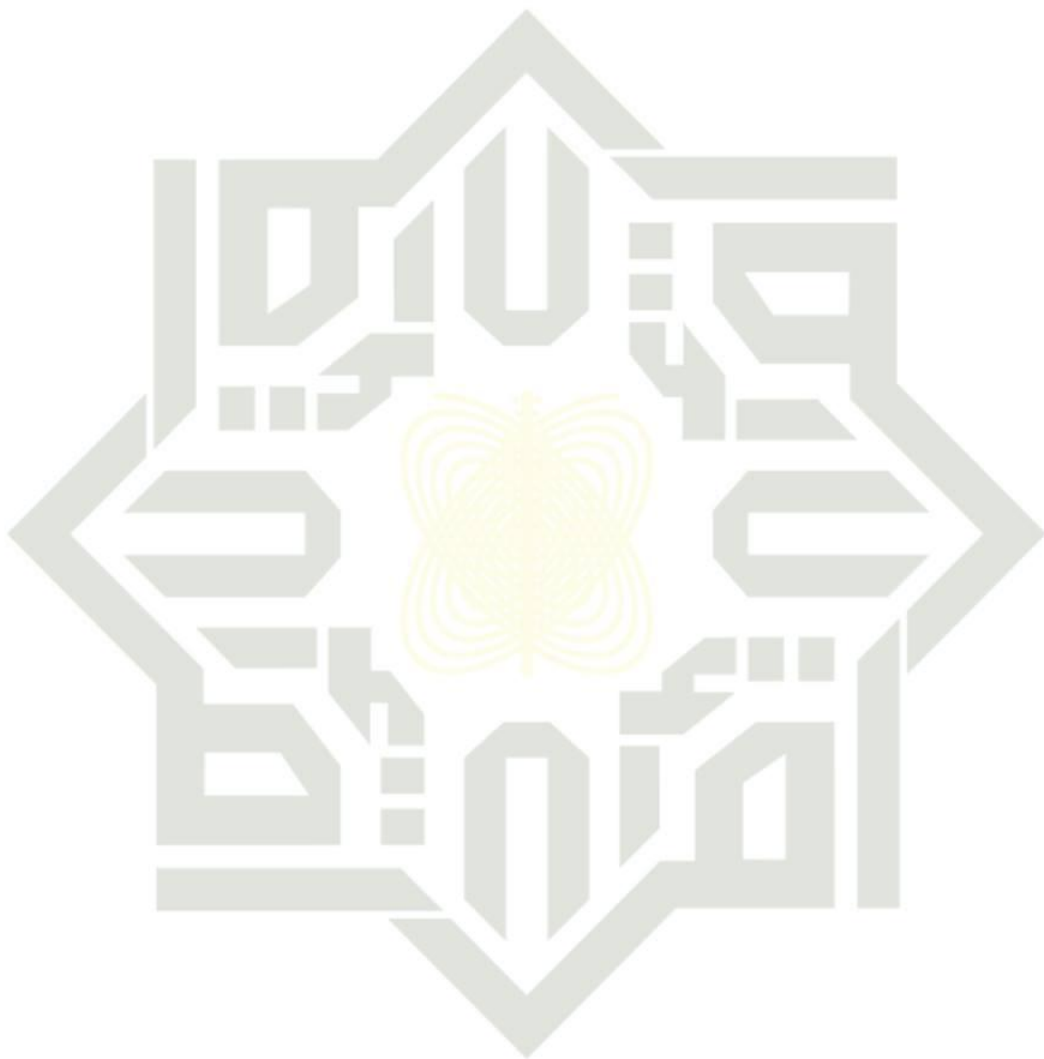
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CHAPTER I INTRODUCTION

A. Background of Problem

Reading is the most important skill in studying English and goal of reading for Indonesian student is to understand or comprehend the material of the reading text because reading comprehension is a bridge to understanding scientific books they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improve their knowledge. Reading is a key to success for anyone who wants to be an educated person, (Rauch and Weinstein 1968).

Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds, as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Burn and Roe (1980) state that reading is complex and complicated process that involves some factors influence upon each other.

Reading is central to the learning process. By reading activity, people may gain important information that is not presented by teachers in the classroom. According Donald (2013) to cognitive psychology and schema theory, the reader is an active participant who has an important interpretive function of the reading process. It means that in the cognitive model, people as readers are more than

passive participants who receive information while an active text makes itself and its meanings known to him/her.

Actually, the reading is a push and pull between reader and text. As readers, people actively make, or construct, meaning; what people bring to the text is at least as important as the text itself. According to Peter Westwood (2008), reading involves gaining competence in two separate complementary processes, namely word identification (decoding) and linguistic comprehension. It means that the reader and text cannot be separated from reading.

In the curriculum, government has authority to manage curriculum called 13 Curriculum. It has authority to manage the based (KD) and main competence (KI). According to the laws number 35 verse 1, standard of competence is the qualification of graduate that includes attitude (affective), knowledge (cognitive), and skill (psychomotor) which is suitable for the national standard. In addition, content competence includes material scope and the level of competence of graduates, material competence assessment, competence subjects and syllabus of learning must be fulfilled by the students based on the level and type of education.

This curriculum makes the students active, and it is 70, most of the students have to reach minimum criteria of achievement (KKM). According the syllabus at the tenth grade, they are required to understand descriptive text. Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others. .

The purpose of English in SMK Kesehatan in general first, mastering knowledge and base skill English for support achieve competence program

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especially health vocational high school. Second, applying mastery of English ability and skills to communicate both verbally and in writing at the intermediate level.

In fact at SMK Kesehatan Pro Skill Indonesia, some of the students still got problems in comprehending the text related descriptive text. The problems are from the teacher and the students. However, those problems that considered to be solved immediately. The teaching reading technique is one of the substantial factors that affects students' problem in reading, especially in descriptive text.

Actually, the conventional reading technique and monotones strategies cannot give satisfying results. Because of that, the students often found difficulties in comprehending the text. They are unable to identify the main ideas, specific information, reference and inference of each paragraph of the reading passage especially in descriptive text. They also found many unknown words in the text.

The students had a low comprehension in reading English written texts, especially in descriptive text. It is proved by their achievement get a low score, it could be seen through the result of the students' daily test. Some of the efforts had been done such as they have been taught about vocabularies English for the text, they had been taught about text related descriptive text, they had been given the strong motivation to study English and its time is longer than from other subject for four hours per week, but it is not successful and most of the students could not understand about descriptive text based on indicators in reading had been taught.

This problem leads them to spend much time to open their dictionary and to find the meaning of the difficult words. One may have difficulties to

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comprehend a descriptive text because of some problems like unfamiliar code. As the result, their average score of the reading is low.

One of the factors that can improve the students' reading comprehension is the strategies in learning English. Oxford (1990) has stated that strategies are particularly important for language learning "because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Strategy is the implementation of a set of procedures (tactics) for accomplishing something and learning strategy is a sequence of procedures for accomplishing learning. Learning strategies proposed as behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process.

To solve the problem above is to use the cooperative method is offered to use in reading comprehension. There is a technique in cooperative method that considered in order that appeal students' reading comprehension, it is Think Pair Share technique. It was be done to know, what can this technique to improve achievement of students at SMK Kesehatan Pro Skill Indonesia.

Wendi Diane (2013) states The strength of Think Pair Share (TPS), The Technique lends itself to inclusion within Guided Reading lessons, where the focus is on meaningful discussion around text and promotion of the use of comprehension skills and strategies to foster comprehension. Strategies that foster cooperative learning have been successful in developing interpersonal skills, cognitive skills and metacognitive awareness.

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Based the explanation above these problems commonly happen to every student because their ability in reading is still low. It is necessary to conduct a research entitled: “THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE FOR STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT AT SMK KESEHATAN PRO SKILL INDONESIA”.

B. Problem of The Research

1. Identification of the Problem

Based on the background of the problem, it is clear the most of English for Health at SMK Kesehatan Pro Skill Indonesia still got some problem in their comprehending text. To make it clear, the indentification of the problems is as follows:

- a. What are the students’ difficulties in reading comprehension in descriptive text?
- b. Why do the students get difficulties in reading comprehension in descriptive text?
- c. Why do the students fail to comprehend the descriptive text?
- d. How can the teacher help the students in comprehending the descriptive text?
- e. How do the reading strategies influence the students’ reading comprehension?
- f. Are the teaching reading strategies appropriate in improving students’ reading comprehension?

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2. Limitation of the Problem

To make the problem is clear, it is necessary to limit the problems. This research focused on using Think Pair Share (TPS) Technique at SMK Kesehatan Pro Skill Indonesia. The subject of this study is the tenth grade at SMK Kesehatan Pro Skill Indonesia.

3. Formulation of the Problem

Based on of the problems above, the problems of this research are formulated in the following research questions:

1. How is the students' reading comprehension taught by using Think Pair Share (TPS) Technique of the tenth grade at SMK Kesehatan Pro Skill Indonesia ?
2. How is the students' reading comprehension taught without using Think Pair Share (TPS) Technique of the tenth grade at SMK Kesehatan Pro Skill Indonesia ?
3. Is there any significant difference of students' reading comprehension between the use of Think Pair Share (TPS) Technique and without Think Pair Share (TPS) Technique at SMK Kesehatan Pro Skill Indonesia ?

4. Objective and Significance of the Research

1. Objective of the Research

Objectives of this research are as follow :

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1. To find out how the students' reading comprehension taught by using Think Pair Share (TPS) Technique of the tenth grade at SMK Kesehatan Pro Skill Indonesia.
2. To find out how the students' reading comprehension taught without using Think Pair Share (TPS) Technique of the tenth grade at SMK Kesehatan Pro-Skill Indonesia.
3. To find out whether or not the significant difference of students' reading comprehension between the use of Think Pair Share (TPS) Technique and without Think Pair Share (TPS) Technique at SMK Kesehatan ProSkill Indonesia.

2. Significance of the Research

1. For the English teacher at the at the tenth grade at SMK Kesehatan Pro Skill Indonesia, by implementing this study was expected to be able to increase their knowledge and become more creative in learning reading comprehension in the classroom.
2. It was expected to improve their reading comprehension, especially in descriptive text.
3. For the institution of the tenth grade of at SMK Kesehatan Pro Skill Indonesia, it was hoped to get the advantages for improving the education quality.

3. Definition of Term

1. According to Nunan (1999), reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode

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if other means fail. He also says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation. Most people do silent reading. They need an isolation environment to comprehend the reading.

Mark Tumble (2013) defines Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

3. M. Syafi'I S (2007) states that descriptive text is a text that describes a particular place, thing or person according to the space and the sentences that should be arranged in details according to the object being described or located. The text is focused on a particular subject as a present of an impression of something looks.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading

Reading is one of the four language skills that should be mastered by the students if they want to understand the text. Reading is very important. Besides, reading can increase our life skills and extend our knowledge. In addition, according to Harrison (2004), reading determines how we are able to think, it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotion and moral as well as verbal intelligence.

In English, reading is a complex skill. It is a very crucial element and main goal of teaching reading. Peter Westwood (2008) states there are five reasons why reading is very important in learning. The first, it can help the learners to think a new language. The second, it can help learner to build better vocabulary. The third, it can make learner feel more comfortable in writing of the new language (English). The fourth, reading might be the only way to use English for those who live in Non- English country. According to Frank Smith (2004), reading could help if the learner plans the study abroad especially in English speaking countries. Then, reading should be mastered in order that they can know the content of reading, especially the text.

Elizabeth S. Pang (2003) Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print



materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn.

Beatrice S. Mikulecky (2008) states that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author assumes to have intending. The reader does this by comparing the information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods is essential for providing effective instruction in reading.

According to H. Douglas Brown (2004), there are seven parts of process in reading that comprises:

1. Recognition

Your knowledge of the alphabetic symbols, this step takes place the instant before physical reading begins.

2. Assimilation

The physical process by which light is reflected from the word: is received by the eye: then transmitted, via by the optical nerve, to the brain.

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3. The equivalence of basic comprehension, referring, to the linking of all parts of the information being read with all other appropriate parts.

4. Intra-integration

The process in which you bring all of your previous knowledge to what you read, make appropriate connections, analyze, appreciate, select and reject.

5. Retention

The basic storage of information. Most readers would have experience to enter an examination room. Most of the required information during the two hours periods and recall it only as they leave. Storage, then, is not enough and must be accompanied by recall.

6. Recall

The ability to get back out of storage that which is needed preferably when it is needed.

7. Communication

The use to which the information is immediately or eventually put. Besides proficiency, there are something must be known. It proposes that we can master term of reading. One term of reading is type of reading. That includes:

- a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing implied.

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b. Selective

This category, the students can give a brief response from the text intended as well, in other word, a combination of bottom-up and top-down is processed in teaching reading.

c. Interactive

It is a type of reading that stretches language of several paragraphs to one page or more in which the reader must be in a psycholinguistic sense, interact the text.

d. Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

Based on all components above, it can be concluded that reading increases knowledge and information in the text. There are many parts of processes and types of reading because reading is so complex and the reader can easily understand the text. Besides, reading is source information to make the reader know all of the things in the text.

