

The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a central figure holding a staff, with a building above and a banner below. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle above the central figure. The word "APPENDICES" is written in large, bold, black capital letters across the center of the logo.

APPENDICES

Appendix 1

SILABUS

Nama Sekolah : SMA 1 Jekulo Kudus
Mata Pelajaran : Bhs. Inggris
Kelas : X
Semester : 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (Menit)	Sumber / Bahan/ Alat
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks	<ul style="list-style-type: none"> o berterima kasih mis. A: Thank you very much B: Don't mention it! o memuji mis. A: You look slimmer. B: You're kidding me. o mengucapkan selamat mis. A: Congratulations! You did it again. B: Thank you. I 	<ul style="list-style-type: none"> · Mendengarkan percakapan interpersonal/transaksional melalui film secara individu. · Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. · Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar 	<ul style="list-style-type: none"> · Mengidentifikasi kata yang didengar · Mengidentifikasi makna kata · Mengidentifikasi hubungan antar pembicara · Mengidentifikasi makna tindak tutur berterima kasih · Merespon tindak tutur 	Quiz Ulangan tertulis Tugas	(14 x 45) 2 x 45 2 x 45 2 x 45	hdaily626.com www. Esllab Kaset CD

	kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	don't know what to do without you.		berterima kasih · Mengidentifikasi makna tindak tutur memuji · Merespon tindak tutur memuji · Mengidentifikasi makna tindak tutur mengucapkan selamat · Merespon tindak tutur mengucapkan selamat · Mengidentifikasi konteks situasi			
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal	9.1 Mengungkapkan makna dalam percakapan transaksional (to		· Secara berpasangan berlatih menggunakan tindak tutur dan	· Menggunakan tindak tutur berterima kasih · Merespon	Tugas Performans	6 x 45	

dalam konteks kehidupan sehari-hari	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: berterima kasih, memuji, dan mengucapkan selamat		responnya.	tindak tutur berterima kasih · Menggunakan tindak tutur memuji · Merespon tindak tutur memuji · Menggunakan tindak tutur mengucapkan selamat · Merespon tindak tutur mengucapkan Selamat			
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal	7.2 Merespon makna dalam percakapan transaksional (to get things done) dan	o menggunakan ungkapan terkejut mis. A: How can you say that?	· Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal · Mendiskusikan	Mengidentifikasi makna tindak tutur menyatakan rasa terkejut · Merespon	Quiz Ulangan tertulis Tugas	(14 x 45) 2 x 45 4 x 45	www.englishdaily626.com www. Esllab Kaset CD

<p>dalam konteks kehidupan sehari-hari</p>	<p>interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>	<p>B: Well, that's the fact. o menggunakan ungkapan rasa tak percaya mis. A: I can't believe it! B: That's true. o menyetujui undangan, tawaran, ajakan mis. A: Thank you for the invitation. B: I look forward to seeing you.</p>	<p>tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</p>	<p>tindak tutur menyatakan rasa terkejut</p> <ul style="list-style-type: none"> · Mengidentifikasi makna tindak tutur menyatakan rasa tak percaya · Merespon tindak tutur menyatakan rasa tak percaya. · Mengidentifikasi makna tindak tutur menyetujui undangan, tawaran, ajakan. · Merespon tindak tutur menyetujui undangan, tawaran, ajakan. 			
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<p>Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>9.2 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: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>		<ul style="list-style-type: none"> · Bermain peran secara berkelompok 	<ul style="list-style-type: none"> · Menggunakan tindak tutur menyatakan rasa terkejut · Merespon tindak tutur menyatakan rasa terkejut · Menggunakan tindak tutur menyatakan rasa tak percaya · Merespon tindak tutur menyatakan rasa tak percaya · Menggunakan tindak tutur menerima undangan · Menggunakan tindak tutur tawaran · Menggunakan tindak tutur ajakan 	<p>Tugas kelompok Performans</p>	<p>6 x 45</p>	
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<p>Mendengarkan 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item sederhana dalam konteks kehidupan sehari-hari</p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p>	<p>pengumuman, iklan, undangan</p>	<p>Mengidentifikasi beberapa iklan lisan di tempat umum secara berkelompok. · Mendengarkan iklan melalui tape secara klasikal. · Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok</p>	<p>Mengidentifikasi topik sebuah pengumuman lisan · Mengidentifikasi informasi tertentu dari undangan lisan · Mengidentifikasi tujuan dari pengumuman yang didengar.</p>	<p>Quiz Ulangan tertulis Tugas</p>	<p>(8 x 45) 1 x 45 1 x 45 1 x 45</p>	<p>www. Esllab.com CD Kaset</p>
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<p>Berbicara 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari</p>	<p>10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p>		<ul style="list-style-type: none"> · Menyampaikan iklan lisan secara berpasangan di depan kelas. · Menceritakan kembali iklan yang dilihat atau didengarnya 	<ul style="list-style-type: none"> · Memberi pengumuman lisan · Menyampaikan undangan lisan · Melakukan monolog untuk mengiklankan sesuatu · Menggunakan bahasa lisan 	<p>Tugas Performans</p>	<p>1 x 45 2 x 45</p>	
<p>Mendengarkan 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, descriptive, dan news item</p>	<p>8.1 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan</p>	<ul style="list-style-type: none"> · Teks lisan berbentuk narrative · Teks lisan berbentuk descriptive · Teks lisan berbentuk news item 	<ul style="list-style-type: none"> · Mendengarkan berita/deskripsi/naratif untuk menemukan berbagai informasi secara klasikal melalui kaset. · Mendiskusikan pembedaan penggunaan bahasa 	<ul style="list-style-type: none"> · Mengidentifikasi main idea dari teks yang didengar · Mengidentifikasi tokoh dari cerita yang didengar · Mengidentifikasi 	<p>Tugas Ulangan tertulis Tugas</p>	<p>(14 x 45) 1 x 45 1 x 45</p>	<p>ESOL ONLINE English Online www. Esllab Kaset CD</p>

