APPENDICES

Appendix 1

SILABUS

Nama Sekolah : MA MATHOLI'UL HUDA
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan 1 Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari **Berbicara** Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji	○ **berkenalan, bertemu/berpisah** *mis. A: Pleased to meet you!* *B: Pleased to meet you too!* ○ **menyetujui ajakan/tawaran/ undangan** *mis. A: Come to my party.* *B: Thanks for the invitation* ○ **menerima janji** *mis. A: I'll get you the book.* *B: It's very kind of you.* ○ **membatalkan janji** *mis. A: I'm sorry I can't make it.* *B: That's OK. We'll do it some other time.*	• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan berbagai tindak tutur lain yang dapat digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar secara berkelompok • Bermain peran secara berpasangan • Melakukan *tourist hunting* dan merekam percakapannya*	• Mengidentifikasi makna tindak tutur berkenalan • Merespon tindak tutur berkenalan • Mengidentifikasi makna tindak tutur menyetujui tawaran/undangan/ ajakan • Merespon tindak tutur menyetujui tawaran/undangan/ ajakan • Mengidentifikasi makna tindak tutur menerima janji • Merespon tindak tutur menerima janji • Mengidentifikasi makna tindak tutur membatalkan janji • Merespon tindak tutur membatalkan janji • Menggunakan tindak tutur berkenalan • Melakukan percakapan interpersonal • Menggunakan tindak tutur tawaran/undangan/ajakan • Menggunakan tindak tutur menyetujui ajakan/ tawaran/ undangan dalam percakapan • Menggunakan tindak tutur berjanji • Menggunakan tindak tutur menerima janji • Menggunakan tindak tutur membatalkan janji	**Kuis** **Ulangan tertulis** **Tugas** **Performans**	**(14 x 45)** **1 x 45'** **2 x 45'** **3 x 45'** **4 x 45'** **2 x 45'**	**www. Esl-lab** **Kaset** **CD**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan						**(14 x 45)**	
1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi	○ **mengungkapkan perasaan bahagia** *mis. A: I'm so happy to get a scholarship.* *B: I'm happy for you.* ○ **menunjukkan perhatian** *mis. A: You look fantastic.* *B: Thank you.* ○ **menunjukkan simpati** *mis. A: Please accept my condolences.* *B: Thank you so much.* ○ **memberi instruksi** *mis. A: Open the window!* *B: OK.*	• Mendengarkan percakapan interpersonal/ transaksional melalui *tape* secara individu. • Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar • Secara berpasangan menggunakan tindak tutur dan responnya. • Bermain peran secara berkelompok	• Mengidentifikasi makna tindak tutur mengungkapkan perasaan bahagia • Merespon tindak tutur mengungkapkan perasaan bahagia • Mengidentifikasi makna tindak tutur menunjukkan simpati • Merespon tindak tutur menunjukkan simpati • Mengidentifikasi makna tindak tutur menunjukkan perhatian • Merespon tindak tutur menunjukkan perhatian • Mengidentifikasi makna tindak tutur memberi instruksi • Merespon tindak tutur memberi instruksi • Menggunakan tindak tutur mengungkapkan perasaan bahagia • Menggunakan tindak tutur menunjukkan simpati • Menggunakan tindak tutur menunjukkan perhatian • Memberi instruksi lisan • Melakukan interview • Melakukan pertunjukan drama	**Kuis** **Ulangan tertulis** **Tugas** **Tugas Performans**	**1 x 45** **2 x 45** **2 x 45** **3 x 45** **4 x 45**	www.englishdaily626.com **www. esl-lab.com** **Kaset** **CD**
Berbicara 3.Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.	Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi						

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(8 x 45)	
Mendengarkan 2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari	• Pengumuman lisan • Kosa Kata yang terkait dengan pengumuman	• Mengidentifikasi beberapa pengumuman lisan di tempat umum secara berkelompok. • Mendengarkan pengumuman melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Mengidentifikasi topic sebuah pengumuman lisan • Mengidentifikasi informasi tertentu dari pengumuman • Mengidentifikasi tujuan dari pengumuman yang didengar.	**Tugas** **Kuis** **Ulangan tertulis**	**1 x 45** **1 x 45** **2 x 45**	**www. esl-lab.com** **Kaset** **CD**
Berbicara 2 Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan procedure sederhana dalam konteks kehidupan sehari-hari	2.2 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.		• Membuat pengumuman lisan secara berpasangan dan menyampaikannya di depan kelas.	• Memberi pengumuman lisan • Menyampaikan undangan lisan • Menggunakan bahasa lisan	**Performans**	**2 x 45**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
Mendengarkan		.				**(14 x 45)**	
2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari	Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: *recount, narrative,* dan *procedure*	• Teks lisan berbentuk *recount* • Teks lisan berbentuk *narrative* • Teks lisan berbentuk *procedure*	Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok.	• Mengidentifikasi *main idea* dari teks yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi bahan yang digunakan dalam teks *procedure* yang didengar • Mengidentifikasi tujuan komunikasi teks yang didengar	**Kuis** **Ulangan tertulis** **Tugas**	**3 x 45** **3 x 45**	**www. Esl-lab.com** **Kaset** **CD**
Berbicara 4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *recount, narrative* dan *procedure* sederhana dalam konteks kehidupan sehari-hari	Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative,* dan *procedure*		Berdiskusi secara berkelompok untuk membuat sebuah cerita dan bercerita secara sambung menyambung. Membuat sebuah cerita secara individu dan menceritakannya kepada teman sekelas	• Menggunakan kalimat *past tense* dalam menyampaikan sebuah peristiwa • Melakukan monolog untuk menceritakan pengalaman • Melakukan monolog untuk menyampaikan sebuah *procedure* • Mendongeng	**Performans**	**2 x 45** **4 x 45**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(8 x 45)	
Membaca 5. Memahami makna teks tulis fungsional pendek dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pengumuman, iklan, undangan dll	• Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topik dari teks yang dibaca	**Kuis Ulangan tertulis**	**2 x 45** **2 x 45**	English Online Jakarta Post
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks		• Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas /sekolah	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat draft, merevisi, menyunting • Menghasilkan teks fungsional pendek	**Performans**	**2 x 45**	