The indicators have a function to make students master reading as follows:

1. Students find topic
2. The students identify main ideas
3. The students identify supporting detail
4. The students identify the reference
5. The students make inference from reading text

2. Nature of Reading Comprehension

“Reading comprehension is to get meaning from written text, a major goal of reading instructions is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers” (Hedge, 1985). It can be inferred from those statements above that all of experts say that reading is not just an ordinary activity. Besides reading, the readers are able to develop their knowledge and get information from what they read. Good readers mean that they can comprehend and interpret the meaning or the goal the text.

Rose Wine (2002) states reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. It means the goal of all reading comprehension is ultimately targeted at helping a reader comprehend text.

The experts have an opinion about the meaning of reading comprehension. Rulp (2008) mentions that reading comprehension is complex, interactive and integrative and requires the effective interaction of multiple mental components for the creation of multiple mental representation of text. It means that reading comprehension is a complex activity that must be done effectively, as well as interactively by the readers to get the necessary things state in the text.

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Moreover, Linse (2005) states reading comprehension is an ability to understand a text by the readers. The readers do not only read the text, but also understand what the readers read or what the text talks about. It needs their knowledge to provide the information so they know the message of the text itself. From these statements, it is concluded that reading and comprehension are two things unit to be one, they cannot be separated, and they are in unity. When readers loose one of the elements, they do not do comprehension yet.

Based on the above definition, it is inferred that reading comprehension is the ability of understanding and interpreting information in a text correctly with the major goal of reading instructions is to help students develop the knowledge, skills, and experiences that they must have to be competent.

3. Nature of Descriptive Text

Descriptive text is text which tells what a person or thing is like. It means the characteristics of something. Topic us usually about the attributes of a thing. The generic structure of descriptive text: Identification; identifying the phenomenon to be described. Description; describing the phenomenon in parts, quantities, or / and characteristic. According to Wishon and Burk (1980), description reproduces the way things, look, smell, teste, feel or sound: it may also evoke moods such as happiness, loneliness, or fear. It is used to create a visual images of people place, even of unit of time, days, times of day, or seasons.

In a broad sense, description, as explained by Kane (2000), is defined like in the following sentence: Description is about sensory experience, but description is about sensory experience – how something looks, sounds, testes.



Mostly it is about visual experience, but description also deals with other kinds of perception.

Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

But in particular, the descriptive text is, "..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing."

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

4. Nature of Think Pair Share (TPS) Technique

Think Pair Share is a cooperative learning discussion. It is a simple technique, but very useful which developed by Frank Lyman of the University of Maryland.

Think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. It challenges the

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assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other (Arends, 2009).

This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response. The students can share their ideas with their partner. This task gives them the opportunity to collect and organize their thoughts. “Pair” and “Share” components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class (Mandal, 2009).

Furthermore, Himmele (2000) states that Think Pair Share is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.

Arends (2009) states that think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. Suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what she has explained. She

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chooses to use Think Pair Share Technique rather than whole-group question and answer.

This technique gives the students to work individually and make interaction in pairs, then share their ideas or opinions in the whole of the classroom.

The following steps of applying the technique are:

1. The teacher divides the students into groups. Each group consists of four students who have to heterogeneous in term academic ability. It consists medium's students' ability and low students' ability.
2. The teacher distributes the reading material and its comprehensive questions to each student in the classroom.
3. The teacher gives students time for thinking their own answer. The allocation time should be appropriated with difficulties of reading material and the numbers of the questions.
4. The teacher chooses a student's number. The teacher announces discussion partners. (Example: teacher chooses students 3 and 4 as the partners and the same time, students 5 and 6 discuss their ideas).
5. The teacher asks the students to pair with their partners to discuss topic, solution, or opinion.

6. The teacher asks the students to discuss with another pair in the group. The last, the teacher asks the students to share their ideas or opinion in the whole of the classroom after the teacher calls students randomly system

Azlina (2010) states that think-pair-share also called as multi-mode discussion. It is a learning technique that provides processing time and builds in wait time, which enhances the depth and breadth of thinking. The general idea of thinking pair share technique is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby.

B. Relevant Research

According to Syafi'I, relevant research is require to observe some previous research conducted by other writers in which they are relevant to our research. Besides it can be easy for the writer to accomplish the thesis.

In this thesis, the writer only choose two relevant research related to the writer's research using TPS Technique.

1. In 2011, Martina conducted an experimental research entitled "The Effectiveness of Thing-Pair-Share Strategy toward Students' Reading Comprehension at the Second year of SMPN Air Tiris of Kampar Regency". She found that the mean of post-test scores of the students' reading comprehension tauht by using Think-Pair-Share Strategy was 75.53. It was categorized into god. On the other hand, the mean of post-test scores of students' reading comprehension thought by using

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conventional strategy was 62.90. It was categorized into enough. “So, based on data analysis, students’ reading comprehension who were taught by using Think-Pair-Share strategy is better than students’ Reading comprehension who were taught by using conventional strategy.

2. Malik (2011) conducted a research entitled the effectiveness Think Pair Share method in improving students’ reading comprehension of descriptive text. The research conducted in experimental study that has a result there is improvement in experiment class after they are taught using Think Pair Share method.
3. Sormin (2012) conducted a research entitled improving students’ achievement in reading comprehension through Think Pair Share technique at senior high school. The research conducted in Classroom Action Research (CAR). It consists of two cycles and each cycle consists of three meeting. The result of the research showed that TPS technique can improve students’ reading achievement in reading comprehension.

Operational Concept

The operational concept is derived from related theoretical concepts on all of variables that should be practiced and empirically operated in academic writing (Syafi’i, 2016). There are two variables in this research. The first is Type Think Pair Share as independent variable. The second Students’ Reading Comprehension on descriptive text as the dependent

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variable. Where the result or achievement of Type Think Pair Share is X and the result of Reading Comprehension is Y. So here, the purpose of the research is to find result of these strategies or technique and they are compared which one is better of both strategies.

The Indicator of Think Pair Share (X)

1. The teacher divide students' in the group
2. The teacher asks every group to sit in group formation.
3. The teacher asks one student in each group to be a leader.
4. The teacher asks students to discuss about the topic at descriptive text
5. The teacher allocate a topic for discussion.
6. The teacher allows 30-40 minutes for each group to discuss.
7. The teacher encourage students to analyze the topic.
8. The leader gives information about the topic not only their own group, but to others group.

The Indicator of Reading Comprehension(Y)

1. The students are able to determine the main idea.
2. The students are able to identify supporting details.
3. The students are able to understand vocabulary in context.
4. The students are able to make inference.
5. The students are able to identify the reference.

Assumption and Hypoteses

1. Assumption

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In this research, writer assumes that the result of this research:

- a. Think Pair Share is the appropriate technique for teaching reading comprehension.
- b. The characteristic of students' of reading determine the effectiveness of using Think Pair Share.

2. Hypotesis

Ha: There is significant effect of using TPS Technique for students' reading comprehension on the tenth grade at SMK Kesehatan Pro-Skill Indonesia.

Ho: There is no significant effect of using TPS Technique for students' reading comprehension on tenth grade at SMK Kesehatan Pro-Skill Indonesia.

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CHAPTER III

RESEARCH METHODOLOGY

Method of the Research

The design of the research is a two groups served as an experimental group and control group. Creswell (2009) states that when individual are not randomly assigned, the procedure is called quasi experiment. It focuses on quantitative research. According to L. R Gay (2000), the quasi-experimental design involved selecting group or more differing on some independent variable and comparing them on some dependent variable. In this research, there were two variables. Type think pair share (TPS) technique are independent variable, while the students' reading comprehension is a dependent variable. Therefore the experimental classes are provided with pre-test, and post-test. But only the experiment class was treated by using think pair share technique. They can be drawn in the following table:

Table 3.1
The Research Design

| | | | |
|----------|-----------|----------|-----------|
| E | P1 | T | P2 |
| C | P1 | - | P2 |

Gay L.R (2006)

E : Experimental Group

C : Control Group

T : Treatment

P1 : Pre-Test

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P2 : Post-test

B. Subject and Object of The Research

The subject of the research is the tenth grade students' of SMK Kesehatan Pro-Skill Indonesia. The object of the study is The Students' reading comprehension by using Think Pair Share (TPS) Technique.

C. Location and Time of The Research

The Research was conducted to the tenth grade at SMK Kesehatan Pro-Skill Indonesia. The Research conducted on January 2019.

D. The Population and Sample of the Research

1. Population of the Research

Sugiyono (2012) states population is composed of the generalization: object / subject that has quality and certain characteristics set by the writers to learn and then drawn conclusions. Based on the above explanation, it is defined the population for this research is students of at SMK Kesehatan Pro-Skill Indonesia. The total number of students was 71 students, divide into three classes, class X Nurse is 21 students, class X Medical Laboratory of Health is 9 students, class X Pharmacy is 41 students. In this research the class was used X Nursery as experiment class, and X Medical Laboratory as Control Class.

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Table 3.2

The Population of SMK Kesehatan Pro-Skill Indonesia

| CLASS | POPULATION | POPULATION | |
|-----------------------|------------|------------|--------|
| | | MALE | FEMALE |
| X. Nursery | 21 | 2 | 19 |
| X. Medical Laboratory | 9 | 0 | 9 |
| X Pharmacy | 41 | 10 | 31 |
| Total | 71 | 12 | 59 |

2. Sample of the Research

Based on the population researcher it only took two classes. One class is the experimental class and one class is control class. Researcher used cluster random sampling for sampling technique. According to Gay (2000), “in cluster random sampling, intact groups not individuals randomly selected. It means that the sample of population is selected randomly in groups.

The sample for this research consists of two classes of SMK Kesehatan Pro-Skill Indonesia.

Table 3.3

The Sample of SMK Kesehatan Pro-Skill Indonesia

| CLASS | INDICATOR |
|-------------|------------|
| X. Nursery | Experiment |
| X. Pharmacy | Control |

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The steps of this sampling technique are follows:

- a) The first step, choosing randomly two from three classes of X grade of SMK Kesehatan Pro-Skill Indonesia, namely two classes consist of X Nursery, and X Pharmacy class noted 71 students.
- b) The second step is that two classes are divided into one class as experiment class and one class as control class.

E. Technique of the Collecting Data

There was way to collect data, as follow :

1. Test

To find out by using Think pair share (TPS) on the students' reading comprehension at the tenth grade of SMK Kesehatan Pro-Skill Indonesia, the researcher administer the test to assess students' English ability, especially in descriptive text. The test was administer into two stages. The first was pre test done before doing the treatment. The second was post test done after doing the treatment. The researcher measure the total score from the result of the students' English reading comprehension test. The classification of the students' score is shown below.

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Table 3.4
The Classification of Students' Score

| Score | Categories |
|----------|------------|
| 80 – 100 | Very good |
| 66 – 79 | Good |
| 56 – 65 | Sufficient |
| 40 – 55 | Poor |
| 30 – 39 | Fail |

If the students' are able to achieve to goal, this means that assessment of students' ability needs to be correlated with purposes of achieving. According Hughes (2003), there are many techniques that can be assessed to the students' English reading comprehension, but in this case, it uses written test. The test consists of pre-test and post-test.

a) Pre-test

The pre-test administered to both experimental and control class. This test was given to know the students' reading comprehension before teacher giving treatment. Kind of pre-test was teacher provides some different topics. The topics was about descriptive text. The test consist of 25 questions in multiple choice form.

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b) Post-test

The Post Test was given after treatment period; it was given them a post test to see the result of the treatment using Think Pair Share (TPS). The question also consisted of 25 questions in which all questions all about text include descriptive text. The questions consisted of multiple choice form. The questions in pre test same as post test. This design was more suitable in experimental related to the formation of attitude because in this experiment was affect the treatment.

F. Validity and Reliability of the Test

1. The Validity of the Test

There are several types of validity, those are: Face validity, content validity, construct validity and criterion validity. In this research, content validity is used. Content validity is an instructional management of the instrument's ability which has been needed a test of content validity that is tied relationship between item and the aim of the test. Defining content validity is conducted by the expert.

The procedure of content validity includes:

- a. Explaining the component of management instructional capability.
- b. Defining indicator which measure from each component,
- c. Developing the description of each indicator.

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In general, validity refers to the appropriateness of the test given or any of its component parts as the measure of what it is supposed to measure. It means the test is valid to extend that is measured what it is supposed to measure.

In addition, every test whether it is a short, informal classroom test or public examination should be as valid as test constructor that can make it. The instrument of the test must aim at providing a true measure and useful. Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Brown, 2003). Validity is important because it can help determine what types of tests to use, and help to make sure researchers are using methods that are not only ethical, and cost-effective, but also a method that truly measures the idea or construct in question.

Furthermore, Brown says that there are three kinds of validity (2001). They are content validity, face validity, construct validity. All of them have different usage and function. While according to Gay (2000), Validity is the appropriateness of the interpretations made from test score. There are also three kinds of validity; content validity, criterion-related validity, and construct validity.

Based on the definition above, to measure whether the test is valid in this research, the researcher used content validity, which is an attempt to determine how an individual function in a set of actual

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situations. Rather than placing individuals in each actual situation, a test was used as a shortcut to determine their behaviors or performances in the set of situations (Tuckman, 1978).

The Reliability of the Test

According to Brown that reliability has to do with accuracy of measurement (2003). This kind of accuracy is reflected in the obtaining of similar results when a measurement is repeated on different occasions or with different instruments or by different persons.