<p>sederhana dalam konteks kehidupan sehari-hari</p>	<p>berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; narrative, descriptive, dan news item</p>		<p>secara lisan dan tertulis secara berkelompok.</p>	<p>kejadian dalam teks yang didengar</p> <ul style="list-style-type: none"> · Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan · Mengidentifikasi inti berita yang didengar · Mengidentifikasi sumber berita yang Didengar 			
<p>Berbicara 10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative,</p>	<p>10.1 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar</p>		<ul style="list-style-type: none"> · Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/naratif secara sambung menyambung. · Menyampaikan berita sebagai reporter langsung 	<ul style="list-style-type: none"> · Menggunakan kalimat simple present dalam mendeskripsikan benda atau orang · Melakukan monolog untuk menyampaikan sebuah berita 	<p>Tugas Performans</p>	<p>1 x 45 2 x 45 1 x 45</p>	

<p>descriptive dan news item dalam konteks kehidupan sehari-hari</p> <p>Membaca 11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item</p> <p>11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks</p>	<p>pengumuman, iklan, undangan</p>	<p>dari tempat kejadian</p> <ul style="list-style-type: none"> · Mendongeng secara Berkelompok · Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. · Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok 	<ul style="list-style-type: none"> · Melakukan monolog untuk menyampaikan sebuah deskripsi · Bercerita secara lisan · Menjadi reporter · Menjadi storyteller · Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar · Mengidentifikasi topik dari teks yang dibaca · Mengidentifikasi informasi tertentu 	<p>Tugas Ulangan Tertulis</p>	<p>(8 x 45) 1 x 45 2 x 45</p>	<p>ESOL ONLINE English Online Jakarta Post</p>
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<p>Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari</p>	<p>kehidupan sehari-hari 12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p>		<p>· Membuat pengumuman secara individu dan mempublikasikan di papan pengumuman</p>	<p>· 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</p>	<p>Tugas Portofolio</p>	<p>3 x 45</p>	
<p>11. Memahami makna teks fungsional pendek dan esei sederhana</p>	<p>11.2 Merespon makna dan langkahlangkah retorika dalam esei</p>	<p>· Teks tulis berbentuk narrative · Teks tulis berbentuk</p>	<p>· Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu · Mendiskusikan</p>	<p>Mengidentifikasi makna kata dalam teks yang dibaca</p>	<p>Quiz Ulangan tertulis Tugas</p>	<p>(14 x 45) 2 x 45 2 x 45 2 x 45</p>	<p>ONLINE English online English K-6 modules</p>

<p>berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, descriptive, dan news item</p>	<p>descriptive · Teks tulis berbentuk news item · Pasive Voice · Reported speech</p>	<p>berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. · Berlatih menggunakan kalimat simple present untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita</p>	<p>Mengidentifikasi makna kalimat dalam teks yang dibaca · Mengidentifikasi komplikasi dalam sebuah cerita narasi · Mengidentifikasi kejadian dalam teks yang dibaca · Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan · Mengidentifikasi inti berita yang didengar · Mengidentifikasi sumber berita yang didengar · Mengidentifikasi</p>			<p>Jakarta Post</p>
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<p>Menulis 12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari</p>	<p>12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item</p>		<p>· Membuat draft teks naratif, berita atau deskripsi dengan melakukan chain writing. · Melakukan koreksi teman sejawat untuk menyempurnakan draft. · Menyempurnakan draft berdasarkan hasil koreksi teman.</p>	<p>langkah-langkah retorika dari teks · Mengidentifikasi tujuan komunikasi teks Dibaca · Menggunakan kalimat reported speech dalam menyampaikan sebuah berita · Menggunakan kalimat simple present dalam membuat sebuah deskripsi · Menggunakan adverbial clause dalam menulis sebuah narasi · Menghasilkan teks berbentuk news item · Menghasilkan</p>	<p>Tugas portofolio</p>	<p>2 x 45 2 x 45 2 x 45</p>	
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				teks berbentuk narrative · Menghasilkan teks berbentuk description			
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Appendix 2

The Students Midterm Test Score Of The X5 Students at SMA 1 Jekulo Kudus in The Even Semester 2011/2012 (Score before Getting Treatment)

No.	Initial	Scores
1	AIN	46
2	AS	64
3	ANI	45
4	AUR	69
5	ASW	59
6	DI	51
7	DA	53
8	DCR	40
9	EI	59
10	EKN	38
11	FTM	79
12	ITK	42
13	INP	42
14	IF	69
15	KAP	73
16	LHR	77
17	MAH	66
18	MCR	60
19	MAM	70
20	MAS	56
21	MEM	70
22	MS	68
23	NFS	81
24	NS	79
25	NF	60
26	NW	66
27	NFU	48
28	QA	53
29	RK	75
30	RMH	41
31	SF	64
32	SNR	34
33	TA	65
34	UNF	52
35	UH	63
36	VA	66
37	VNJ	67
38	WF	53
39	AN	52
	Total	2315
	Mean	59,35897

KKM is 75. Student who doesn't reach KKM are 34.