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber/ Bahan/ Alat
						(14 x 45)	
Membaca Memahami makna teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan **Menulis** 6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana berbentuk *recount, narrative,* dan *procedure* dalam konteks kehidupan sehari-hari	5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan *procedure* Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount, narrative,* dan *procedure*	Teks tulis berbentuk *recount* *Past Tense* • *Jim Carrey had a trip to Bunaken.* • *Who went to Bunaken?* • *He went to Bunaken yesterday. Yesterday, he went to Bunaken. To Bunaken, he went yesterday.* Teks tulis berbentuk *Narrative* Teks tulis berbentuk *Procedure*	Membaca nyaring bermakna teks *narrative* secara individu Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok. Berlatih menggunakan kalimat *past tense* untuk menyatakan peristiwa dan kalimat *imperative* untuk menyatakan petunjuk. Membuat *draft* teks *narrative, recount* atau *procedure* dengan melakukan *chain writing*. Melakukan koreksi teman sejawat untuk menyempurnakan *draft*. Menyempurnakan *draft* berdasarkan koreksi teman.	• Mengidentifikasi main idea dari sebuah paragraph. • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *recount, narrative,* dan *procedure* • Mengidentifikasi tokoh dari cerita yang dibaca • Mengidentifikasi urutan peristiwa dalam teks • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca • Menggunakan kalimat *past tense* dalam menyampaikan sebuah peristiwa • Menggunakan kalimat *imperative* dalam membuat sebuah resep atau petunjuk • Menggunakan kalimat langsung dan tak langsung dalam menulis sebuah narasi • Menghasilkan teks berbentuk *recount* • Menghasilkan teks berbentuk *narrative* • Menghasilkan teks berbentuk *procedure*	**Kuis** **Ulangan tertulis** **Tugas** **Tugas** **Performans**	**2 x 45** **2 x 45** **2 x 45** **2 x 45** **2 x 45** **2 x 45**	ESOL ONLINE English online English K-6 modules Jakarta Post

Appendix 2

LESSON PLAN 1

(By Using Origami)

School **: MA Matholi'ul Huda Bugel Kedung Jepara**

Subject **: English**

Grade/Semester **: X D/ Odd**

Time **: 2x 45 minutes**

Topic **: Procedure Text**

A. Standard competence

Writing

Expressing the meaning of the short functional text and simple essay in recount, narrative and procedure text related to daily life context and to access the knowledge.

B. Basic competence

Expressing the meaning of the short functional text in recount, narrative and procedure text form formal and informal accurately, fluently and acceptability by using written language made in daily life context.

C. Indicators

- To identify the purpose of the text
- To identify the meaning of the text
- To identify generic stuctures of the text
- To identify imperative sentence in procedure text
- To make procedure text based on their own word

D. The goal of teaching

- The students are able to identify the purpose of the text
- The students are able to find the meaning of the text
- The students are able to identify generic structure of the text

- The students are able to use imperative sentence in procedure text
- The students are able to write a form of procedure text

E. Material of teaching

- Short functional text in Procedure text
- Procedure Text is a text that shows a process in order.
- Social Function is to describe how something is completely done through a sequence of series.
- Generic Structure

- Goal: showing the purpose
- Material: Telling the needed materials
- Steps: Describing the steps to achieve the purpose

- Language Feature

- Using temporal conjunction
- Using action verb
- Using imperative sentence
- Using Simple Present Tense

F. Learning Method

- PPP

G. Teaching and learning process

a. Pre-activity

- Greeting
- Check the attendance list

b. Whilst activity

Exploration

- The teacher gives questions to the students

Elaboration

- The teacher explains the procedure text to the students
- The teacher introduces the origami
- The students practice and write procedure text about paper heart based on the pictures (how to make paper heart).

Confirmation

- The teacher discusses the students' work
- The teacher reviews the material today.

c. Post activity

- The teacher gives conclusion what we have learned
- Saying good bye

H. Media / source

Sources:

a. English LKS of SMA/MA for First Grade (Odd semester) by Viva Pakarindo
b. English Revolution for second edition by Alexander Mongot Jaya, Agus Siswanto, and Drs. Rohmadi AF.
c. Dictionary.
d. Internet

Media:

- White board, board marker, paper.

I. Assessment

ıent	**ment**		
ɔrocedure text.			based on the theme.

Mengetahui,
English Teacher

Siti Istiqomah S.Pd

Jepara, May 05th 2012
Researcher

Khoirun Nisa'

The example of procedure text

How to make Mushroom Soup → **GOAL**

12 ounces mushrooms	1 ½ teaspoon salt
4 eggs yolks	6 tablespoon cream
½ teaspoon grated nutmeg	¼ teaspoon pepper
2 tablespoons chopped parsley	2 pints chicken stock

MATERIAL

Method:

1. Prepare mushrooms and place in frying pan with melted butter.
2. *Cover* and *cook* **for 10 minutes**. *Add* stock.
3. Season with salt, pepper and nutmeg.
4. Bring to boil and **then** simmer **for 30 minutes**.
5. Sieve and blend until smooth, with remaining ingredients.
6. Return to pan and heat. *Remove* pan from stove and cool.
7. Add beaten egg yolks and cream, stirring **gently**. Do not boil.
8. Garnish with chopped parsley **and then** serve.

STEPS

Notes:

- ♣ Imperative
- ♣ *Action verb*
- ♣ **Temporal conjunction**
- ♣ **Adverbials**

LESSON PLAN 2

(By Using Origami)

School **: MA Matholi'ul Huda Bugel Kedung Jepara**

Subject **: English**

Grade/Semester **: X D/ Odd**

Time **: 2x 45 minutes**

Topic **: Procedure Text**

J. Standard competence

Writing

Expressing the meaning of the short functional text and simple essay in recount, narrative and procedure text related to daily life context and to access the knowledge.

K. Basic competence

Expressing the meaning of the short functional text in recount, narrative and procedure text form formal and informal accurately, fluently and acceptability by using written language made in daily life context.