The characteristic of reliability is sometimes termed consistently. Meaning that, we can say the test is reliable when an examinee's result are consistent with repeated measurement. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing,
- b. The administration of the test is clear, this is an important factor in deciding reliability.

To obtain the reliability of the test, it must be known the Mean and Standard deviation of the test. The reliability coefficients for good identified kinds of structure test and reading comprehension test are expected to exceed 0.00 and closed 1.00. Heaton states that the reliability of the test is considered as follows (1988):

- a. 0.00-0.20 : Reliability is low

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- b. 0.21-0.40 : Reliability is sufficient
- c. 0.41-0.70 : Reliability is high
- d. >0.70-1.0 : Reliability is very high

To obtain the reliability of the test given, the researcher used K-R

20 formula as follows:

$$KR\ 20: r_i = \frac{k}{(k-1)} \left\{ \frac{S_{t^2} - \sum p_i q_i}{S_{t^2}} \right\}$$

Note:

K : Number of items on the instrument

Pi : Proportion of subjects who answered the items correctly

Qi : Proportion of subjects who answered the items incorrectly

$\sum p_i q_i$: The multiplication result between p and q

S_{t^2} : Total variance (Sugiyono, 2007)

We must first calculate the total variance before:

$$S_{t^2} = \frac{\sum x^2}{N}$$

Note:

N : number of respondents reading comprehension after and before students has been given technique.

2. Technique of Data Analysis

1. Normality and homogeneity of the test

Before analyzing the data by using t-test formula, the researcher will find out the normality test of the data. The normality test

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of the data is analyzed by using kolmogorov-smirnov with spss 16.0 version.

Alaysis :

Ho : Data is normally distributed

Ha : Data is abnormally distributed

If probably (sig) > 0.05, Ho ia accepted

If probbaly (sig) < 0.05, Ho is rejected

Then the researcher will find out the homgenity of the test. To analyze the homogeneity is using comparing sig, based on trimmed mean with 0.05.

Analysis :

(sig) > 0.05, Ho is homogenous

(sig) < 0.05, Ho is not homogenos

2. Independent Sample T-Test

To find out whether there was a significant difference or there was no significant difference between two or more variables can be analyzed by using an Independent Sample t test. Gay adds that the t-test for independent sample is used to determine whether there is probable a significant difference between the means of two independent samples. The data were analyzed by using some techniques to find out the information about students' reading comprehension by using Think Pair Share Technique in experimental classes.

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To analyze the final-test scores of the experimental group and the control group, the researcher uses the following formula:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(SD_X)^2}{N_1 - 1} + \frac{(SD_Y)^2}{N_2 - 1}}}$$

Where :

- t = The value of comparing two means
- M_X = Mean of the score in pre-test
- M_Y = Mean of the score in post-test
- SD_Y = Standard deviation of control group
- N_1 = Number of the sample in pre-test
- N_2 = Number of the sample in post-test
- 1 = The constant number

The t-table has the function to see if there was a significant difference between the mean of the score of both experimental and control groups. The obtained value was consult with the value of the t - table at the degree of freedom (df) = (N1+N2)-2 which is statistically hypothesis:

H_a : to > t-table

H_o : to < t-table

H_a is accepted if to > t-table or there is significant effect of using Think Pair Share (TPS) Technique Technique for students reading comprehension in Descriptive Text at SMK Kesehatan Pro Skill Indonesia.

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Ho is accepted if $t < t_{table}$ or there is no significant effect Think Pair Share (TPS) Technique Technique for students reading comprehension in Descriptive Text at SMK Kesehatan Pro Skill Indonesia.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research consisted of two variables. They are the use of Think Pair Share technique (independent variable) and the students' Reading Comprehension (dependent variable). At this part, the researcher concludes based on what has been discussed in the previous chapter. The mean score of post-test in control class is 63.80 and the mean score of post test in experiment class is 73.33. Thus, in conclusions students' reading comprehension that was taught without using think pair share technique is lower those by using Think Pair Share technique or the students' Reading Comprehension that was taught by using Think Pair Share technique is better than without using Think Pair Share technique, and the last Think Pair Share technique gives significant effect to students' Reading Comprehension of the tenth grade at SMK Kesehatan Pro-Skill Indonesia.

Thus, teaching English by using Think Pair Share of the tenth grade students' of state SMK Kesehatan Indonesia is successful to improve their reading comprehension.

B. The Suggestion

1. Think Pair Share Technique might be implemented as one of the teaching technique for the English teacher to help students' Reading Comprehension to read Descriptive text.

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2. In effort to improve the students' reading comprehension, teacher must be creative to manage the technique to be used in Descriptive text. Based on the research finding, there was significant difference between students' Reading Comprehension in Descriptive text with using and without using Think Pair Share technique of the tenth grade at SMK Kesehatan Pro-Skill Indonesia. Thus, the teacher can apply this technique in teaching reading.
3. For the students, they have should be interested in Reading. The students are hoped to be creative in Reading English and pay attention to the teacher that explain the material. Try to read in English and enjoy learning English with help from the teacher much of the time.
4. For the readers and other individuals, it is recommended to use this thesis as one of the references in finding information about Think Pair Share and Reading Comprehension.



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SILABUS MATA PELAJARAN

| | |
|---------------------|---|
| Nama Sekolah | : SMK KESEHATAN PRO-SKILL INDONESIA |
| Bidang Keahlian | : KESEHATAN |
| Program Keahlian | : SEMUA PROGRAM KEAHLIAN |
| Kompetensi Keahlian | : FKK, TLM DAN ASKEP |
| Mata Pelajaran | : BAHASA INGGRIS |
| Durasi (Waktu) | : 108 X 45 Menit |
| KI-3 (Pengetahuan) | : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup <i>Bahasa Inggris</i> pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional. |
| KI-4 (Keterampilan) | : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan lingkup <i>Bahasa Inggris</i> . Menampilkan kinerja dibawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. |

| Kompetensi Dasar | Indikator Pencapaian Kompetensi | Materi Pokok | Alokasi Waktu (JP) | Kegiatan Pembelajaran | Penilaian |
|---|--|---|--------------------|--|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang | 3.1.1 Menentukan fungsi social teks introduction 3.1.2 Membedakan struktur teks | Fungsi sosial untuk memperkenalkan dan menyebutkan identitas diri dan hubungan keluarga untuk mengembangkan komunikasi dan menjalin hubungan interpersonal | 6 JP | <ul style="list-style-type: none"> Memperhatikan guru mengemukakan contoh teks introduction melibatkan tindakan bertanya dan memberi jawaban tentang perkenalan. baru. Mendiskusikan struktur teks dan unsur | Pengetahuan : <ul style="list-style-type: none"> Tes tertulis essay dan pilihan ganda Keterampilan : <ul style="list-style-type: none"> Observasi |

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| melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>pronoun: subjective, objective, possessive</i>) | introduction 3.1.3 Menerapkan unsur kebahasaan teks introduction | dengan orang lain. Struktur teks - Ungkapan pembuka - Ungkapan pertukaran informasi jati diri : • May I know your name ? • Where is your address • I have two sister and one brother Unsur kebahasaan - Vocabulary terkait jati diri dan hubungan keluarga: name, address, age, education, job, family, etc. - Tata bahasa • Pronouns (subjective, objective, possessive) | | kebahasaan lisan maupun tulisan dalam memberi dan meminta informasi umum jati diri dan hubungan keluarga sesuai dengan konteks penggunaannya. | • Memperagakan dialog secara berpasangan |
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| 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya. | 4.1.1 Menerapkan teks interaksi transaksional lisan | <ul style="list-style-type: none"> • Simple present tense • Linking verb • Tanda bacaan • Pronunciation | | | |
| | 4.1.2 Merancang teks transaksional tulisan | • Teks introduction lisan Teks introduction tulisan | | <ul style="list-style-type: none"> • Menggunakan dan membiasakan penggunaan teks introduction secara lisan dengan struktur teks dan unsur kebahasaan yang tepat dalam percakapan perkenalan di tempat baru dengan orang-orang baru. • Menyusun dan mengkomunikasikan teks introduction tertulis dengan struktur teks dan unsur kebahasaan yang tepat dalam percakapan perkenalan di tempat baru dengan orang-orang baru. | |

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| <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (<i>extended</i>), dan responnya, sesuai dengan konteks penggunaannya. (C4)</p> <p>4.2 Menyusun teks interaksi interpersonal lisan</p> | <p>3.2.1. Mengidentifikasi teks transaksional tentang ucapan selamat bersayap (<i>extended</i>) dan responnya sesuai konteks penggunaannya. (C4)</p> <p>3.2.2 Menentukan ucapan selamat bersayap (<i>extended</i>) serta responnya. (C4)</p> <p>4.2.1 Menyusun percakapan transaksional tentang memberikan ucapan</p> | <p>Ucapan selamat bersayap (Congratulation extended)</p> | <p>6 JP</p> | <ul style="list-style-type: none"> Mengamati teks yang berkaitan dengan <i>Ucapan selamat bersayap beserta responnya</i> untuk mengidentifikasi dan merumuskan masalah serta menerima dan memberi informasi tentang <i>Ucapan selamat bersayap</i> sesuai dengan konteks penggunaannya dalam kehidupan sehari-hari Mengomunikasikan tentang <i>Ucapan selamat bersayap beserta responnya</i> yang melibatkan tindakan memberi dan meminta informasi tentang <i>Ucapan selamat bersayap</i> dalam konteks penggunaannya di kehidupan sehari-hari. Menyusun percakapan transaksional tentang memberi dan menerima ucapan selamat bersayap | <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersayap (<i>extended</i>), dan responnya, sesuai dengan konteks penggunaannya. (C4)</p> <p>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana</p> |
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| dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersayap (<i>extended</i>), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | <i>selamat beserta responnya</i> melalui informasi terkait dan sesuai dengan teks penggunaannya. | | | <i>beserta responnya</i> melibatkan tindakan memberi dan meminta informasi tentang <i>Ucapan selamat bersayap</i> dalam konteks penggunaannya dikehidupan sehari-hari <ul style="list-style-type: none"> Menulis percakapan transaksional tentang memberi dan menerima <i>ucapan selamat bersayap beserta responnya</i> melibatkan tindakan memberi dan meminta informasi tentang <i>Ucapan selamat bersayap</i> dalam konteks penggunaannya dikehidupan sehari-hari | yang melibatkan tindakan memberikan ucapan selamat bersayap (<i>extended</i>), dan responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |
| 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan | 3.3.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan | • <i>be going to, would like to</i>) | 6 JP | <ul style="list-style-type: none"> Menyimak dan menirukan guru membaca tentang asking and expressing intention | Pengetahuan Tes Tertulis: <ul style="list-style-type: none"> Pilihan Ganda |

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| tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>) | meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>) | | | | |
| 4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur | 4.3.1. Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan | | | <ul style="list-style-type: none"> Bertanya dan menanyakan tentang asking and expressing intention | |



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| teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya. | meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i>) | | | | |
| 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait | 1. 3.4.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat 3.4.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait memberi dan | *Fungsi sosial Untuk mendeskripsikan orang, benda, dan tempat *Struktur Teks Dapat mencakup: - Deskripsi - Material | 9 JP | <ul style="list-style-type: none"> Siswa mengamati teks lisan dan tulisan tentang meminta dan memberikan informasi pendek dan sederhana terkait orang dan benda dan tempat yang terdapat dalam teks Menganalisa ungkapan tentang meminta dan member informasi | <ul style="list-style-type: none"> Pengetahuan tertulis Tes lisan Penugasan |

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| orang, benda dan tempat sesuai dengan konteks | meminta informasi pendek dan sederhana terkait orang, benda dan tempat | <p>*Unsur Kebahasaan</p> <p>Kalimat-kalimat dalam simple present tense, dan lainnya yang relevan</p> <ul style="list-style-type: none"> - Adjective - Noun phrase <p>Teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat</p> | pendek dan sederhana terkait orang, benda dan tempat. | <p>Keterampilan:</p> <ul style="list-style-type: none"> • Unjuk kerja • Portopolio |
| 4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana terkait orang, benda, dan tempat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai | 4.4.1 Menyusun teks lisan dan tulis mengenai meminta informasi pendek dan sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsure kebahasaan yang | | <ul style="list-style-type: none"> • Mengumpulkan data tentang fungsi sosial, struktur teks dan unsure kebahasaan dari teks deskriptif terkait orang, benda dan tempat • Mendiskusikan dan menganalisa fungsi sosial struktur teks dan unsure kebahasaan dari teks deskriptif terkait orang, benda dan tempat • Menyusun teks lisan dan tulis tentang teks deskriptif terkait orang, benda, tempat | |



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| konteks | sesuai dengan konteks penggunaannya | | | • Mengkomunikasikan secara lisan dan tulis | |
| | 4.4.2 Mengkomunikasikan secara lisan dan tulis memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur bahasa yang tepat | | | | |
| 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), | 3.5.1 Menentukan fungsi sosial teks <i>announcement</i> 3.5.2 Menjabarkan struktur teks <i>announcement</i> 3.5.3 Menerapkan unsur kebahasaan dari teks | • Fungsi sosial teks: <ul style="list-style-type: none"> - Memberikan informasi kepada publik • Struktur teks: <ul style="list-style-type: none"> - Attention Getter - Target - Announcer • Unsur kebahasaan teks <i>announcement</i> : | 9 JP | • Mengamati teks tertulis tentang pengumuman lowongan kerja • Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>announcement</i> yang | a. Pengetahuan: <ul style="list-style-type: none"> • Tes tertulis - Essay • Tes lisan |