There are 87,2% of the whole students in X5 who have English score under KKM

Appendix 3

LESSON PLAN

School	: SMA 1 JEKULO KUDUS
Subject	: English
Class/ semester	: X/2
Time allocation	: 2 x 45 minutes
Material/ topic	: Expressions
Meeting	: 1 st meeting (treatment)

A. Standard Competence

Speaking

Expressing the meaning of formal transactional and interpersonal conversation and sustained in daily life context.

B. Basic Competence

Expressing the meaning of formal transactional (to get things done) and interpersonal conversation (socialization) and sustained accurately, fluently and meaningfully by using spoken language made in daily life context.

C. Indicators:

1. To produce spoken expressions.
2. To understand the meaning and to use the appropriate expression based on certain situation.
3. To respond the expressions in dialogue.

D. Objective of learning

After learning the material students are able to:

1. Students can produce spoken expressions.
2. Students can understand the meaning and use the appropriate expression based on certain situations.
3. Student can respond the expressions in dialogue.

E. Teaching Materials

Surprise, love, angry, agree/disagree, warning, request and disbelief expression.

F. Study Matters:

The students have difficulty in applying the expression based on certain situation. The difficulty makes the students don't know what they want to speak in English. This treatment gives an opportunity to students to practice expression by dubbing animation video.

G. The Learning Steps

PRE-ACTIVITY			
No.	T- Activities	Ss- Activities	Duration
1.	Greeting	Replying the greeting	10 minutes
2.	Calling the attendant list row	Listening and responding	
3.	Asking students' situation and readiness	Replying teacher's question	
WHILE ACTIVITY			
Exploration			
1.	Ask the students to mention some kinds of expression(the surprise, love, angry, agree/disagree, warning, request and disbelief)	Pay attention and answer the given questions	15 minutes
2.	Explaining some expressions	Paying attention	

3.	Explaining more what the students should do		
4.	Giving students chance to ask	Asking to the teacher	
Elaboration			
1.	Ask students to watch the animation movie played by teacher, and take some notes about scenes' movie.		
2.	Ask students to to dub orally the animation video by using appropriate expressions while video was played.	Practicing	35 minutes
Confirmation			
1.	Give oral test based on the materials given.	Listening and responding	15 minutes
2.	Giving conclusion	Listening to the teacher	

POST-ACTIVITY			
1.	Asking the students to learn and practice more, asking their feeling about the technique used and saying See you.	Answering the question and saying see you	5 minutes

H. Teaching Strategy

Dubbing technique

I. Place/Learning Sources

Place : X-5 classroom

Source : English for better life (for SMA), English revolution 4th edition, www.onestopenglish.com.

J. Scoring

Giving oral test based on the materials given.

Kudus, 5 April 2012

The English teacher

The Observer

Dra. Siti Marfu'ah
NIP. 196210231984052001

Ahmad Azwar Hakim
NIM. 2008-32-008

TEACHING MATERIAL

Study the following utterances, read carefully and practice it!

Expressing surprise/amazement

- Huh? What?
- Oh! Wow!
- What a surprise!
- Incredible!
- That's unbelievable!
- Amazing!
- I'm really surprised / amazed at....
- It was beyond belief!

Agreement

- I agree with you
- I accept it
- I think so
- I'm same opinion with you

Expression of disbelief

- I can believe it!
- You must be kidding.
- Are you kidding?
- Are you joking?
- I hardly believe it.

Disagreement

- I don't agree with you
- I don't think so
- I don't think agree with you

Warning

- Don't(+ V1)
- You must/must not.....(+ V1)
- Beware!
- Watch out!
- Look out!
- Let me just say
that.....(Clause)

Love

- I love you
- I can't stop loving you
- I'm in love with you

Request & Command.

- Would you like to(+Verb 1)
- Do you mind.....,please?
- Take it into there!
- Give the ball!
- Play in rules

Angry

- Hey, what are you doing!!!
- Break it up!!!
- Damn it!
- Shut your mouth!
- Bullshit!
- How dare you!

LESSON PLAN

School	: SMA 1 JEKULO KUDUS
Subject	: English
Class/ semester	: X/2
Time allocation	: 2 x 45 minutes
Material/ topic	: Expressions
Meeting	: 2 nd meeting (treatment)

A. Standard Competence

Speaking

Expressing the meaning of formal transactional and interpersonal conversation and sustained in daily life context.

B. Basic Competence

Expressing the meaning of formal transactional (to get things done) and interpersonal conversation (socialization) and sustained accurately, fluently and meaningfully by using spoken language made in daily life context.

C. Indicators:

4. To produce spoken expressions.
5. To understand the meaning and to use the appropriate expression based on certain situation.
6. To respond the expressions in dialogue.

D. Objective of learning

After learning the material students are able to:

4. Students can produce spoken expressions.
5. Students can understand the meaning and use the appropriate expression based on certain situations.
6. Student can respond the expressions in dialogue.

E. Teaching Materials

expressing denying , asking someone not to do something, criticizing, hope, persuading someone, Encouraging someone.

F. Study Matters:

Give more opportunities to the students to practice their speaking skill (by practicing some expressions based on certain situation).