L. Indicators

- To identify the purpose of the text
- To identify the meaning of the text
- To identify generic stuctures of the text
- To identify imperative sentence in procedure text
- To make procedure text based on their own word

M. The goal of teaching

- The students are able to identify the purpose of the text
- The students are able to find the meaning of the text
- The students are able to identify generic structure of the text
- The students are able to use imperative sentence in procedure text

- The students are able to write a form of procedure text

N. Material of teaching

- Short functional text in Procedure text
- Procedure Text is a text that shows a process in order.
- Social Function is to describe how something is completely done through a sequence of series.
- Generic Structure

- Goal: showing the purpose
- Material: Telling the needed materials
- Steps: Describing the steps to achieve the purpose

- Language Feature

- Using temporal conjunction
- Using action verb
- Using imperative sentence
- Using Simple Present Tense

O. Learning Method

- PPP

P. Teaching and learning process

d. Pre-activity

- Greeting
- Check the attendance list

e. Whilst activity

Exploration

- The teacher asks the students about the origami airplane

Elaboration

- The teacher explains the procedure text to the students
- The teacher gives some question to the students
- The students practice and write procedure text about paper heart based on the pictures (how to make paper airplane).

Confirmation

- The teacher discusses the students' answer
- The teacher reviews the material today.

f. Post activity

- The teacher gives conclusion what we have learned
- Saying good bye

Q. Media / source

Sources:

e. English LKS of SMA/MA for First Grade (Odd semester) by Viva Pakarindo

f. English Revolution for second edition by Alexander Mongot Jaya, Agus Siswanto, and Drs. Rohmadi AF.

g. Dictionary.

h. Internet

Media:

- White board, board marker, paper.

R. Assessment

ıent	**ment**		
ɔrocedure text.			based on the theme.

Mengetahui,
English Teacher

Siti Istiqomah S.Pd

Jepara, May 07th 2012
Researcher

Khoirun Nisa'

The example of procedure text

How to Make Airplane Peper

a paper of A4 paper size.

First, take a paper potrait position.

Second, fold in half and open. (So you can see that, there is a crease as the center line in the paper)

Then, fold the top right side into the center line and also fold the left side.

Next, fold the flap downward.

Then, mark a dot in the center line of the up-flap for about 1 cm from the end-bottom.

Next, Clap the top right corner into the dot marked and do the same in the left side. (So that, there is a small triangle under the dot marked)

After that, locked the flap by holding the small triangle upward partly. (So that, there is a small triangle in the top of that flap)

Then, clap the right sideways border into the centre line. Repeat on the other side.

Next, turn the paper over to other face. Clap the two sides.

Then, open the two flaps bringing it up.

Finnaly, it has done! This is a paper airplane.

Now, throw the paper airplane into the air!

LESSON PLAN 3

(By Using Origami)

School **: MA Matholi'ul Huda Bugel Kedung Jepara**

Subject **: English**

Grade/Semester **: X D/ Odd**

Time **: 2x 45 minutes**

Topic **: Procedure Text**

S. Standard competence

Writing

Expressing the meaning of the short functional text and simple essay in recount, narrative and procedure text related to daily life context and to access the knowledge.

T. Basic competence

Expressing the meaning of the short functional text in recount, narrative and procedure text form formal and informal accurately, fluently and acceptability by using written language made in daily life context.

U. Indicators

- To identify the purpose of the text
- To identify the meaning of the text
- To identify generic stuctures of the text
- To identify imperative sentence in procedure text
- To make procedure text based on their own word

V. The goal of teaching

- The students are able to identify the purpose of the text
- The students are able to find the meaning of the text
- The students are able to identify generic structure of the text

- The students are able to use imperative sentence in procedure text
- The students are able to write a form of procedure text

W. Material of teaching

- Short functional text in Procedure text
- Procedure Text is a text that shows a process in order.
- Social Function is to describe how something is completely done through a sequence of series.
- Generic Structure

- Goal: showing the purpose
- Material: Telling the needed materials
- Steps: Describing the steps to achieve the purpose

- Language Feature

- Using temporal conjunction
- Using action verb
- Using imperative sentence
- Using Simple Present Tense

X. Learning Method

- PPP

Y. Teaching and learning process

g. Pre-activity

- Greeting
- Check the attendance list

h. Whilst activity

Exploration

- The teacher asks the students about the origami lily flower

Elaboration

- The teacher explains the procedure text to the students
- The teacher gives some question to the students
- The students practice and write procedure text about paper heart based on the pictures (how to make paper lily flower).

Confirmation

- The teacher discusses the students' answer
- The teacher reviews the material today.

i. **Post activity**

- The teacher gives conclusion what we have learned
- Saying good bye

Z. Media / source

Sources:

i. English LKS of SMA/MA for First Grade (Odd semester) by Viva Pakarindo
j. English Revolution for second edition by Alexander Mongot Jaya, Agus Siswanto, and Drs. Rohmadi AF.
k. Dictionary.
l. Internet

Media:

- White board, board marker, paper.

AA. Assessment

ıent	**ment**		
ɔrocedure text.			based on the theme.

Mengetahui,
English Teacher

Siti Istiqomah S.Pd

Jepara, May 12th 2012
Researcher

Khoirun Nisa'

LESSON PLAN 4

(By Using Origami)

School **: MA Matholi'ul Huda Bugel Kedung Jepara**

Subject **: English**

Grade/Semester **: X D/ Odd**

Time **: 2x 45 minutes**

Topic **: Procedure Text**

BB. Standard competence

Writing

Expressing the meaning of the short functional text and simple essay in recount, narrative and procedure text related to daily life context and to access the knowledge.

CC. Basic competence

Expressing the meaning of the short functional text in recount, narrative and procedure text form formal and informal accurately, fluently and acceptability by using written language made in daily life context.

DD. Indicators

- To identify the purpose of the text
- To identify the meaning of the text
- To identify generic stuctures of the text
- To identify imperative sentence in procedure text
- To make procedure text based on their own word

EE. The goal of teaching

- The students are able to identify the purpose of the text
- The students are able to find the meaning of the text
- The students are able to identify generic structure of the text

- The students are able to use imperative sentence in procedure text
- The students are able to write a form of procedure text

FF. Material of teaching

- Short functional text in Procedure text
- Procedure Text is a text that shows a process in order.
- Social Function is to describe how something is completely done through a sequence of series.
- Generic Structure

- Goal: showing the purpose
- Material: Telling the needed materials
- Steps: Describing the steps to achieve the purpose

- Language Feature

- Using temporal conjunction
- Using action verb
- Using imperative sentence
- Using Simple Present Tense

GG. Learning Method

- PPP

HH. Teaching and learning process

j. Pre-activity

- Greeting
- Check the attendance list

k. Whilst activity

Exploration

- The teacher asks the students about the origami tulip flower

Elaboration

- The teacher explains the procedure text to the students
- The teacher gives some question to the students
- The students practice and write procedure text about paper heart based on the pictures (how to make paper tulip flower).