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| dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja, sesuai dengan konteks penggunaannya | announcement. | • Future Tense | | telah di amati | b. Keterampilan |
| 4.5 Menyusun teks khusus dalam bentuk pemberitahuan (<i>announcement</i>), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | <p>4.5.1 Membuat teks lisan dan tulis mengenai announcement dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks announcement</p> <p>4.5.2 Mengkomunikasikan secara lisan dan tulis teks announcement dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks announcement.</p> | | | <ul style="list-style-type: none"> Menerapkan struktur teks dan unsur kebahasaan dari berbagai teks pemberitahuan (<i>announcement</i>) kedalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan Menyusun teks lisan dan tulis mengenai pemberitahuan (<i>announcement</i>) dengan menggunakan struktur dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan. | <ul style="list-style-type: none"> Produk |



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| 3.6 Menganalisis fungsi sosial text, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terjadi di waktu lampau yang merujuk waktu <i>simple past tense</i> | <p>3.6.1 Menentukan fungsi sosial text yang terjadi dimasa lampau dengan merujuk waktu <i>simple past tense</i></p> <p>3.6.2 Mengidentifikasi struktur text di masa lampau dengan merujuk waktu <i>simple past tense</i></p> <p>3.6.3 Menerapkan unsur kebahasaan dimasa lampau dengan merujuk waktu <i>simple past tense</i></p> | <p><u>Fungsi sosial</u> Memberikan informasi kepada pembaca atau pendengar bagaimana cara membuat atau melakukan sesuatu yang terjadi di waktu lampau yang merujuk waktu <i>simple past tense</i></p> <p><u>Struktur Text</u></p> <ul style="list-style-type: none"> • Goal • Material • step <p><u>Unsur Kebahasaan</u></p> <ul style="list-style-type: none"> • kalimat-kalimat dalam bentuk past tense • imperative • action verb • connectives | 6 JP | <ul style="list-style-type: none"> • Menyimak dan menirukan guru membacakan beberapa guru membacakan teks interaksi transaksional lisan dan tulis melibatkan tindakan memberi dan meminta informasi terjadi di waktu lampau yang merujuk waktu <i>simple past tense</i> • Bertanya dan mempertanyakan tentang teks interaksi transaksional lisan dan tulis melibatkan tindakan memberi | <p>a. Pengetahuan</p> <ol style="list-style-type: none"> 1. Tes tertulis <ul style="list-style-type: none"> • Pilihan ganda 2. Tes Lisan <p>b. Keterampilan</p> <ol style="list-style-type: none"> 1. Pengamatan 2. Portofolio 3. Wawancara |
| 4.6 Menyusun interaksi transaksional, lisan dan tulisan yang melibatkan tindakan unsur dan menggunakan informasi terkait dan terjadi di waktu lampau yang merujuk waktu | <p>4.6.1 Menjelaskan teks interaksi transaksional lisan</p> <p>4.6.2 Menjelaskan teks interaksi transaksional tulisan</p> | <p><u>Fungsi sosial</u> Memberikan informasi kepada pembaca atau pendengar bagaimana cara membuat atau melakukan sesuatu yang terjadi di waktu</p> | | | |

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| simple past tense | | lampau yang merujuk waktu simple past tense Struktur Text <ul style="list-style-type: none">• Goal• Material• step Unsur Kebahasaan <ul style="list-style-type: none">• kalimat-kalimat dalam bentuk past tense• imperative• action verb connectives | | dan meminta informasi terjadi di waktu lampau yang merujuk waktu simple past tense | |
| 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan | 3.7.1. Menentukan fungsi social dari teks lisan/tulisan berbentuk <i>recount</i> . 3.7.2. Membedakan struktur teks dari teks lisan / tulisan berbentuk <i>recount</i> 3.7.3. Menemukan informasi unsur kebahasaan dari teks lisan / tulisan berbentuk <i>recount</i> . | Social function recount: To tell the readers what happened in the past through a sequence of events. Generic structure 1. Orientation :provide the setting and introduce participants. | 6 JP | <ul style="list-style-type: none">• Mengamati dan mencermati <i>recount text</i> untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari <i>text recount</i>.• Mengumpulkan data tentang <i>fungsi social, struktur teks, dan unsur kebahasaan recount text</i>.• Mengolah data dan Membuat teks <i>recount</i> tentang pengalaman mengunjungi museum untuk menumbuhkan kreatifitas.• Mempresentasikan <i>recount text</i>, untuk menumbuhkan | a. Pengetahuan <ul style="list-style-type: none">• Tes Tertulis (essay) Keterampilan <ul style="list-style-type: none">• Penilaian Unjuk kerja |



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| konteks penggunaannya | | <p>2. Events : tell what happened, in what sequence.</p> <p>3. Reorientation : optional closure of events.</p> <p>Unsur kebahasaan</p> <p>Pada saat membaca Recount Text, akan ditemukan ciri-ciri kebahasaan sebagai berikut</p> <p>1. Menggunakan kalimat dalam bentuk Past Tense. Contoh : We went to Bandung last year, I was very happy.</p> <p>2. Menggunakan Action Verbs. Contoh : went, bought, wrote, slept, dll.</p> <p>3. Menggunakan Adverbs and</p> | sikap komunikatif | |
| 4.7 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | <p>4.7.1. Menerapkan Unsur kebahasaan teks lisan/ tulisan berbentuk <i>recount</i> terkait peristiwa / pengalaman.</p> <p>4.7.2. Membuat teks <i>recount</i> sederhana terkait peristiwa/ pengalaman.</p> | | | |

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| | | <p>Adverbial Phrase untuk mengungkapkan waktu, tempat dan cara. Contoh : yesterday, at school, quickly, dll.</p> <p>4. Menggunakan Conjunction dan Time Connectives untuk mengurutkan peristiwa atau kejadian. Contoh : but, and, after that, dll.</p> | | | |
| 3.8 Menganalisis fungsi sosial, struktur text dan unsur kebahasaan beberapa text naratif lisan dan Tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai | <p>3.8.1 Menentukan fungsi sosial teks naratif terkait Timun Mas</p> <p>3.8.2 Membedakan struktur teks naratif terkait Timun Mas</p> | <ul style="list-style-type: none"> Fungsi Sosial To amuse, entertain, and engage the reader in an imaginative experience. Struktur texts | 9 JP | <ul style="list-style-type: none"> Mengamati contoh teks naratif text terkait fungsi sosial dengan cermat. Menemukan struktur teks terkait dengan teks naratif. Mendiskusikan contoh teks naratif terkait legenda sederhana | <ul style="list-style-type: none"> Pengetahuan (Tes Tertulis dan Penugasan) Keterampilan (Kinerja) |



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| dengan konteks penggunaannya. | | Dapat mencakup: | | <ul style="list-style-type: none"> Membuat dan menampilkan text naratif sederhana. | |
| 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks. | 4.8.1. Mendiskusikan teks naratif terkait legenda sederhana. 4.8.2. Membuat teks naratif terkait legenda sederhana | <ul style="list-style-type: none"> - Orientation - Complication - Resolution | | | |
| 3.9 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi | 3.9.1 Menentukan fungsi sosial teks dalam bentuk memo, schedule, dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di | Memo, schedule dan signs : <ul style="list-style-type: none"> Fungsi sosial: Memberikan informasi kepada pembaca tentang suatu hal secara singkat Struktur teks: kepala bagian Isi penutup Unsur kebahasaan: present | 9 JP | 3.9.1.1 Mengamati fungsi sosial, structure teks dan unsur kebahasaan dari beberapa teks dalam bentuk memo, menu, schedule dan signs 3.9.1.2 Membedakan fungsi sosial, structure teks | <ul style="list-style-type: none"> ➤ Pengetahuan <ul style="list-style-type: none"> - Tes tertulis <ul style="list-style-type: none"> ○ Pilihan ganda ○ Essai ➤ Keterampilan <ul style="list-style-type: none"> - Unjuk kerja |

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| terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja. | 3.9.2 Menemukan struktur teks teks dalam bentuk memo, schedule, dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja. | tense | | dan unsur kebahasaan dari beberapa teks dalam bentuk memo, menu, schedule dan signs | |
| 4.9 Menyusun teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara | 4.9.1 Membuat teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi social secara benar dan sesuai | | | 4.9.1.1 Menyusun teks memo, menu, schedule dan signs lisan dan tulisan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaannya sesuai dengan konten yang ada | |

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| benar dan sesuai konteks | konteks | | | 4.9.1.2 Mendemostrasikan hasil karya dalam bentuk teks berupa memo, menu, jadwal dan signs tulis dan lisan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaannya dengan benar sesuai dengan konten | |
| | 4.9.2 Menerapkan teks khusus dalam bentuk memo, menu, jadwal dan tanda-tanda (signs) lisan dan tulis, pendek dan sederhana, dengan memperhatikan struktur teks secara benar dan sesuai konten | | | | |
| 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima | 3.10.1 Menentukan fungsi sosial surat pribadi | Surat pribadi sederhana <i>Fungsi Sosial</i> <ul style="list-style-type: none"> Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada teman <i>Struktur</i> a. Date | 9 JP | Mengamati dan mencermati surat pribadi untuk memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari surat pribadi | <ul style="list-style-type: none"> Pengetahuan (Tes Tertulis dan Penugasan) Keterampilan (Kinerja) |

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| informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya | | <p>b. <i>Salutation: Dear</i></p> <p>c. <i>Opening paragraph: Greetings, memberi kabar keadaan sekarang dan apa yang sedang dilakukan</i></p> <p>d. <i>Content: Mengabarkan hal yang sudah/ akan terjadi</i></p> <p>e. <i>Closing: Menutup surat dengan harapan untuk bertemu kembali</i></p> <p>f. <i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata dan tata bahasa baku</p> <ul style="list-style-type: none"> Ejaan dan tulisan tangan dan cetak yang jelas dan rapi | | | |
| 4.10.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya | 4.10.1. Mendiskusikan teks surat pribadi | | | | |
| 4.10.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai | 4.10.2. Membuat teks surat pribadi | | | | |

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| konteks | | | | | |
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| <p>3.11 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>) sesuai dengan konteks penggunaannya di dunia kerja.</p> | <p>3.11.1 Menentukan fungsi social teks direction sesuai dengan konteks penggunaannya di dunia kerja.</p> <p>3.11.2 Membedakan struktur teks direction sesuai dengan konteks penggunaannya di dunia kerja..</p> | <ul style="list-style-type: none"> Fungsi Sosial <ul style="list-style-type: none"> Untuk menanyakan dan memberikan informasi tentang petunjuk arah (<i>direction</i>). Struktur Teks <p>Asking</p> <p>Where is ... ?</p> <p>Do you know the way to ... ?</p> <p>Giving</p> <p>- Positive : Pass this street then turn left, Post Office is on your right.</p> <p>Negative :</p> <p>Sorry, I don't know where is the Post Office.</p> <p>- Positive :</p> <p>Yes, of course. I know the way to the Hospital.</p> <p>Negative :</p> <p>No, I'm sorry.</p> | <p>9 JP</p> | <ul style="list-style-type: none"> Menyimak dan mengulangi guru membacakan contoh percakapan yang berhubungan dengan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>). Bertanya dan mempertanyakan tentang jenis-jenis ungkapan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>) sesuai dengan penggunaannya pada kalimat positif dan negative. | <p>➤ Pengetahuan</p> <p>- Tes Tertulis : Pilihan Ganda dan Essay</p> |
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| <p>4.11 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi tentang petunjuk arah (<i>direction</i>) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks di dunia kerja.</p> | <p>4.11.1 Menentukan fungsi social teks <i>direction</i> sesuai konteks di dunia kerja.</p> <p>4.11.2 Membuat struktur teks <i>direction</i> sesuai konteks di dunia kerja</p> | | | <ul style="list-style-type: none"> Mengamati dan menulis contoh percakapan teks <i>direction</i> berdasarkan Video yang di putar oleh Guru dikelas. Menemukan dan menuliskan arah menuju lokasi tertentu pada sebuah peta. | <p>➤ Keterampilan</p> <p>- Tes Lisan : Praktik</p> |
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| <p>3.12 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja</p> | <p>3.12.1. Menentukan Fungsi sosial dari teks transaksional yang melibatkan tindakan memberi dan meminta informasi (<i>giving and asking information</i>) terkait kegiatan /tugas –tugas rutin sederhana (<i>simple routine task</i>).</p> <p>3.12.2. Menentukan struktur teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi (<i>giving and asking information</i>) terkait kegiatan /tugas –tugas rutin sederhana (<i>simple routine task</i>).</p> | <ul style="list-style-type: none"> - Fungsi sosial <ul style="list-style-type: none"> • Menjaga keharmonisan komunikasi antara penyedia jasa dan pelanggan untuk saling menguntungkan - Struktur teks - Gambaran Umum - Pokok pikiran utama - Informasi rinci (tersirat) - Unsur kebahasaan <ul style="list-style-type: none"> • Tenses • Vocabularies . • Antonym • Synonym • etc | <p>9 x 45 Menit</p> | <ul style="list-style-type: none"> - mengamati dan menyimak teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja - bertanya dan mempertanyakan tentang teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja - membuat tentang teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (simple routine tasks) sesuai dengan konteks penggunaan di dunia kerja | <ul style="list-style-type: none"> ❖ Pengetahuan <ul style="list-style-type: none"> - Tes Tertulis <ul style="list-style-type: none"> - Pilihan ganda - essay - Tes lisan ❖ Keterampilan <ul style="list-style-type: none"> - Menyajikan di depan kelas |
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| <p>4.12 Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (<i>simple routine tasks</i>) dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks dunia</p> | <p>3.12.3. Menganalisis unsur kebahasaan teks lisan dan teks tulis yang melibatkan tindakan memberi dan meminta informasi (<i>giving and asking information</i>) terkait kegiatan /tugas –tugas rutin sederhana (<i>simple routine task</i>).</p> <p>4.12.1. menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana</p> <p>4.12.2. menerapkan teks interaksi transaksional lisan dan tulis, pendek dan sederhana</p> | | | <ul style="list-style-type: none"> Setelah mengamati beberapa contoh teks interaksi transaksional Peserta didik dapat membuat teks interaksi transaksional tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana secara mandiri Setelah mengamati dan membaca teks interaksi transaksional Peserta didik dapat menyajikan teks interaksi transaksional tulis, pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana secara mandiri | |
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| | | | | | |
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| kerja.. | yang melibatkan tindakan memberi dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana. | | | | |
| 3.13. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan, should, can) | 3.13.1 Mengemukakan fungsi sosial teks deskriptif. | ➤ Fungsi sosial teks deskriptif. | 6 JP | <ul style="list-style-type: none"> Siswa memprediksi fungsi sosial teks deskriptif melalui contoh yang teks tentang tempat wisata yang ada di buku pegangan atau teks yang ditayangkan guru (menumbuhkan kemandirian) Siswa mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif. (menumbuhkan persahabatan komunikatif) Siswa menentukan informasi umum dari teks deskriptif (menumbuhkan rasa ingin tahu dan kemandirian) Siswa menentukan informasi rinci dari teks | <p>a. Pengetahuan:</p> <ul style="list-style-type: none"> Tes Tertulis <p>b. Keterampilan:</p> <ul style="list-style-type: none"> Penilaian Unjuk Kerja Observasi |