G. The Learning Steps

PRE-ACTIVITY			
No.	T- Activities	Ss- Activities	Duration
1.	Greeting	Replying the greeting	10 minutes
2.	Calling the attendant list row	Listening and responding	
3.	Asking students' situation and readiness	Replying teacher's question	
WHILE ACTIVITY			
Exploration			
1.	Ask the students to mention some kinds of expression expressing denying, asking someone not to do something, criticizing, hope, persuading someone.	Pay attention and answer the given questions	15 minutes

2.	Explaining some expressions	Paying attention	
3.	Explaining more what the students should do		
4.	Giving students chance to ask	Asking to the teacher	
Elaboration			
1.	Ask students to watch the animation movie played by teacher, and take some notes about scenes' movie.	Practicing	35 minutes
2.	Ask students to make a simple script dialogue by using appropriate expression on animation movie they watch.(In group consists of 8-9 students)		
3.	Ask students to practice the script dialogue orally		

	while video played.		
4.	Ask students to record their voice of their English conversation based on the video. (in group 7-8 and decided by teacher)		
5.	Ask students to adjust or edit the video by using PC software (in group 7-8 and decided by teacher)		
Confirmation			
1.	Give oral test based on the materials given.	Listening and responding	15 minutes
2.	Giving conclusion	Listening to the teacher	
POST-ACTIVITY			
1.	Asking the students to learn and practice more, asking their feeling about the technique used.	Answering the question and saying see you	5 minutes

H. Teaching technique

Dubbing technique

I. Place/Learning Sources

Place : X-5 classroom

Source :English for better life (for SMA), English revolution 4th edition,
www.onestopenglish.com.

J. Scoring

Give orally test based on the materials given.

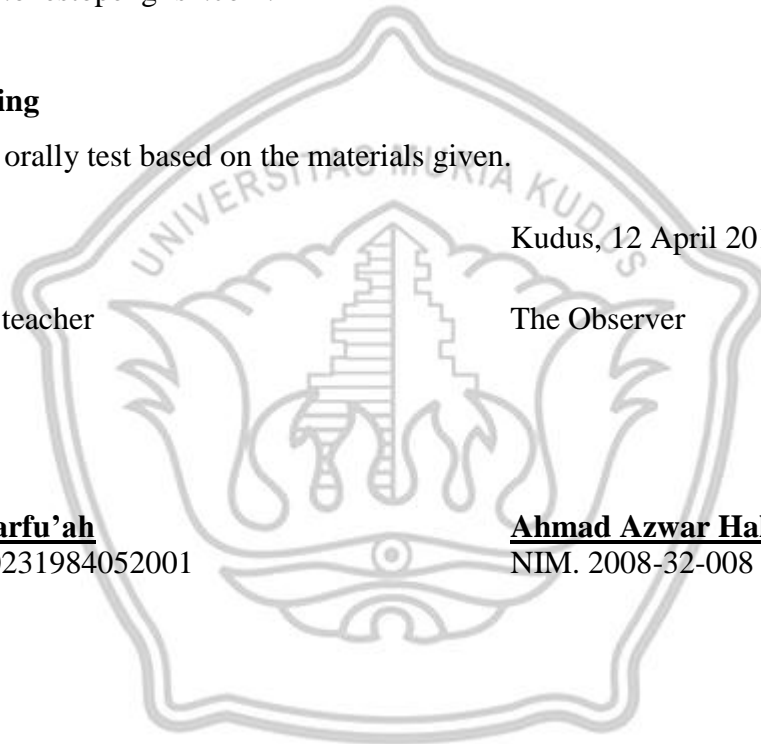
Kudus, 12 April 2012

The English teacher

The Observer

Dra. Siti Marfu'ah
NIP. 196210231984052001

Ahmad Azwar Hakim
NIM. 2008-32-008



TEACHING MATERIAL

Study the following utterances, read carefully and practice it

Criticizing

- How could you do such a silly thing?
- When will you ever learn?
- Are you out of your mind?
- I can't believe you embarrassed me like that!

Hope

- I hope you can do that.
- Let's hope for

Encouraging someone

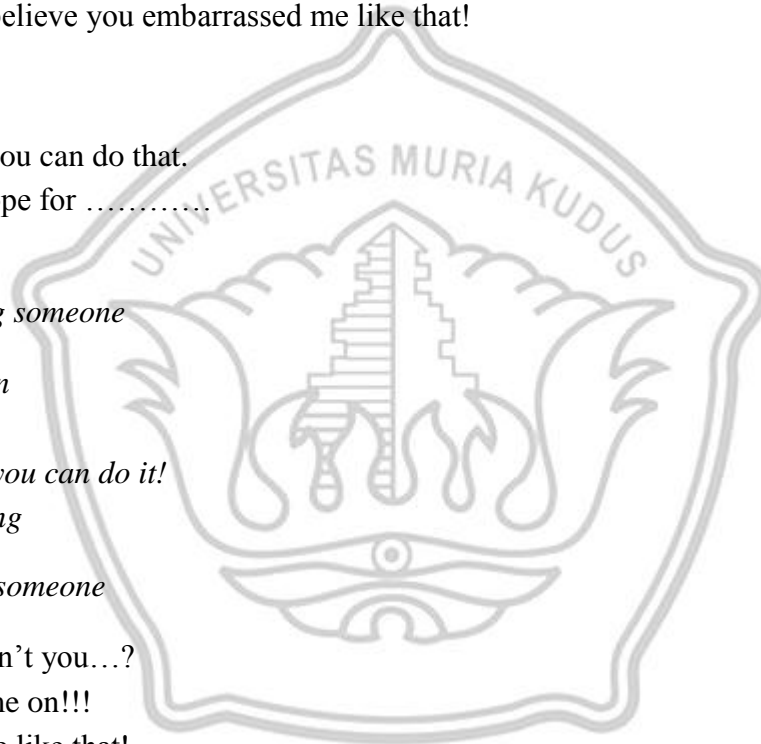
- *Come on*
- *Go on*
- *Go on, you can do it!*
- *Get going*

Persuading someone

- Why don't you...?
- Oh, come on!!!
- Don't be like that!