Confirmation

- The teacher discusses the students' answer
- The teacher reviews the material today.

l. Post activity

- The teacher gives conclusion what we have learned
- Saying good bye

II. Media / source

Sources:

m. English LKS of SMA/MA for First Grade (Odd semester) by Viva Pakarindo

n. English Revolution for second edition by Alexander Mongot Jaya, Agus Siswanto, and Drs. Rohmadi AF.

o. Dictionary.

p. Internet

Media:

- White board, board marker, paper.

JJ. Assessment

ıent	**ment**		
ɔrocedure text.			based on the theme.

Mengetahui,
English Teacher

Siti Istiqomah, S.Pd

Jepara, May 19h 2012
Researcher

Khoirun Nisa'

Power words of Origami

Word	Meaning
Fold	Melipat
Top right	Atas kanan
Top left	Atas kiri
press	Menekan
Edge	Tepi
Upward	Menaik
Flip	Membalik
Align	Meluruskan
Repeat	Mengulangi
Slot	Lobang
Bottom	Dasar
Turn right	Belok kanan
Turn left	Belok kiri
Mark	Tandai
Triangle	Segitiga
Flap	Menutup
Clap	Tepukkan
Border	Batas

Appendix 3

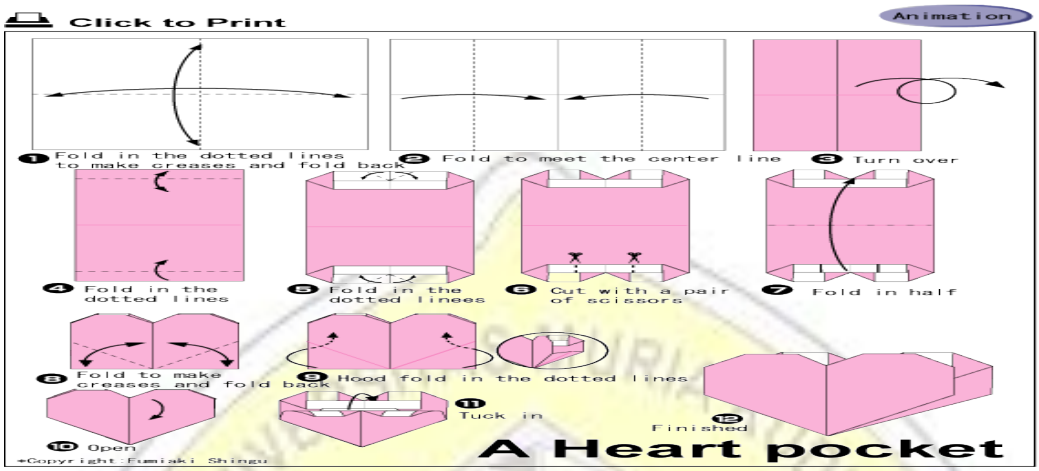
The Table of Specification of test of the Ability of the Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text taught by using origami in Academic Year 2011/2012.

No	Standard Competency	Basic of Competency	Material	Indicator	Test Item
1.	Writing Expressing the meaning of the short functional text and simple essay in recount, narrative and procedure text related daily life context.	Expressing the meaning of the short functional text in recount, narrative and procedure text formal and informal accurately, fluently, acceptability by using written language made in daily life context.	Procedure Text • How to make fried rice. • How to make heart paper. • How to make paper tulip flower.. • How to make paper lotus flower.	• Students can identify pattern of imperatives. • Students can make procedure text based on their own word. • Students are able to identify the main idea of procedure text.	Written Text

STUDENTS' WORKSHEET

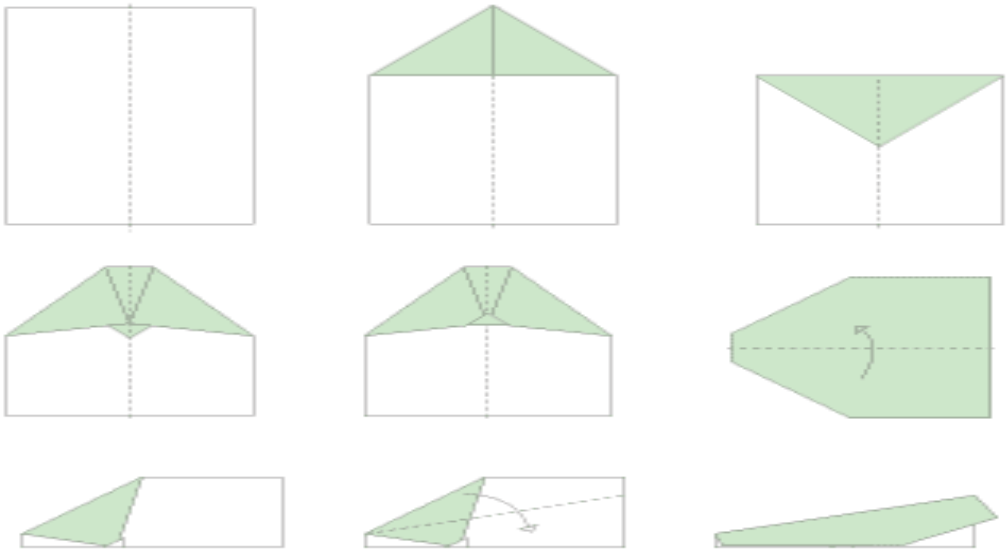
- **Students' worksheet of first meeting.**

Please make procedure text based on the pictures of paper heart.