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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| | | | | | |
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| <p>4.13. Teks deskriptif</p> <p>4.13.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait orang, benda dan tempat.</p> | <p>4.13.1.1. Mendiskusikan teks deskriptif tulis.</p> <p>4.13.1.2. Menyimpulkan sebuah teks deskriptif lisan dan tulis.</p> <p>4.13.2.1.</p> | <p>➤ Teks deskriptif lisan dan tulis.</p> | | <p>deskriptif (menumbuhkan rasa <i>menumbuhkan rasa ingin tahu dan kemandirian</i>)</p> <ul style="list-style-type: none"> Siswa membuat sebuah teks deskriptif sederhana tulis. (<i>menumbuhkan kreatifitas, kemandirian, dan tanggung jawab</i>) Siswa menyajikan teks deskriptif sederhana tulis. (<i>menumbuhkan kemandirian dan tanggung jawab</i>) | |
|--|--|---|--|--|--|

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| | | | | | |
|--|---|---|--|--|--|
| <p>4.13.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> | <p>Membedakan struktur teks pada teks deskriptif tulis.</p> <p>4.13.2.2. Menulis sebuah teks deskriptif sederhana</p> | <p>➤ Teks deskriptif lisan dan tulis.</p> | | | |
|--|---|---|--|--|--|



LESSON PLAN OF EXPERIMENTAL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class / Semester : X/ I
 Meeting : 1
 Time : 3 x 45 Minutes

B. Core Competence (KI)

| | |
|--------------|--|
| 3. Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conseptual, basic operation, and metacognitif appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self sas part of family, school, work place, regional citizen, and international. |
| 4. Skill | Execute specific task using tools, information, and work procedure and solve the problem with the scope / work. Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control. |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

4.4.1 Can understand contextually about social function, text structure, and basic of language from descriptive text about people, thing and place.

4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Indicator Basic Competence at Core Competence Skill

4.4.1 Understand meaning of the text with all sort of reading strategy.

4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity (13 minutes)
- Greeting and Praying

Hak Cipta Dilindungi Undang-Undang

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- Organize the class
- Asking some questions related to Basic Competence

- © Hak cipta milik UIN Suska Riau
- Main Activity (102 minutes)
 - The students give attention to the teacher
 - The students give some question about historical building (Orchard Road)
 - Teacher divide students in to some group
 - The students do exercise or answer the question that is given the teacher
 - Post activity (20 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

I. Tools and Media

Tools : Whiteboard, marker, Laptop, Projector

Media : Slide PPT

J. Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. The text mainly focuses on..... |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. Words "it" in line 4 refers to? |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. Which statement is TRUE? |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. In the third paragraph the writer describes about? |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | e. The word "satisfy" in line eighth has the closet meaning with? |

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

L. Explanen of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 30 January 2019

English Teacher

Hadi Junaidi, M.Pd
NIK. 2015130691074

Researcher

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008



LESSON PLAN OF EXPERIMENTAL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class / Semester : X/ I
 Meeting : 2
 Time : 3 x 45 Minutes

B. Core Competence (KI)

| | |
|--------------|---|
| 3. Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitif appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self as part of family, school, work place, regional citizen, and international. |
| 4. Skill | Execute specific task using tools, information, and work procedure and solve the problem with the scope / work. Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control. |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

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4 Basic Competence at Core Competence skill

4.4 Descriptive text

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4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skill

4.4.1 Understand meaning of the text with all sort of reading strategy.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity (13 minutes)
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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- Main Activity (102 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher
- Post activity (20 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

Tools and Media

Tools : Whiteboard, marker, Laptop, Projector

Media : Slide PPT

J. Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. The fifth paragraph tells |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. What is the oldest and most well known part of the city? |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. From the text we know that Notre Dame is located |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. What is generic structure of the text above? |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | e. How many people live in Paris ? |

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L. Explanenation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 6 February 2019

English Teacher

Researcher

Hadi Junaidi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

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LESSON PLAN OF EXPERIMENTAL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class / Semester : X/ I
 Meeting : 3
 Time : 3 x 45 Minutes

B. Core Competence (KI)

| | |
|--------------|--|
| 3. Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitif appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self sas part of family, school, work place, regional citizen, and international. |
| 4. Skill | Execute specific task using tools, information, and work procedure and solve the problem with the scope / work. Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control. |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

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4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skill

4.4.1 Understand meaning of the text with all sort of reading strategy.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity (13 minutes)
 - Greeting and Praying
 - Organize the class
 - Asking some questions related to Basic Competence
- Main Activity (102 minutes)
 - The students give attention to the teacher
 - The students give some question about historical building (Petruk Cave)
 - Teacher divide students in to some group
 - The students do exercise or answer the question that is given the teacher

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- The students do exercise or answer the question that is given the teacher

- Post activity (20 minutes)
- Asking difficulties of students
- The teacher gives feedback to the students
- The teacher evaluates difficulties of students
- The teacher gives conclusion about material

Tools and Media

Tools : Whiteboard, marker, Laptop, Projector

Media : Slide PPT

Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|--|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. What is the text purpose? |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. Why did Petruk cave named as one of character in Punokawan puppet? |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. Which part of Petruk Cave which used for place to put foods for ancestor? |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. What is stalactites means? |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | e. What is "lead" means in paragraph 2? |

L. Explanation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} = \frac{\text{True Score}}{\text{Max. Score}} \times 100$$

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Pekanbaru, 13 February 2019

English Teacher

Hadi Junaedi, M.Pd
NIK. 2015130691074

Researcher

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008



LESSON PLAN OF EXPERIMENTAL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class / Semester : X/ I
 Meeting : 4
 Time : 3 x 45 Minutes

B. Core Competence (KI)

| | |
|--------------|--|
| 3. Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitive appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self as part of family, school, work place, regional citizen, and international. |
| 4. Skill | Execute specific task using tools, information, and work procedure and solve the problem with the scope / work. Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control. |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

4.4.1 Can understand contextually about social function, text structure, and basic of language from descriptive text about people, thing and place.

4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skill

4.4.1 Understand meaning of the text with all sort of reading strategy.

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4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

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- Pre- activity (13 minutes)
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

- Main Activity (102 minutes)
- The students read and understand text
- The students looking for main idea in text
- The students make group and discuss the topic and demonstrated the result.
- The students compare the result with the other group
- The students do exercise or answer the question that is given the teacher

- Post activity (20 minutes)
- Asking difficulties of students
- The teacher gives feedback to the students
- The teacher evaluates difficulties of students
- The teacher gives conclusion about material

I. Tools and Media

Tools : Whiteboard, marker, Laptop, Projector
Media : Slide PPT

J. Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test
Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. The Hobbit is a movie which is based on a book whose author is... |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. They are based on the... (Paragraph 1). The word "they" in the sentence refers to... |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is... |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. If the Lord of the Ring takes place on 1150, when will probably |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | |

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1. Dilarang n
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Hak Cipta Dit

The Hobbit film takes place?

- e. How many people that lined in the red carpet on the first premiered The Hobbit film?

L. Explanenation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 20 February 2019

English Teacher

Researcher

Hadi Junaidi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008

f Kasim



LESSON PLAN OF EXPERIMENTAL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class / Semester : X/ I
 Meeting : 5
 Time : 3 x 45 Minutes

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| | |
|--------------|--|
| 3. Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitive appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self as part of family, school, work place, regional citizen, and international. |
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4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

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2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
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4. Practicing write the text using all sort of reading strategy creatively.
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F. Materials

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G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity (13 minutes)

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- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

- Main Activity (102 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher

- Post activity (20 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

I. Tools and Media

Tools : Whiteboard, marker, Laptop, Projector
Media : Slide PPT

J. Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test
Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. What did the Wizard want Bilbo to do in the movie? |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. The role of the dwarves' leader is played by? |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance. |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | |

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the sentence refers to...
e. Which of the following statement is false according to the text?

L. Explanation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

Score : $\frac{\text{True Score}}{\text{Max. Score}} \times 100$

Pekanbaru, 27 February 2019

English Teacher

Researcher

Hadi Junaidi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008



LESSON PLAN OF EXPERIMENTAL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class / Semester : X/ I
 Meeting : 6
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B. Core Competence (KI)

| | |
|--------------|--|
| 3. Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitif appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self sas part of family, school, work place, regional citizen, and international. |
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C. Basic Competence

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4 Basic Competence at Core Competence skill

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4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skill

4.4.1 Understand meaning of the text with all sort of reading strategy.

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4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island. Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity (13 minutes)
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

Hak Cipta Dilindungi Undang-Undang

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- Main Activity (102 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher

- Post activity (20 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

Tools and Media

Tools : Whiteboard, marker, Laptop, Projector

Media : Slide PPT

J. Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|--|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. Fruji is the ... on Wingo Island. |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. What are the chairs and tables in that island made of? |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. What causes windstorms at Wingo? |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. Where do the people of the island live in? |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | e. According to passage, which of the following is not true? |