Asking someone not to do something

- You musn't....(+V1)!
- You can't..... (+V1)!
- You shouldn't.....(+V1)!
- Stop!wait!
- Don't(+v1)!



LESSON PLAN

School	: SMA 1 JEKULO KUDUS
Subject	: English
Class/ semester	: X/2
Time allocation	: 4 x 45 minutes
Material/ topic	: Expressions
Meeting	: 3 rd meeting (treatment)

A. Standard Competence

Speaking

Expressing the meaning of formal transactional and interpersonal conversation and sustained in daily life context.

B. Basic Competence

Expressing the meaning of formal transactional (to get things done) and interpersonal conversation (socialization) and sustained accurately, fluently and meaningfully by using spoken language made in daily life context.

C. Indicators:

7. To produce spoken expressions.
8. To understand the meaning and to use the appropriate expression based on certain situation.
9. To respond the expressions in dialogue.

D. Objective of learning

After learning the material students are able to:

7. Students can produce spoken expressions.
8. Students can understand the meaning and use the appropriate expression based on certain situations.
9. Student can respond the expressions in dialogue.

E. Teaching Materials

All materials which have been given in the treatments before

F. Study Matters:

Give more opportunities to the students to practice their speaking skill (by practicing some expressions based on certain situation).

G. The Learning Steps

PRE-ACTIVITY			
No.	T- Activities	Ss- Activities	Duration
1.	Greeting	Replying the greeting	10 minutes
2.	Calling the attendant list row	Listening and responding	
3.	Asking students' situation and readiness	Replying teacher's question	
WHILE ACTIVITY			
Exploration			
1.	Ask the students to mention some kinds of expression which have been taught by teacher.	Pay attention and answer the given questions	
2.	Explaining some expressions	Paying attention	

3.	Explaining more what the students should do		15 minutes
4.	Giving students chance to ask	Asking to the teacher	
Elaboration			
1.	Ask students to watch the animation movie downloaded by themselves in group which consist of 8-9, and take some notes about scenes' movie.	Practicing	35 minutes
2.	Ask students to make a simple script dialogue by using appropriate expression on animation movie they watch.(In group consists of 8-9 students, students are free in making a group)		
3.	Ask students to practice the script dialogue orally while		

	video played.		
4.	Ask students to record their voice of their English conversation based on the video. (In group 7-8, students are free in making a group)		
5.	Ask students to adjust or edit the video by using PC software		
Confirmation			
1.	Give oral test based on the materials given.	Listening and responding	15 minutes
2.	Giving conclusion	Listening to the teacher	
POST-ACTIVITY			
1.	Asking the students to learn and practice more, asking their feeling about the technique used and saying See you.	Answering the question and saying see you	5 minutes

H. Teaching technique

Dubbing technique

I. Place/Learning Sources

Place : X-5 classroom

Source : English for better life (for SMA), www.onestopenglish.com.

J. Scoring

Giving oral test based on the materials given.

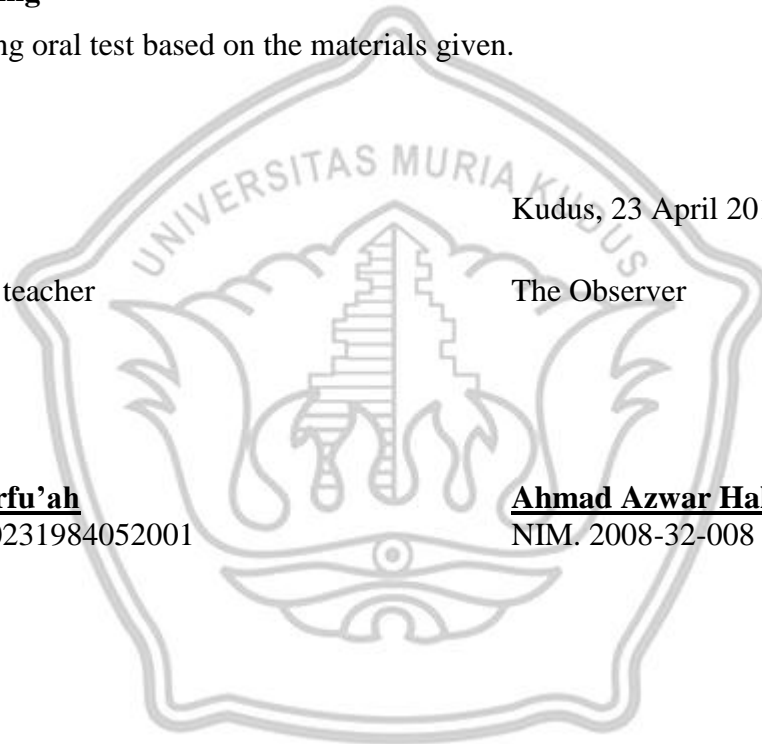
Kudus, 23 April 2012

The English teacher

The Observer

Dra.SitiMarfu'ah
NIP. 196210231984052001

Ahmad Azwar Hakim
NIM. 2008-32-008



Appendix 4

ORAL TEST CYCLE 1

Answer all of question in complete answer!

Example: What will you say when you express your love to someone?