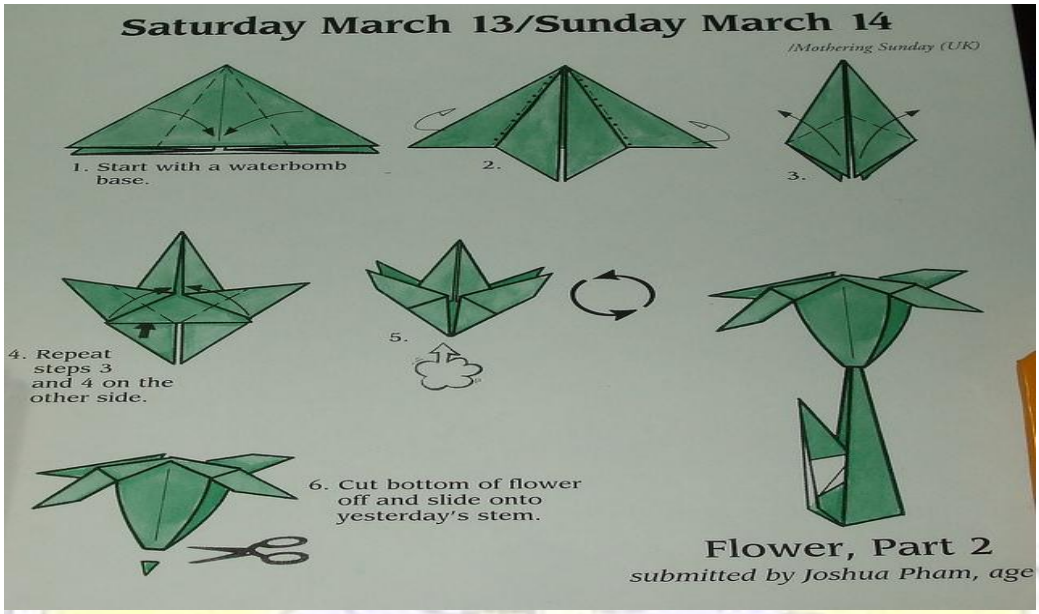
- **Students' worksheet of second meeting.**

Please make procedure text based on the pictures of paper airplane.



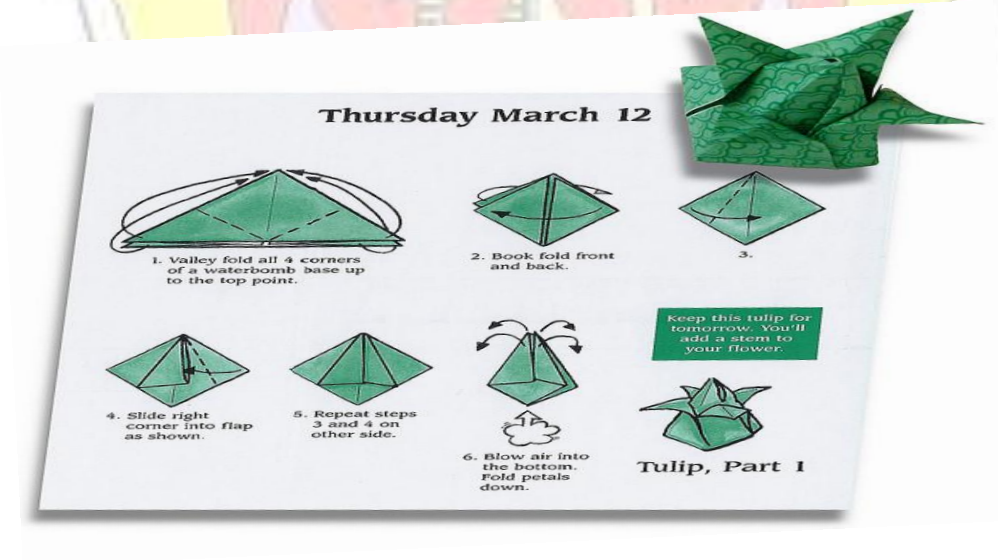
- **Students' worksheet of third meeting.**

Please make procedure text based on the pictures of paper lily flower.



- **Students' worksheet of fourth meeting.**

Please make procedure text based on the pictures of paper tulip flowe



WRITING PRE-TEST

Instructions:

- Write your name and student's number
- Please write procedure text of "How to make fried noodle" based on your own word!
- Do by your self!