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

L. Explanation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 6 March 2019

English Teacher

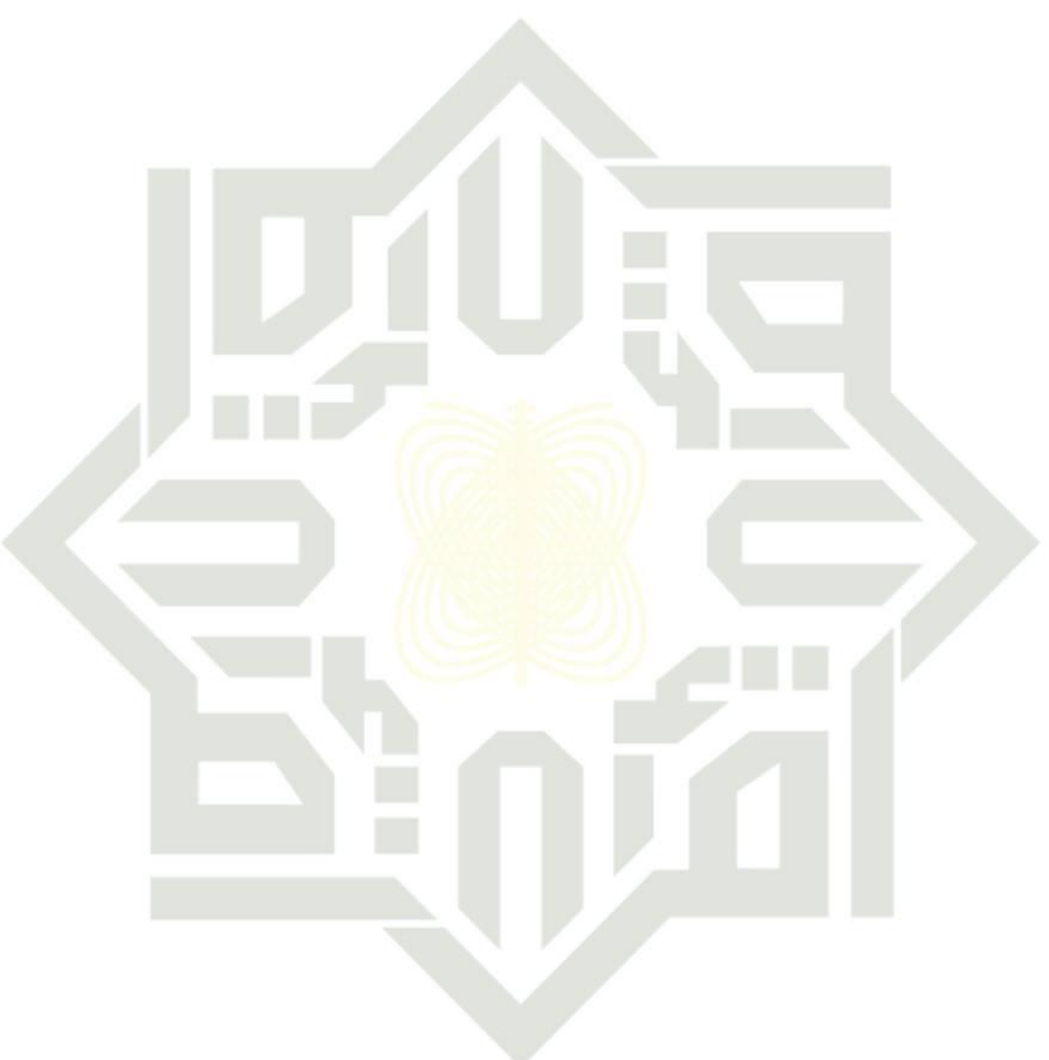
Researcher

Hadi Junaidi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim

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UIN SUSKA RIAU

LESSON PLAN OF CONTROL CLASS

Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
 Subject : English
 Class/ Semester : X/ 1
 Meeting : 1
 Time : 2 x 45 Menit

B. Core Competence (KI)

| | | |
|---|-----------|---|
| <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Indikator Kemampuan Siswa </div> | Knowledge | <p>Understanding, applying, analyzing, and evaluated about faktual knowledge, konsep, basic operation, and metacognitive appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self as part of family, school, work place, regional citizen, and international.</p> |
| | 4. Skill | <p>Execute specific task using tools, information, and work procedure and solve the problem with the scope / work.</p> <p>Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control.</p> |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

4.4.1 Can understand contextually about social function, text structure, and basic of language from descriptive text about people, thing and place.

4.4.2. Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4. Understanding social function, text structure, and basic language from simple descriptive text about people, things, and places with functional context in company.

Indicator Basic Competence at Core Competence Skill

4.4.1 Understand meaning of the text with all sort of reading strategy.

1. Dilarang mengutip seluruh atau sebagian karya tulis ini tanpa mencantumkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penerjemahan atau ulasan kritikal atau tinjauan suatu masa.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

G. Teaching learning strategies

- **Technique: Scientific Approach**
- **Model : Discovery Learning**
- **Method : Discussion**

H. Teaching learning activities

- Pre- activity
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence



- Main Activity (60 minutes)
- The students give attention to the teacher
- The students give some question about historical building (Orchard Road)
- Teacher divide students in to some group
- The students do exercise or answer the question that is given the teacher

- Post activity (20 minutes)
- Asking difficulties of students
- The teacher gives feedback to the students
- The teacher evaluates difficulties of students
- The teacher gives conclusion about material

J. Media

Tools : Whiteboard, marker, Laptop, Projector

K. Source

- Guide books
- Internet

L. Assessment

Technique : Reading Test
Form : Multiple choice

| Indicator | Assessment | | |
|---|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| The students are able to determine the main idea. The students are able to identify supporting details. The students are able to understand vocabulary in contexts. The students are able to make inference. The students are able to identify the reference. | a. Written test | a. Answer the question | a. The text mainly focuses on..... |
| | b. Written test | b. Answer the question | b. Words "it" in line 4 refers to? |
| | c. Written test | c. Answer the question | c. Which statement is TRUE? |
| | d. Written test | d. Answer the question | d. In the third paragraph the writer describes about? |
| | e. Written test | e. Answer the question | e. The word "satisfy" in line eighth has the closet meaning with? |

L. Explanen of score :

| No | Description | Score |
|---------------------|--------------|-------|
| 1 | True answer | 20 |
| 5 | False answer | 0 |
| Maximum total score | | 100 |

$\frac{\text{Total student score}}{\text{Total question}} \times 100 = \text{Students final score}$

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

injauan suatu masa

L. Explanation of score :

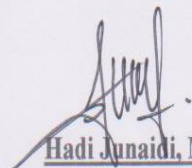
| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 31 January 2019

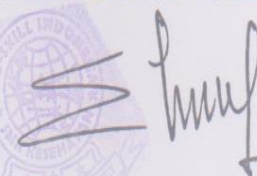
English Teacher

Researcher


Hadi Junaidi, M.Pd
NIK. 2015130691074


Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia


Erlina, S.Pd
NIP. 2012251089008



LESSON PLAN OF CONTROL CLASS

A. Education program identity, include:

| | |
|-----------------|-------------------------------------|
| School | : SMK Kesehatan Pro-Skill Indonesia |
| Subject | : English |
| Class/ Semester | : X/ 1 |
| Meeting | : 2 |
| Time | : 2 x 45 Menit |

B. Core Competence (KI)

| | |
|-----------|--|
| Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitif appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self sas part of family, school, work place, regional citizen, and international. |
| 4. Skill | <p>Execute specific task using tools, information, and work procedure and solve the problem with the scope / work.</p> <p>Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control.</p> |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

4.4.1 Can understand contextually about social function, text structure, and basic of language from descriptive text about people, thing and place.

4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skil

4.4.1 Understand meaning of the text with all sort of reading strategy.

2. Dilarang mengumpumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

E. Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- Main Activity (70 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher
- Post activity (10 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

J. Media

Tools : Whiteboard, marker, Laptop, Projector

K. Source

- Guide books
- Internet

L. Assessment

Technique : Reading Test
Form : Multiple choice

| Indicator | Assessment | | |
|---|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| The students are able to determine the main idea. | a. Written test | a. Answer the question | a. The fifth paragraph tells |
| The students are able to identify supporting details. | b. Written test | b. Answer the question | b. What is the oldest and most well known part of the city? |
| The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. From the text we know that Notre Dame is located |
| The students are able to make inferences | d. Written test | d. Answer the question | d. What is generic structure of the text above? |
| The students are able to identify the reference | e. Written test | e. Answer the question | e. How many people live in Paris ? |

L. Explanation of score :

| No | Description | Score |
|---------------------|--------------|-------|
| 1 - 5 | True answer | 20 |
| | False answer | 0 |
| Maximum total score | | 100 |

$\frac{\text{Total student score}}{\text{Total question}} \times 100 = \text{Students final score}$

Total question



L. Explanation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 7 February 2019

English Teacher

Researcher

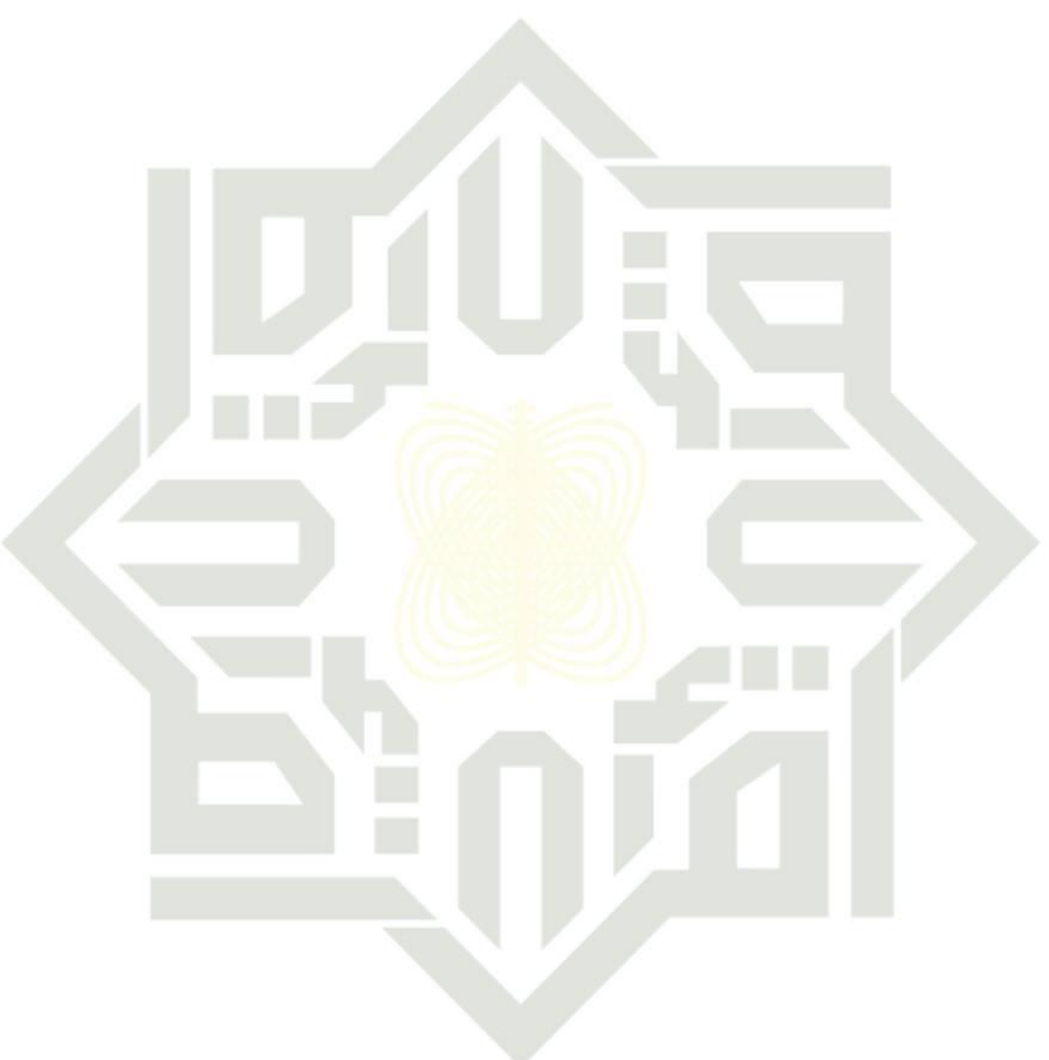
Hadi Junaidi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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State Islamic University of Sultan Syarif Kasim

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LESSON PLAN OF CONTROL CLASS

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|-----------------|-------------------------------------|
| School | : SMK Kesehatan Pro-Skill Indonesia |
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D. Achievements indicator competence

3.4 Indicator Basic Competence

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Indicator Basic Competence at Core Competence Skil

4.4.1 Understand meaning of the text with all sort of reading strategy.

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

E. Objective of Learning

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G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- Main Activity (70 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher
- Post activity (10 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

J. Media

Tools : Whiteboard, marker, Laptop, Projector

K. Source

- Guide books
- Internet

L. Assessment

Technique : Reading Test
Form : Multiple choice

| Indicator | Assessment | | |
|---|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| The students are able to determine the main idea. | a. Written test | a. Answer the question | a. The fifth paragraph tells |
| The students are able to identify supporting details. | b. Written test | b. Answer the question | b. What is the oldest and most well known part of the city? |
| The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. From the text we know that Notre Dame is located |
| The students are able to make inferences | d. Written test | d. Answer the question | d. What is generic structure of the text above? |
| The students are able to identify the reference | e. Written test | e. Answer the question | e. How many people live in Paris ? |

L. Explanation of score :

| No | Description | Score |
|---------------------|--------------|-------|
| 1 - 5 | True answer | 20 |
| | False answer | 0 |
| Maximum total score | | 100 |

$\frac{\text{Total student score}}{\text{Total question}} \times 100 = \text{Students final score}$