Answer: When I express my love to someone, I say “I love you”

1. What will you say when you agree with your friends' statement?
2. What will you express when someone kick you from behind?
3. What expression do you use in surprising moment?
4. What you express when you have a new motorcycle from your parents?
5. Suppose your friend lie with you, and then you know that, what expression do you use?
6. Pretend that you see a motorcycle will hit your friend, what will you say?
7. What will you say when you asking for money to your mother?
8. You will ask your friend to clean the blackboard, so what do you say?
9. You will ask your friend to turn off the fan, so what do you say?
10. You refuse your friends' invitation, so what expression do you use?
11. Sometimes your friends make you angry, what do you say?
12. When your friend has a cigarette in school, how do you warn your friend?
13. Suppose you are teacher, then you ask your students to do examination honestly, how do you warn them?
14. Imagine you are parents, then your child pick a mangos' neighbor, how do you warn your child?
15. How do you say, when you have same idea with your friend?
16. Pretend that your book is lost, then you know your friend take it. How do you warn him?
17. When you amaze with anything, what do you say?
18. Your friend gives you a surprise on your birth day, how do you say to express your surprise?
19. Suppose you see your little brother play around the street, how do you warn him?
20. How do you say to express your anger when your key was lost?

ORAL TEST CYCLE 2

Answer all of question in complete answer!

Example: What will you say when you express your love to someone?

Answer: When I express my love to someone, I say "I love you"

1. What will you say when you criticize your friend because he did a silly thing?
2. How will you suggest your friend to study hard?
3. What expression do you use to motivate someone?
4. What do you express when your friend is sick?

Suppose your friend give up when she/he can't get a good score of English, how do you motivate him/her?

Pretend that you are a seller, how do you persuade the buyer to buy your product?

What will you say when you ask someone not to have a drugs?

You will ask your friend not to smoke in school, how do you say?

You hope that you will get a good score in English, so what do you say?

You refuse your friends' invitation to watch movie, what do you say?

How do suggest your friend to be a good student?

How do you warn your friend not to cheat in examination?

When your friend have a birthday party, how do you say to show your hope to him?

How do you say when your friends embarrass s

How do you say, when you have same idea with your friend?

Pretend that your book is lost, then you know your friend take it. How do you warn him?

When you amaze with anything, what do you say?

Your friend gives you a surprise on your birth day, how do you say to express your surprise?

Suppose you see your little brother play around the street, how do you warn him?

How do you say to express your anger when your hp was lost?

ORAL TEST CYCLE 3

Answer all of question in complete answer!

Example: What will you say when you express your love to someone?

Answer: When I express my love to someone, I say "I love you"

What will you say when your friend show you his expensive car to you?

Imagine there is a snake on your friend's bag, then how do you warn it to him?

When you are watching football match, and your favorite team score a goal, what do you say to celebrate that goal?

When you are watching football match, and your favorite team is loss, how do you say to express your disappointment?

Now is your mother day, how do you say to show your love to your mother?

You will ask your friend not to turn on his hp in the gas station, how do you say?

Before the football match will begin, how do you say to express about the game will happen?

Your friend has a fever. What is your suggestion?

Your father can't sleep at night because of drink coffee, what is your suggestion?

Your friend shows you her bad math score, what is your suggestion?

How do you warn your friend not to cheat in examination?

What is your warning for someone who drives motorcycle fast?

You've just been introduced to American friend, what will you say?

You've been in the restaurant, then you want to use the toilet, but you don't know the toilet place, so you ask someone the toilet is, what would you say?

Someone gets a bad accident on the street, what would you say to show your hope?

You lost your friend's book, what would you say to the book owner?

One of your friend speak loudly on the library, what would you say?

How do you inform your teacher when the chair he sits is broken?

How do you express when your friends embarrass you on public room?

How do you express, when you find your motorcycle is lost?