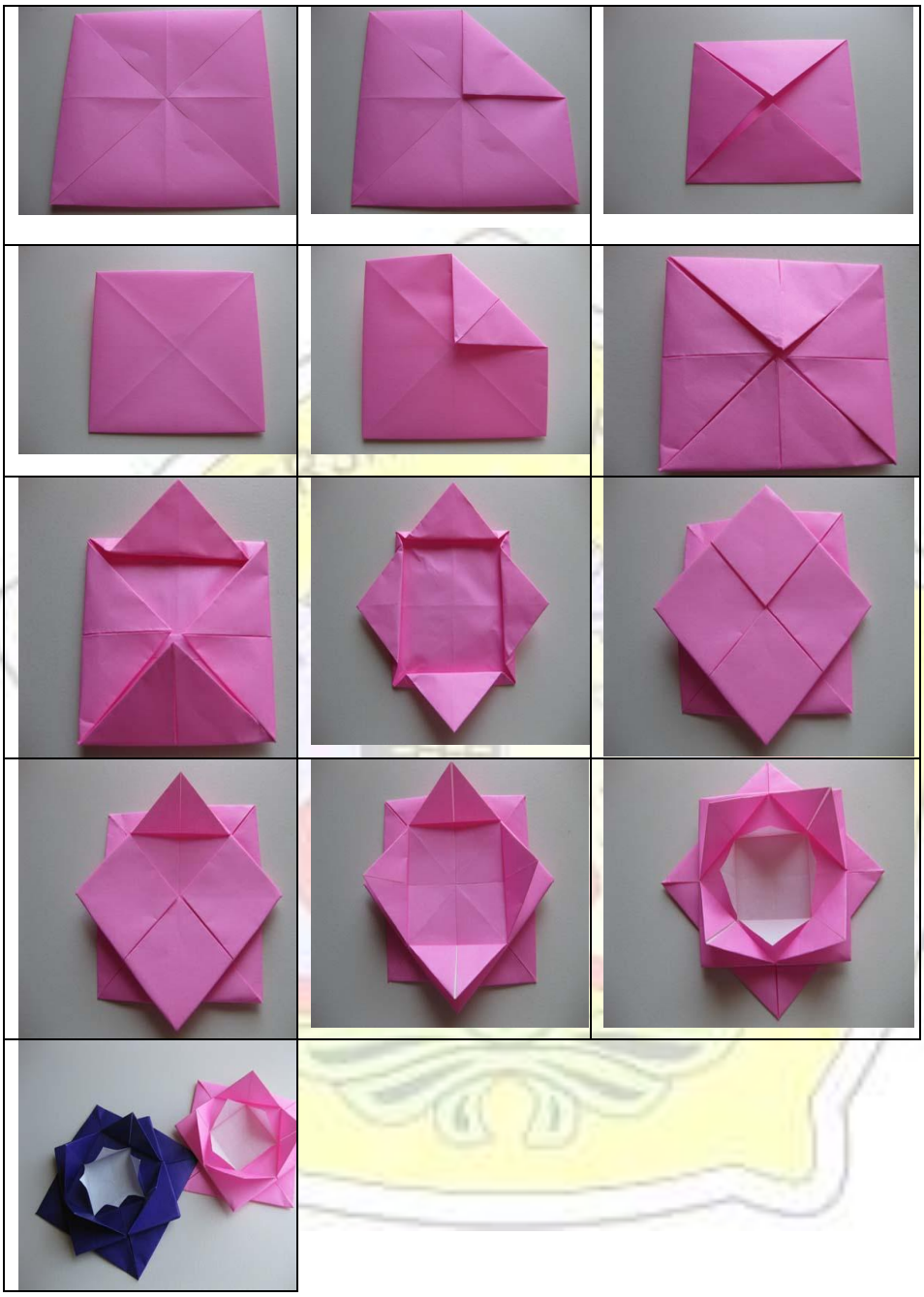
WRITING POST-TEST

Instructions:

- Write your name and student's number.
- Please write procedure text based on the picture below "How to make paper Lotus"!
- Do by yourself!

POST TEST

How to Make Lotus Flower



☺∞ **Good Luck** ∞☺

Appendix 5

Students' Name of XD of MA Matholi'ul Huda Bugel Kedung Jepara in Academic Year 2011/2012

No.	Name	No.	Name
1	Ainun Nadlirotul L	23	Marfuah
2	Alfina Rahayu	24	Munjiatul Ummah
3	Ana Lestari	25	Nailil Novita Sari
4	Anisatun Qoiriyah	26	Neneng Luxkita Sari
5	Anna Widya Safitri	27	Nilna Maulidatul Wafa
6	Asri Muthmainnah	28	Ninik Rahayu
7	Athiyatun Ni'mah	29	Noor Hikmatul Aini
8	Durrotun Nasikhah	30	Novi Sofiyatun
9	Ela Riana Dewi	31	Novita Lailatul H
10	Erna Elvitrahana	32	Nur Hikmah
11	Erviana Aulan Nisa	33	Nur Indah Sari
12	Evi Maula Yukha	34	Nur Isnaniyah
13	Farikhatul Faidah	35	Nur Kumala S
14	Indah Nurul Lestari	36	Nur Lailatul F
15	Intan Auliyani	37	Nur Lailatul R
16	Izzatun Nisa	38	Nurul Bidayah
17	Khana Fitriyah	39	Puji Astutik
18	Khusnul Hidayah	40	Riza Fauziyah
19	Kumaidah	41	Siti Nadhiroh
20	Lia Novianti	42	Syifaul Hanak
21	Lutfiya Nor Rizkiyah	43	Uswatun Hasanah
22	Lutviya Apriliyani	44	Zahrotul Muniroh

The Analyzing Pre-Test by Criteria of Writing In X-D Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara

Code	Content	Grammar	Mechanic	Word	Organisation	Total
1	17	17	7	10	17	68
2	17	16	6	10	16	65
3	15	15	7	8	17	62
4	16	16	6	9	16	63
5	15	12	5	7	14	53
6	17	17	6	9	16	65
7	17	17	8	10	17	69
8	17	15	5	11	17	65
9	16	14	5	10	16	61
10	17	15	7	11	15	65
11	12	10	5	5	10	42
12	17	15	6	10	17	68
13	17	17	5	10	16	65
14	16	15	5	8	16	60
15	16	15	9	8	17	65
16	17	16	5	10	16	64
17	17	10	5	10	17	59
18	16	16	5	8	16	61
19	15	15	5	6	15	56
20	17	16	7	10	17	67
21	17	15	7	10	17	66
22	15	13	5	7	15	55
23	17	15	6	10	16	64
24	15	13	5	7	15	55
25	16	14	5	7	16	58
26	17	16	6	9	16	64
27	17	16	5	9	16	63
28	13	10	5	5	10	43
29	5	5	5	5	15	35
30	16	15	5	9	15	60
31	16	15	6	10	17	64
32	15	12	5	6	14	52
33	16	14	5	8	15	58
34	15	14	5	8	16	58
35	16	15	6	10	15	62
36	16	16	5	9	16	62
37	16	16	5	10	16	63
38	15	13	5	7	14	54
39	17	16	5	10	17	65
40	16	15	6	9	16	62
41	5	8	5	6	15	44
42	17	15	7	8	16	63
43	16	15	5	9	17	62
44	16	13	5	8	15	57

The Analyzing Post-Test by Criteria of Writing In X-D Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara

Code	Content	Grammar	Mechanic	Word	Organisation	Total
1	20	20	9	13	22	84
2	20	19	7	12	19	80
3	18	18	8	10	17	71
4	18	17	8	10	17	70
5	18	18	8	10	18	72
6	18	18	8	10	18	79
7	18	17	7	10	17	75
8	18	17	7	10	17	69
9	18	17	7	10	18	70
10	18	17	8	11	18	72
11	15	15	7	9	15	66
12	20	16	8	10	16	70
13	18	17	7	10	17	69
14	18	16	7	9	15	66
15	18	17	7	10	17	69
16	19	18	9	12	18	76
17	18	17	7	11	18	71
18	18	18	7	11	18	72
19	18	18	8	11	17	72
20	18	17	7	10	17	69
21	18	18	7	10	17	70
22	18	17	6	11	18	70
23	18	18	7	11	18	72
24	18	16	7	9	16	66
25	18	17	7	11	17	70
26	17	17	6	9	17	67
27	18	16	8	10	17	69
28	18	18	8	10	18	72
29	12	16	6	10	16	65
30	18	17	8	11	19	73
31	18	16	8	10	17	69
32	17	16	8	10	17	68
33	18	17	8	10	17	70
34	18	17	7	11	17	70
35	18	19	8	10	18	75
36	19	18	8	10	19	74
37	17	16	8	10	17	68
38	18	18	8	11	18	73
39	18	16	7	10	17	68
40	17	17	7	10	17	69
41	16	16	6	9	16	66
42	18	16	8	10	16	68
43	18	18	8	10	19	73
44	17	17	7	10	17	69

Appendix 6

The Score of the Ability of Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text Before Being Taught by Using Origami in Academic Year 2011/2012.