Total question



b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

L. Explanation of score :


| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 7 February 2019


English Teacher

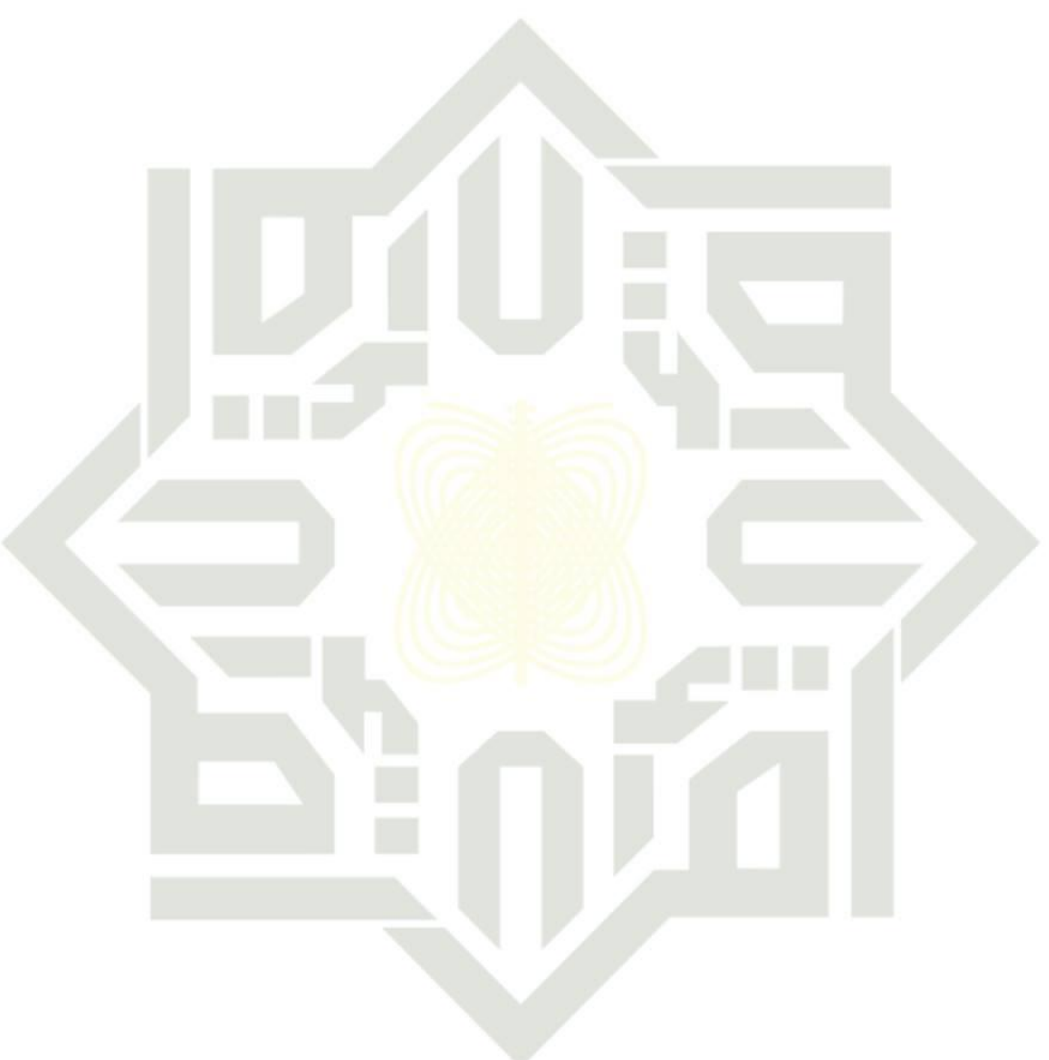
Researcher


Hadi Junaidi, M.Pd
NIK. 2015130691074


Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia


Erlina, S.Pd
NIP. 2012251089008



UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



LESSON PLAN OF CONTROL CLASS

A. Education program identity, include:

| | |
|-----------------|-------------------------------------|
| School | : SMK Kesehatan Pro-Skill Indonesia |
| Subject | : English |
| Class/ Semester | : X/ 1 |
| Meeting | : 3 |
| Time | : 2 x 45 Menit |

B. Core Competence (KI)

| | |
|-----------|--|
| Knowledge | Understanding, applying, analyzing, and evaluated about faktual knowledge, conceptual, basic operation, and metacognitif appropriate with scope and the study / work (<i>English</i>) at technique level, specific, detail, and complex, in connection with knowledge, technology, art, culture, and the humanities in context to improve own self sas part of family, school, work place, regional citizen, and international. |
| 4. Skill | Execute specific task using tools, information, and work procedure and solve the problem with the scope / work. Indicate reason skill, process, and dish up with effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutifely in the abstract area related with improved from what they learned in school, and can implement the specific task under control. |

C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

4.4.1 Can understand contextually about social function, text structure, and basic of language from descriptive text about people, thing and place.

4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skil

4.4.1 Understand meaning of the text with all sort of reading strategy.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sel-sel atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

E. Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity
 - Greeting and Praying
 - Organize the class
 - Asking some questions related to Basic Competence
- Main Activity (60 minutes)
 - The students give attention to the teacher
 - The students give some question about historical building (Petruk Cave)
 - Teacher divide students in to some group
 - The students do exercise or answer the question that is given the teacher

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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- The students do exercise or answer the question that is given the teacher

- Post activity (10 minutes)
- Asking difficulties of students
- The teacher gives feedback to the students
- The teacher evaluates difficulties of students
- The teacher gives conclusion about material

Media

Tools : Whiteboard, marker, Laptop, Projector

Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|--|
| | Technique | Form | Example of item |
| The students are able to determine the main idea. The students are able to identify supporting details. The students are able to understand vocabulary in contexts. The students are able to make inferences The students are able to identify the reference | a. Written test | a. Answer the question | a. What is the text purpose? |
| | b. Written test | b. Answer the question | b. Why did Petruk cave named as one of character in Punokawan puppet? |
| | c. Written test | c. Answer the question | c. Which part of Petruk Cave which used for place to put foods for ancestor? |
| | d. Written test | d. Answer the question | d. What is stalactites means? |
| | e. Written test | e. Answer the question | e. What is "lead" means in paragraph 2? |

L. Explanen of score :

| No | Description | Score |
|---------------------|--------------|-------|
| 1 | True answer | 20 |
| 5 | False answer | 0 |
| Maximum total score | | 100 |

$$\frac{\text{Total student score}}{\text{Total question}} \times 100 = \text{Students final score}$$

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
 2. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 3. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

uan suatu masa

im

Pekanbaru, 14 February 2019

English Teacher

Researcher

Hadi Junaedi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008



LESSON PLAN OF CONTROL CLASS

A. Education program identity, include:

| | |
|-----------------|-------------------------------------|
| School | : SMK Kesehatan Pro-Skill Indonesia |
| Subject | : English |
| Class/ Semester | : X/ 1 |
| Meeting | : 4 |
| Time | : 2 x 45 Menit |

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C. Basic Competence

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D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skil

4.4.1 Understand meaning of the text with all sort of reading strategy.

2. Dilarang mengumpumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

E. Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
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4. Practicing write the text using all sort of reading strategy creatively.
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6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel The Hobbit by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to The Return of the King, which expand on the story told in The Hobbit, as well as new material and characters written especially for the films. The films are subtitled An Unexpected Journey (2012), The Desolation of Smaug (2013), and The Battle of the Five Armies (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of The Lord of the Rings, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity

Hak Cipta Dilindungi Undang-Undang

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence
- Main Activity (60 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher
- Post activity (10 minutes)
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 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

Media

Tools : Whiteboard, marker, Laptop, Projector

Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|---|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| The students are able to determine the main idea. | a. Written test | a. Answer the question | a. The Hobbit is a movie which is based on a book whose author is... |
| The students are able to identify supporting details. | b. Written test | b. Answer the question | b. They are based on the... (Paragraph 1). The word "they" in the sentence refers to... |
| The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. The films take place in the fictional world... (Paragraph 2). The antonym of "fictional" is... |
| The students are able to make inferences. | d. Written test | d. Answer the question | d. If the Lord of the Ring takes place on 1150, when will probably The Hobbit film takes place? |
| The students are able to identify the reference. | e. Written test | e. Answer the question | e. How many people that lined in the red carpet on the first premiered The Hobbit film? |

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L. Explanen of score :

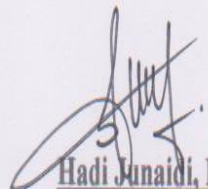
| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

$$\text{Score} : \frac{\text{True Score} \times 100}{\text{Max. Score}}$$

Pekanbaru, 21 February 2019

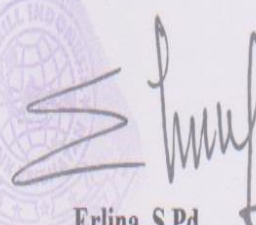
English Teacher

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- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity

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- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence
- Main Activity (60 minutes)
 - The students read and understand text
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Media

Tools : Whiteboard, marker, Laptop, Projector

Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|---|-----------------|------------------------|---|
| | Technique | Form | Example of item |
| The students are able to determine the main idea. | a. Written test | a. Answer the question | a. What did the Wizard want Bilbo to do in the movie? |
| The students are able to identify supporting details. | b. Written test | b. Answer the question | b. The role of the dwarves' leader is played by? |
| The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance. |
| The students are able to make inferences. | d. Written test | d. Answer the question | d. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to... |
| The students are able to identify the reference. | e. Written test | e. Answer the question | e. Which of the following statement is false according to the text? |

1. Hak Cipta Dilindungi Undang-Undang
 - a. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan atau menyebutkan sumbernya.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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an kritik atau tinjauan suatu masa

arif Kasim

L. Explanation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

Score : $\frac{\text{True Score}}{\text{Max. Score}} \times 100$

Pekanbaru, 28 February 2019

English Teacher

Researcher

Hadi Junaldi, M.Pd
NIK. 2015130691074

Dinda Arista
NIM. 11414202948

Know by,
Headmaster of SMK Kesehatan Pro- Skill Indonesia

Erlina, S.Pd
NIP. 2012251089008



LESSON PLAN OF CONTROL CLASS

A. Education program identity, include:

School : SMK Kesehatan Pro-Skill Indonesia
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C. Basic Competence

3 Basic Competence at Core Competence Knowledge

3.4 Differentiate social function, text structure, and some language elements from descriptive text with giving or asking short information about people, thing and place appropriate with user context at company.

4 Basic Competence at Core Competence skill

4.4 Descriptive text

4.4.1 Can understand contextually about social function, text structure, and basic of language from descriptive text about people, thing and place.

4.4.2 Design the descriptive text about people, thing, and place with give attention social function, text structure and basic language, right and agree with context.

D. Achievements indicator competence

3.4 Indicator Basic Competence

3.4.1 Understanding sosial function, text structure, an basic language from simple descriptive text about people, thing, and place with fuctional context in company.

Indicator Basic Competence at Core Competence Skil

4.4.1 Understand meaning of the text with all sort of reading strategy.

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4.4.2 Arrange descriptive text about people, thing, and place, with attention social function, text structure, and basic of language, right and agree with the context.

Objective of Learning

Students can expect:

1. Understand social function, text structure, and basic language of descriptive text about people appropriate with user context in company.
2. Understand social function, text structure, and basic language of descriptive text about thing and place appropriate with user context in company.
3. Understand the meaning of the text using all sort of reading strategy creatively.
4. Practicing write the text using all sort of reading strategy creatively.
5. With practicing, students arrange oral descriptive text short and simple about people, thing and place.
6. With practicing, students arrange written descriptive text about people, thing and place, with give attention to social function, text structure, and basic language, right and agree with the context communicatively.

F. Materials

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island. Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

G. Teaching learning strategies

- Technique: Scientific Approach
- Model : Discovery Learning
- Method : Discussion

H. Teaching learning activities

- Pre- activity (13 minutes)
- Greeting and Praying
- Organize the class
- Asking some questions related to Basic Competence

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- Main Activity (102 minutes)
 - The students read and understand text
 - The students looking for main idea in text
 - The students make group and discuss the topic and demonstrated the result.
 - The students compare the result with the other group
 - The students do exercise or answer the question that is given the teacher

- Post activity (20 minutes)
 - Asking difficulties of students
 - The teacher gives feedback to the students
 - The teacher evaluates difficulties of students
 - The teacher gives conclusion about material

Tools and Media

Tools : Whiteboard, marker, Laptop, Projector

Media : Slide PPT

J. Source

- Guide books
- Internet

K. Assessment

Technique : Reading Test

Form : Multiple choice

| Indicator | Assessment | | |
|--|-----------------|------------------------|--|
| | Technique | Form | Example of item |
| 1. The students are able to determine the main idea. | a. Written test | a. Answer the question | a. Fruji is the ... on Wingo Island. |
| 2. The students are able to identify supporting details. | b. Written test | b. Answer the question | b. What are the chairs and tables in that island made of? |
| 3. The students are able to understand vocabulary in contexts. | c. Written test | c. Answer the question | c. What causes windstorms at Wingo? |
| 4. The students are able to make inferences | d. Written test | d. Answer the question | d. Where do the people of the island live in? |
| 5. The students are able to identify the reference. | e. Written test | e. Answer the question | e. According to passage, which of the following is not true? |

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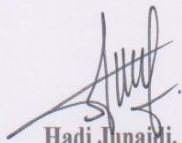
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L. Explanation of score :

| | |
|---|-----|
| Every correct answer will get 20. Maximal score is 20 x 5 | 20 |
| Maximum total score | 100 |

Score : $\frac{\text{True Score}}{\text{Max. Score}} \times 100$

English Teacher

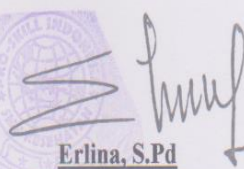

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Know by,
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READING COMPREHENSION

PRE-TEST

Choose the correct answer by A, B, C, or D !

Read the text to answer questions number 1 to 5.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish clothes are wearing in Paris will be worn by women all over the world. Paris is also famous for its second center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la cite. It is where Notre Dame located. Today around eight million people live in Paris area.

The fifth paragraph tells

- The origin of the word Paris
- About the Paris
- The location of Notre Dame
- A village built a thousand years ago

What is the oldest and most well known part of the city?