Appendix 5

The Result of Oral Test in Cycle 1

No.	Initial	Score Number																			Σ Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	AIN	2	2	3	2	2	3	2	3	4	3	3	2	2	2	3	3	2	3	4	4	54
2	AS	3	4	4	4	3	3	3	4	4	4	5	3	4	4	3	4	3	4	3	4	73
3	ANI	3	4	3	4	4	3	4	5	3	3	3	4	4	4	5	5	4	4	5	4	78
4	AUR	3	2	3	4	3	4	5	2	4	4	4	2	4	4	3	3	3	4	3	4	68
5	ASW	2	3	4	2	4	2	4	3	2	4	4	2	3	4	5	2	4	4	2	3	63
6	DI	3	2	3	4	2	4	2	4	2	3	2	2	3	3	3	2	3	4	2	3	56
7	DA	3	2	4	2	3	4	3	3	4	4	4	3	4	3	4	3	3	4	3	4	67
8	DCR	2	4	2	4	2	4	3	2	2	2	3	2	3	4	2	4	4	3	2	2	56
9	EK	3	2	4	4	2	4	4	4	4	3	2	3	4	3	2	3	3	3	2	3	62
10	EKN	3	3	3	2	3	4	3	2	3	3	4	4	3	4	2	4	5	3	2	3	63
11	FTMH	4	3	4	4	3	3	4	5	5	3	4	3	4	4	5	4	3	5	3	5	78
12	ITK	4	4	4	3	4	2	3	4	3	3	4	4	3	3	3	4	3	2	4	3	67
13	INP	4	4	3	4	2	4	3	4	3	4	3	4	3	3	3	4	3	4	3	4	69
14	IF	4	4	3	5	4	4	4	4	4	3	4	4	4	5	4	4	4	4	3	4	79
15	KAP	2	2	3	3	5	4	3	3	4	5	4	3	4	5	2	4	2	4	3	2	67
16	LHR	3	3	3	3	3	4	3	4	4	3	4	3	4	4	3	4	3	4	3	3	68
17	MAH	3	4	4	4	4	4	3	4	3	4	4	2	4	4	4	5	4	4	4	5	77
18	MCR	3	3	5	4	4	4	3	3	4	3	3	5	4	4	4	4	3	4	5	4	76
19	MAM	3	3	3	5	4	4	3	2	4	5	2	4	4	2	4	3	4	3	4	2	68
20	MAS	4	3	3	4	4	4	4	3	4	4	4	4	4	2	4	3	2	4	2	3	69
21	MEM	4	4	5	5	4	4	5	4	5	4	4	4	3	5	5	4	5	4	4	5	87
22	MS	3	3	3	3	4	5	4	3	2	5	4	5	2	4	5	5	4	3	3	4	74
23	NFS	5	5	5	5	5	3	3	4	4	5	5	3	4	4	5	4	5	4	5	4	87
24	NS	5	4	5	5	4	4	5	5	5	5	5	4	5	5	5	4	5	4	5	5	94
25	NF	5	5	5	5	5	3	5	4	4	5	4	3	4	4	5	4	3	4	5	5	87
26	NW	4	4	5	4	3	4	4	5	4	4	4	5	5	5	4	5	5	4	5	5	88
27	NFU	2	2	2	3	5	3	4	3	3	3	4	2	4	3	4	5	4	3	2	3	64
28	QA	3	3	4	4	4	4	3	4	4	3	3	5	4	4	4	4	5	4	4	5	78
29	RK	3	4	5	5	3	3	3	3	2	3	3	3	2	4	3	4	3	4	3	4	67
30	RMH	2	3	4	5	4	5	4	3	2	5	4	4	5	4	5	5	4	3	3	5	79
31	SF	3	3	3	4	3	4	4	3	3	3	4	3	4	3	3	3	4	4	3	4	68
32	SNR	5	4	5	5	2	3	3	4	4	4	5	3	4	4	4	4	3	4	5	3	78
33	TA	3	5	2	3	5	4	3	5	3	5	5	3	4	5	4	3	4	3	5	3	77
34	UNF	4	4	3	5	2	4	5	2	2	4	2	4	4	5	4	2	2	2	5	3	68
35	UH	4	4	5	5	4	5	4	5	4	4	4	3	2	4	4	3	4	3	3	4	78
36	VA	3	3	4	5	4	4	4	5	4	5	4	5	5	4	5	5	5	5	3	4	86
37	VNJ	5	4	5	5	4	4	5	4	4	3	5	3	4	4	3	4	3	5	5	4	83
38	WF	3	4	3	5	5	4	4	4	4	5	4	5	4	4	5	4	4	4	5	4	84
39	AN	4	4	3	4	4	4	4	3	4	5	4	5	4	5	3	4	4	4	2	4	78
Sum of score																					2863	
Mean																					73.4	

The Result of Oral Test in Cycle 2

No.	Initial	Score Number																			Σ Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	AIN	3	4	4	3	3	4	3	3	4	5	4	3	2	4	3	3	2	3	4	4	68
2	AS	4	4	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	3	4	74
3	ANI	5	4	4	5	2	3	2	5	3	3	3	4	4	4	5	4	4	4	4	4	76
4	AUR	3	2	5	4	5	4	5	2	4	4	4	5	4	5	3	4	3	4	4	4	78
5	ASW	4	3	4	5	4	5	4	3	2	5	4	3	3	4	5	5	4	3	3	3	76
6	DI	4	3	3	4	3	4	5	4	4	5	5	2	3	3	5	5	3	4	4	3	76
7	DA	4	3	3	2	3	4	4	3	2	3	4	5	4	3	3	4	4	4	3	4	69
8	DCR	5	4	4	3	3	4	3	3	5	4	4	5	3	4	5	4	4	3	2	4	76
9	EK	3	2	3	4	3	5	3	4	3	3	4	3	4	4	3	5	4	4	4	4	72
10	EKN	3	3	4	4	2	4	3	4	3	3	2	2	3	4	3	4	3	5	4	5	68
11	FTMH	4	3	3	4	3	4	4	3	3	3	4	3	4	5	3	4	4	4	4	4	73
12	ITK	4	4	4	3	4	2	5	4	5	5	4	4	3	5	3	2	5	2	4	5	77
13	INP	4	2	3	3	4	4	3	4	3	4	4	2	3	5	3	3	3	3	2	3	65
14	IF	4	5	4	4	5	4	3	4	5	4	4	4	4	4	3	4	3	4	3	2	77
15	KAP	2	4	3	3	5	4	3	3	4	5	4	4	4	5	4	4	4	4	5	3	77
16	LHR	3	3	3	3	5	4	5	4	4	5	4	5	4	4	5	4	3	4	3	3	78
17	MAH	3	4	2	3	4	4	3	4	3	4	5	5	4	4	4	5	4	4	3	5	77
18	MCR	3	4	3	5	4	4	4	3	4	4	4	2	4	4	4	4	5	4	3	4	76
19	MAM	4	4	3	5	5	4	5	4	4	5	4	4	4	5	4	3	4	3	4	4	82
20	MAS	2	3	3	5	5	4	4	3	4	5	4	4	4	4	3	5	4	5	3	78	
21	MEM	4	4	5	5	4	4	5	4	5	4	3	4	3	5	5	4	5	3	4	5	85
22	MS	2	3	4	5	4	5	4	3	2	5	4	4	2	4	4	5	4	3	3	4	74
23	NFS	4	4	5	5	2	3	3	4	4	3	5	4	4	4	4	4	3	4	5	4	78
24	NS	3	4	3	5	5	4	5	3	4	4	4	4	4	5	5	4	5	4	5	4	84
25	NF	5	5	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	5	3	77
26	NW	4	4	4	4	4	4	4	3	4	4	4	5	4	5	4	4	4	5	5	4	83
27	NFU	4	4	2	4	5	5	4	3	3	3	4	4	4	5	4	5	4	3	2	3	75
28	QA	3	3	5	4	4	4	3	4	4	3	3	3	4	4	4	4	5	4	5	3	76
29	RK	5	4	5	5	2	3	3	4	4	3	3	3	4	4	3	4	3	4	5	4	75
30	RMH	3	3	4	5	4	5	4	3	2	5	4	5	2	4	4	4	4	3	3	3	74
31	SF	4	4	3	4	4	4	4	3	5	5	4	5	4	4	3	4	4	4	5	4	81
32	SNR	5	4	5	5	2	3	3	4	4	4	5	3	4	4	4	4	3	4	5	4	79
33	TA	3	3	2	4	4	4	4	3	3	3	4	3	4	4	4	3	4	3	2	4	68
34	UNF	4	4	3	5	5	4	5	3	4	4	4	4	4	4	4	4	5	4	5	3	82
35	UH	4	4	4	5	4	5	4	3	4	4	4	5	2	2	5	5	4	3	3	4	78
36	VA	4	3	4	5	4	5	4	3	2	5	4	5	3	4	4	4	4	3	3	4	77
37	VNJ	5	4	5	5	3	3	3	4	4	3	5	3	4	4	3	4	3	4	5	4	78
38	WF	3	4	5	5	5	4	5	4	4	5	4	5	4	4	5	4	5	4	5	4	88
39	AN	4	4	3	4	4	4	4	3	5	5	4	5	4	5	3	4	4	4	4	5	82
	Sum of score																				2933	
	Mean																				76.6	