No	Score	No	Score
1	68	23	64
2	65	24	55
3	62	25	58
4	63	26	64
5	53	27	63
6	65	28	43
7	69	29	35
8	65	30	60
9	61	31	64
10	65	32	52
11	42	33	58
12	68	34	58
13	65	35	62
14	60	36	62
15	65	37	63
16	64	38	54
17	59	39	65
18	61	40	62
19	56	41	40
20	67	42	64
21	66	43	62
22	55	44	57

Note:

From the table above, we show that:

The maximal score = 69

The minimal score =35

Appendix 7

The Calculation of Mean and Standard Deviation of the Pre-Test Measuring the Ability of the Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text in Academic Year 2011/2012 Before Being Taught by Using Origami.

a. The number of interval

The number of interval = 1+ (3.3) log N

= 1 + (3.3) log 44

= 1 + (3.3) 1.643

= 1 + 5.4

= 6.4

b. Interval width (*i*)

$$i = \frac{\text{the highest score} - \text{the lowest score}}{\text{The number of interval}}$$

$$= \frac{69 - 35}{6.4}$$

$$= \frac{34}{6.4}$$

= 5.31

= 5

c. Mean

The score of the ability of the tenth grade students of MA Matholi'ul Huda Bugel Kedung Jepara in Academic Year 2011/2012 in Writing Procedure Text before Being Taught by Using Origami.

No	Score	F	x	f.x	x^1	f.(x^1)	(x^1)2	f.(x^1)2
1.	65-70	12	67.5	810	1	12	1	12
2.	59-64	18	61.5	1107	0	0	0	0
3.	53-58	9	55.5	499.5	-1	-9	1	9
4.	47-52	1	49.5	49.5	-2	-2	4	4
5.	41-46	2	43.5	87	-3	-6	9	18
6.	35-40	2	37.5	75	-4	-8	16	32
Total		44		2628		-13	31	75

Mean $= \frac{\sum fx}{N}$

$= \frac{2628}{44}$

$= 59.72$

$= 59.7$

d. Standard Deviation

The standard deviation of the pre-test score measuring the ability of the tenth grade students of MA Matholi'ul Huda Bugel Kedung Jepara in writing procedure text in academic year 2011/2012 before being taught by using origami.

$$SD = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[5]{\frac{75}{44} - \left(\frac{-13}{44}\right)^2}$$

$= \sqrt[5]{1.70 - (-0.29)^2}$

$= \sqrt[5]{1.70 - 0.0841}$

$= \sqrt[5]{1.6159}$

= 6.35

From the calculation above, the Mean of the pre-test measuring the ability of the tenth grade students of MA Matholi'ul Huda Bugel Kedung Jepara in writing procedure text in academic year 2011/2012 before being taught by using origami 59.7 and Standard Deviation is 6.35.

Appendix 8

The Score of the Ability of Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text in Academic Year 2011/2012 After Being Taught by Using Origami.

No	Score	No	Score
1	84	23	72
2	80	24	66
3	71	25	70
4	70	26	67
5	72	27	69
6	79	28	72
7	75	29	65
8	69	30	73
9	70	31	69
10	72	32	68
11	66	33	70
12	70	34	70
13	69	35	73
14	66	36	74
15	69	37	68
16	76	38	73
17	71	39	68
18	72	40	69
19	72	41	66
20	69	42	68
21	70	43	73
22	70	44	69

Note:

From the table above, the writer shows that:

The maximal score = 84

The minimal score = 65

Appendix 9

The Calculation of Mean and Standard Deviation of the Pre-Test Measuring the Ability of the Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text in Academic Year 2011/2012 After Being Taught by Using Origami.

a. The number of interval

The number of interval = 1+ (3.3) log N

= 1 + (3.3) log 44

= 1 + (3.3) 1.643

= 1 + 5.4

= 6.4

b. Interval width (*i*)

$$i = \frac{\text{the highest score} - \text{the lowest score}}{\text{The number of interval}}$$

$$= \frac{84 - 65}{6.4}$$

$$= \frac{16}{6.4}$$

= 2.9

= 3

c. Mean

The Score of the Ability of the Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Academic Year 2011/2012 in Writing Procedure Text After Being Taught by Using Origami.

No	Score	F	x	f.x	x^1	f.(x^1)	(x^1)2	f.(x^1)2
1.	84-89	1	86.5	86.5	3	3	9	9
2.	78-83	2	80.5	161	2	4	4	8
3.	72-77	13	74.5	968.5	1	13	1	13
4.	66-71	27	68.5	1849.5	0	0	0	0
5.	60-65	1	62.5	62.5	-1	-1	1	1
Total		44		2128		19	15	31

Mean $= \frac{\sum fx}{N}$

$= \frac{3128}{44}$

$= 71.09$

d. Standard Deviation

The standard deviation of the pre-test score measuring the ability of the tenth grade students of MA Matholi'ul Huda Bugel Kedung Jepara in writing procedure tesxt in academic year 2011/2012 before being taught by using origami.

$$SD = i\sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= \sqrt[3]{\frac{31}{44} - \left(\frac{19}{44}\right)^2}$$

$$= \sqrt[3]{0.70 - (0.43)^2}$$

$= \sqrt[3]{0.70 - 0.1849}$

$= \sqrt[3]{0.5151}$

= 2.15

From the calculation above, the Mean of the post-test measuring the ability of the tenth grade students of MA Matholi'ul Huda Bugel Kedung Jepara in writing procedure text in academic year 2011/2012 after being taught by using origami 71.09 and Standard Deviation is 2.15.

Appendix 10

The Calculating of T-Test of the Ability of the Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text in Academic Year 2011/2012 Taught by Using Origami.