- The Seine River
- The Pont Neuf
- The Sorbonne
- The right bank

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5. From the text we know that Notre Dame is located

- A. Near left Louvre
- B. On the left bank
- C. On the right bank
- D. Outside the city of Paris

6. What is generic structure of the text above?

- A. Orientation-Complication-Resolution
- B. Classification-Description
- C. Identification-Description
- D. Orientation-Description

7. How many people live in Paris ?

- A. Ten million
- B. Nine million
- C. Eight million
- D. One million

Read the following text to answer questions number 6 to 10.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

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c. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

d. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

e. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

f. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

g. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

h. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

i. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

j. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

k. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

l. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

m. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

n. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

o. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

p. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

q. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

r. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

s. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

t. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

u. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

v. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

w. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

x. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

y. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

z. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

aa. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ab. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ac. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ad. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ae. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

af. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ag. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ah. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

ai. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.

aj. Pengutipan harus disertai dengan nama penulis dan sumber kutipan.



The text mainly focuses on.....

A. Singapore

B. Orchard Plantation

C. Plaza and Mall

D. Orchard road as business and entertainment center

10. Words "it" in line 4 refers to?

A. The plantation

B. The plaza

C. Singapore

D. Suburban street

11. Which statement is TRUE?

A. At first Orchard Road is a crowded settlement

B. Orchard road became business and entertainment center since 1974

C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction

D. Orchard road is infamous place at Singapore

12. In the third paragraph the writer describes about?

A. The location of Orchard Road

B. The direction to get to Orchard Road

C. The history of Orchard Road

13. The word "satisfy" in line eighth has the closet meaning with?

A. Please

B. Free

C. Frighten

D. Threat

Read the following text to answer questions number 11 to 15.

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the

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14. The word "satisfy" in line eighth has the closet meaning with?

A. Please

B. Free

C. Frighten

D. Threat

15. Read the following text to answer questions number 11 to 15.

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is

located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the



Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as

Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The basic cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

1. What is the text purpose?

a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet?

a. Because the cave is belong to Petruk

b. Because Petruk is the first explorer of the cave

c. Because the cave's length is as long as Petruk's nose

d. Because the cave's depth is as deep as Petruk's hair

3. Which part of Petruk Cave which used for place to put foods for ancestor?

a. In the basic cave

b. In petruk cave

c. In Hindu cave

d. In front of the cave

4. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guide the visitor in the cave

5. What is "lead" means in paragraph 2?

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B. Take
C. Bring
D. Put

Read the following text to answer questions number 16 to 25.

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel The Hobbit by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to The Return of the King, which expand on the story told in The Hobbit, as well as new material and characters written especially for the films. The films are subtitled An Unexpected Journey (2012), The Desolation of Smaug (2013), and The Battle of the Five Armies (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of The Lord of the Rings, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 8 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

16. The Hobbit is a movie which is based on a book whose author is...

- A. Jackson
- B. Tolkien
- C. Peter Tolkien
- D. J.R.R. Jackson

17. They are based on the... (Paragraph 1). The word "they" in the sentence refers to...

- A. The Hobbit books
- B. The Hobbit actors
- C. Adventure series films

18. The films take place in the fictional world... (Paragraph 2). The antonym of “fictional” is...

A. Fabricated

B. Fictive

hen. True

D. Imagined

9. If the Lord of the Ring takes place on 1150, when will probably The Hobbit film takes place?

£100

210

1090

pe \bar{D} . 1134

Q: How many people that lined in the red carpet on the first premiered The Hobbit film?

A. 1000000

1000000

10000

D. 1000

Q11. What did the Wizard want Bilbo to do in the movie?

A. To join the dwarves' journey

B. To take care of the dwarves

ah, ~~then~~. To accompany him to meet smaug

D. To accompany dwarves and smug to the lonely mountain.

2. The role of the dwarves' leader is played by?

A. Thorin Oakenshield

B. Bilbo Baggins

C. Richard Armitage

D. Ian McKellen

23. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.



B. Revenge

C. Reconciliation

D. Anger

4. Who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word “his” in the sentence refers to...

A. Zoh

B. Olg

C. Thorin and ancestors

D. Thorin

5. Which of the following statement is false according to the text?

A. The premiers of the hobbit movies were held in the different places of the same country

B. The Hobbit movies consists of three epic adventurous film that were released on different years

C. The first series of The Hobbit wasn’t premiered in Europe

D. The Third series of the Hobbit was premiered in a country of an European continent

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.



READING COMPREHENSION

POST-TEST

Choose the correct answer by A, B, C, or D !

Read the following text to answer questions number 1 to 5.

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petrुक is very dark to be entered. Petrुक cave's name is taken from the punokawan of puppet characters that is Petrुक. The cave Named Petrुक cave because the length of cave is as long as Petrुक's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petrुक cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. The Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petrुक cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

What is the text purpose?

- To inform readers about tourism in Kebumen
- To entertain reader about Petrुक Cave
- To explain the reader about floors in Petrुक Cave
- To describe Petrुक Cave

Why did Petrुक cave named as one of character in Punokawan puppet?

- Because the cave is belong to Petrुक
- Because Petrुक is the first explorer of the cave
- Because the cave's length is as long as Petrुक's nose
- Because the cave's depth is as deep as Petrुक's hair

Which part of Petrुक Cave which used for place to put foods for ancestor?

- In the basic cave
- In petrुक cave
- In Hindu cave

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mengutip sumbernya.
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4. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



In front of the cave

4. What is stalactites means?

a. type of formation that hangs from the ceiling of caves

b. types of formation that lay on the floor of caves

c. types of food given to ancestor

d. someone who guide the visitor in the cave

5. What is "lead" means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

Read the following text to answer questions number 6 to 15.

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel The Hobbit by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to The Return of the King, which expand on the story told in The Hobbit, as well as new material and characters written especially for the films. The films are subtitled An Unexpected Journey (2012), The Desolation of Smaug (2013), and The Battle of the Five Armies (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of The Lord of the Rings, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

6. The Hobbit is a movie which is based on a book whose author is...

a. Jackson

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C. Peter Tolkien

J. R.R. Jackson

They are based on the... (Paragraph 1). The word “they” in the sentence refers to...

a. The Hobbit books

b. The Hobbit actors

c. The adventure series films

d. The Hobbit film series

The films take place in the fictional world... (Paragraph 2). The antonym of “fictional” is...

a. Fabricated

b. Fictive

c. True

d. Imagined

The Lord of the Ring takes place on 1150, when will probably The Hobbit film takes place?

a. 1100

b. 1210

c. 1090

d. 1134

How many people that lined in the red carpet on the first premiered The Hobbit film?

a. 1000000

b. 100000

c. 10000

d. 1000

1. What did the Wizard want Bilbo to do in the movie?

A. To join the dwarves’ journey

B. To take care of the dwarves

C. To accompany him to meet smaug

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j. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

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r. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

s. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

t. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

u. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

v. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

w. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

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z. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

aa. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

ab. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

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ad. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

ae. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

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ai. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial

aj. Pengutipan harus disertai dengan pernyataan bahwa tidak diperjualbelikan dan tidak boleh di gunakan untuk tujuan komersial



To accompany dwarves and smug to the lonely mountain

12. The role of the dwarves' leader is played by?

1. Thorin Oakenshield
2. Bilbo Baggins
3. Richard Armitage
4. Ian McKellen

13. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The synonym of vengeance.

1. Kindness
2. Revenge
3. Reconciliation
4. Anger

14. ...who seek vengeance against Thorin and his ancestors. (Paragraph 2). The word "his" in the sentence refers to...

1. Azoh
2. Bolg
3. Thorin and ancestors
4. Thorin

15. Which of the following statement is false according to the text?

1. The premiers of the hobbit movies were held in the different places of the same country
2. The Hobbit movies consists of three epic adventurous film that were released on different years
3. The first series of The Hobbit wasn't premiered in Europe
4. The Third series of the Hobbit was premiered in a country of an European continent

Read the text to answer questions number 16 to 20.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.



Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Somewhere, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la cite. It is where Notre Dame located. Today around eight million people live in Paris area.

The fifth paragraph tells

- A. The origin of the word Paris
- B. About the Paris
- C. The location of Notre Dame
- D. A village built a thousand years ago

What is the oldest and most well known part of the city?

- A. The Seine River
- B. The Pont Neuf
- C. The Sorbonne
- D. The right bank

From the text we know that Notre Dame is located

- A. Near left Louvre
- B. On the left bank
- C. On the right bank
- D. Outside the city of Paris

What is the generic structure of the text above?

- A. Orientation-Complication-Resolution



C. Identification-Description

1. Orientation-Description

How many people live in Paris ?

- a. Ten million
- b. Nine million
- c. Eight million
- d. One million

Read the following text to answer questions number 21 to 25.

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on.....

- A. Singapore
- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard road as business and entertainment center

2. Words "It" in line 4 refers to?

- A. The plantation



The plaza

C. Singapore

D. Suburban street

3. Which statement is TRUE?

a. At first Orchard Road is a crowded settlement

b. Orchard road became business and entertainment center since 1974

c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction

d. Orchard road is infamous place at Singapore

4. In the third paragraph the writer describes about?

a. The location of Orchard Road

b. The direction to get to Orchard Road

c. The history of Orchard Road

d. The word "satisfy" in line eighth has the closet meaning with?

a. Pleased

b. Free

c. Frighten

d. Threat

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THE KEY ANSWER OF THE TEST

KEY ANSWER OF PRE-TEST

1. A
2. B
3. A
4. C
5. C
6. D
7. D
8. C
9. C
10. A
11. D
12. C
13. C
14. A
15. A
16. B
17. D
18. C
19. C
20. B
21. A
22. C
23. B
24. D
25. A

KEY ANSWER OF POST-TEST

1. D
2. C
3. C
4. A
5. A
6. B
7. D
8. C
9. C
10. B
11. A
12. C
13. B
14. D
15. A
16. A
17. B
18. A
19. C
20. C
21. D
22. D
23. C
24. C
25. A

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Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 07 Januari 2019 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : DINDA ARISTA
NIM : 11414202948
Semester/Tahun : IX (Sembilan)/ 2019
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE TOWARD STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SMK KESEHATAN PRO SKILL INDONESIA

Lokasi Penelitian : SMK KESEHATAN PRO SKILL INDONESIA

Waktu Penelitian : 3 Bulan (07 Januari 2019 s.d 07 Maret 2019)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

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Rektor UIN Suska Riau

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 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/17198
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**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/355/2019 Tanggal 10 Januari 2019**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : DINDA ARISTA |
| 2. NIM / KTP | : 114142029480 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE USE OF THI1NK PAIR SHARE (TPS) TECHNIQUE FOR STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SMK KESEHATAN PRO SKILL INDONESIA |
| 7. Lokasi Penelitian | : SMK KESEHATAN PRO SKILL INDONESIA |

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
 Pada Tanggal : 10 Januari 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553

PEKANBARU

Pekanbaru, 21 Jan 2019

No : 800/Disdik/1.3/2019/ 1333
Sifat : Biasa
Lampiran :
Hal : Riset / Penelitian

Kepada
Yth. Dekan Fakultas Tarbiyah dan
Keguruan UIN Suska Riau
di-

Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/17198 Tanggal 10 Januari 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : DINDA ARISTA
NIM : 114142029480
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE USE OF THI1NK PIR SHERE (TPS) TECHNIQUE FOR STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SMK KESEHATAN PRO SKILL INDONESIA

Lokasi Penelitian : SMK KESEHATAN PRO SKILL INDONESIA

Izin Riset / Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
2. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS


AFYUL SUHENDRA, SE
Pembina
NIP. 19711209 200012 1 006

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YAYASAN PUTRA RIAU MEMBANGUN
SMK KESEHATAN PRO-SKILL INDONESIA
 AKREDITASI : KEPERAWATAN (A), FARMASI (A) & ANALIS KESEHATAN (A)
 NIS : 670230NSS : 67.4.09.60.01.023NPSN : 69728526



Jl. Cipta Karya Km. 3 Panam-Pekanbaru - E-mail: smkkesproskill@yahoo.com - Phone: 0823 8944 7272

SURAT KETERANGAN

Nomor : 489/SMK-K/YPRM/V/2019

Yang bertanda tangan dibawah ini, Kepala SMK Kesehatan Pro-Skill Indonesia :

nama : Erliana, S.Pd
 jabatan : Kepala Sekolah
 alamat : Jl. Cemara Ujung

dengan ini menerangkan bahwa :

nama : Dinda Arisa
 nim : 11414202948
 program Studi : Pendidikan Bahasa Inggris
 fakultas : Tarbiyah dan Keguruan UIN Suska Riau
 judul Penelitian : The use Think Pair Share (TPS) Technique For Students
 Reading Comrehension In Descriptive Text At SMK Kesehatan Pro-Skill Indonesia.

bahwa yang bersangkutan di atas adalah mahasiswa di UIN Suska Riau yang telah melaksanakan Penelitian di SMK Kesehatan Pro-Skill Indonesia yang dimulai pada tanggal 22 Januari s/d 07 Maret 2019.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 14 Mei 2019

Kepala Sekolah,

Erliana, S.Pd
 NIY. 2012251089008

Tembusan :

1. Arsip

Hak Cipta Dilindungi Undang-Undang

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