Subject Number	Pre-test	Post-test	D	D^2
1.	68	84	16	256
2.	65	80	15	225
3.	62	71	9	81
4.	63	70	7	49
5.	53	72	19	361
6.	65	79	14	196
7.	69	75	6	36
8.	65	69	4	16
9.	61	70	9	81
10.	65	72	7	49
11.	42	66	24	576
12.	68	70	2	4
13.	65	69	4	16
14.	60	66	6	36
15.	65	69	4	16
16.	64	76	12	144
17.	59	71	12	144
18.	61	72	11	121
19.	56	72	16	256
20.	67	69	2	4
21.	66	70	4	16
22.	55	70	15	225
23.	64	72	8	64
24.	55	66	11	121
25.	58	70	12	144
26.	64	67	3	9
27.	63	69	6	36
28.	43	72	29	841
29.	35	65	30	900
30.	60	73	13	169
31.	64	69	5	25
32.	52	68	16	256
33.	58	70	12	144
34.	58	70	12	144
35.	62	73	11	121
36.	62	74	12	144
37.	63	68	5	25
38.	54	73	19	361
39.	65	68	3	9
40.	62	69	7	49
41.	40	66	26	676
42.	64	68	4	16
43.	62	73	11	121
44.	57	69	12	144
			$\sum D = 485$	$\sum D^2 = 7427$

$$t_o = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{\sum D^2}{N}}{N(N-1)}}}$$

$$= \frac{\frac{485}{44}}{\sqrt{\frac{7427 - \frac{485}{44}}{44(44-1)}}}$$

$$= \frac{11}{\sqrt{\frac{7427 - \frac{235225}{44}}{1892}}}$$

$$= \frac{11}{\sqrt{\frac{7427 - 5346}{1892}}}$$

$$= \frac{11}{\sqrt{\frac{2081}{1892}}}$$

$$= \frac{11}{\sqrt{1.0998}}$$

$$= \frac{11}{1.048}$$

$$= 10.5$$

The writer concluded that it was found t-observation 10.5 in the level of significant 0.05 and the degree of freedom (df) 43 which is gained from N-1 t-table is 2.03 there is a significant difference between the ability of the tenth grade students of MA Matholi'ul Huda Bugel Kedung Jepara in writing procedure text in academic year 2011/2012 before and after being taught by using origami.

The Value of T-Table for Any Number Degree of Freedom

Degree of Freedom (df)	Value of on the level of significance	
	5%	1%
1	12.71	63.66
2	4.30	9.92
3	3.18	5.84
4	2.78	4.60
5	2.57	4.03
6	2.45	3.71
7	2.36	3.50
8	2.31	3.36
9	2.26	3.25
10	2.23	3.17
11	2.20	3.11
12	2.18	3.06
13	2.16	3.01
14	2.14	2.98
15	2.13	2.95
16	2.12	2.92
17	2.11	2.88
18	2.10	2.89
19	2.09	2.86
20	2.09	2.84
21	2.09	2.83
22	2.08	2.82
23	2.07	2.81
24	2.07	2.80
25	2.06	2.79
26	2.06	2.78
27	2.06	2.77
28	2.05	2.76
29	2.05	2.76
30	2.04	2.75
35	2.04	2.72
40	2.03	2.71
45	2.02	2.69
50	2.02	2.68
60	2.01	2.65
70	2.00	2.65
80	1.99	2.64
90	1.99	2.63
100	1.98	2.63
125	1.98	2.62
150	1.98	2.61
200	1.97	2.60
300	1.97	2.59
400	1.97	2.59
500	1.96	2.59
1000	1.96	2.58

*taken from: Henry E. Garet, op. cit. (p.427)

Tile writer only cites the value of t-table on tile level Significance 5% and 1%

Pengantar Statistik Pendidikan

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax.0291-438229

STATEMENT

I, Khoirun Nisa' (NIM: 200832023) state that:

My skripsi entitled **THE ABILITY OF THE TENTH GRADE STUDENTS OF MA MATHOLI'UL HUDA BUGEL KEDUNG JEPARA IN WRITING PROCEDURE TEXT TAUGHT BY USING ORIGAMI IN ACADEMIC YEAR 2011/2012**

is indeed the scientific work of mine, not that of other's. I just take some certain quotation from other's scientific works as my references.

I am fully responsible for this statement.

Kudus, July 2012

(Khoirun Nisa')

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax.0291-438229

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Khoirun Nisa'
NIM : 2008-32-023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Ability of the Tenth Grade Students of MA Matholi'ul Huda Bugel Kedung Jepara in Writing Procedure Text Taught by Using Origami in Academic Year 2011/2012

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak tidak berisi materi yang telah dipublikasikan atau yang ditulis oleh orang lain atau telah digunakan sebagai persyaratan penyelesaian studi pada perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan.

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Kudus, Juli 2012

Penyusun

(Khoirun Nisa')

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax.0291-438229

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan di bawah ini mahasiswa:

Nama : Khoirun Nisa'

NIM/Semester : 200832023/VIII

Program Studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

THE ABILITY OF THE TENTH GRADE STUDENTS OF MA MATHOLI'UL HUDA BUGEL KEDUNG JEPARA IN WRITING PROCEDURE TEXT TAUGHT BY USING ORIGAMI IN ACADEMIC YEAR 2011/2012

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Kudus, 2012

Pembimbing II	Pembimbing I
Dr. H.A. Hilal Madjdi, M.Pd	Dia' Kurniati, S.Pd, M.Pd
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YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
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PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini, saya:

Nama : Khoirun Nisa'

NIM/Semester : 200832023/VIII

Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan:

1. Surat pernyataan mahasiswa tentang orisinalitas skripsi
2. Surat keterangan selesai bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 2,75

Kudus, 2012

Mengetahui

Kaprogdi Pendidikan Bahasa Inggris

Fitri Budi Suryani, S.S, M. Pd
NIS. 0610701000001155

Pemohon

Khoirun Nisa'
NIM. 200832023

CURRICULUM VITAE

Khoirun Nisa' was born on January 28th 1989 in Jepara. She is from Parang Karimun Jawa Jepara. And she is the first child of Mrs. Mukodi and Mrs. Ngatminah. She has two brothers; Miftah Farid and M. Tolha Firdaus.

In 1994, she attended kindergarten for two year and continued to elementary school in SD N 01 Parang Karimun Jawa Jepara for six years. After graduated from elementary school in 2002, she went to junior high school in Al-Hikmah Kajen Pati. In 2005, she entered to Senior High School in Matholi'ul Huda Bugel Kedung Jepara and finished her study in 2008.

She quickly decided to start studying in Muria Kudus University in the same year. In her spare time, she enjoys music, internet, and television program. She wants to pursue of happiness by becoming professional English teacher for her students.