The Result of Oral Test in Cycle 3

No.	Initial	Score Number																			Σ Score	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		20
1	AIN	4	5	4	5	3	4	3	4	4	4	5	3	4	4	3	3	2	5	4	5	78
2	AS	5	4	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	5	4	77
3	ANI	5	4	5	5	3	3	2	5	3	3	3	4	4	4	5	4	4	4	4	4	78
4	AUR	3	2	5	4	5	4	5	3	4	4	4	5	4	5	3	4	3	4	4	4	79
5	ASW	4	3	4	4	4	4	4	3	2	5	4	5	2	4	5	5	4	3	3	3	75
6	DI	4	4	3	4	3	4	5	4	4	5	5	2	3	3	5	5	3	4	4	3	77
7	DA	4	5	3	4	3	4	4	3	2	5	4	5	4	5	3	4	4	4	5	4	79
8	DCR	5	4	4	3	3	4	3	3	5	4	4	5	2	4	5	4	4	3	2	4	75
9	EK	3	2	5	4	5	5	3	4	4	3	4	3	4	4	4	4	5	4	5	3	78
10	EKN	4	4	4	4	4	4	5	4	5	3	4	4	3	5	5	4	5	3	4	5	83
11	FTMH	4	5	3	4	5	4	4	3	4	5	4	5	4	5	3	4	4	4	5	4	83
12	ITK	4	4	4	5	4	4	5	4	5	5	4	4	3	5	5	4	5	4	4	5	87
13	INP	4	4	5	5	4	4	5	4	5	4	4	4	3	5	5	4	5	3	4	4	85
14	IF	5	5	5	4	5	4	5	4	5	3	4	4	3	5	5	4	4	4	5	4	87
15	KAP	4	4	3	5	5	4	5	3	4	4	4	4	4	5	4	4	5	4	5	3	83
16	LHR	4	4	4	5	5	4	5	4	5	5	4	5	4	4	5	4	5	4	5	3	88
17	MAH	4	4	2	4	5	4	4	3	3	3	4	3	4	5	4	5	4	3	2	5	75
18	MCR	4	4	3	5	5	4	4	3	4	5	4	4	4	5	4	4	5	4	5	4	84
19	MAM	4	4	3	5	5	4	5	4	4	5	4	4	4	5	4	4	5	4	5	5	87
20	MAS	4	4	3	4	5	4	4	3	4	5	4	4	4	5	4	3	5	4	5	3	81
21	MEM	4	4	4	5	4	4	5	4	5	4	4	4	3	5	5	4	5	3	4	5	85
22	MS	4	3	4	5	4	5	4	3	2	5	4	3	2	4	5	5	4	3	3	4	76
23	NFS	5	4	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	5	4	77
24	NS	4	4	3	5	4	4	5	3	4	5	4	4	4	5	5	4	5	4	5	4	85
25	NF	5	4	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	5	3	76
26	NW	4	5	3	4	3	4	4	3	3	5	4	5	4	5	3	4	4	4	5	4	80
27	NFU	4	3	2	4	5	5	4	3	3	3	4	4	4	5	4	5	4	3	2	5	76
28	QA	3	3	5	4	4	5	3	4	4	3	4	3	4	4	4	4	5	4	5	3	78
29	RK	5	4	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	5	4	77
30	RMH	4	3	4	3	4	5	4	3	2	5	4	5	2	4	5	5	4	3	3	3	75
31	SF	4	5	3	4	4	4	4	3	4	5	4	5	4	5	3	4	4	4	5	4	82
32	SNR	5	4	5	5	2	3	3	4	4	4	5	3	4	4	4	4	3	4	5	4	79
33	TA	4	3	2	4	5	5	4	3	3	3	4	3	4	5	4	5	4	3	2	5	75
34	UNF	4	4	3	5	5	4	5	3	4	4	4	4	4	4	4	4	5	4	5	3	82
35	UH	4	3	4	5	4	3	4	3	2	4	4	5	2	4	5	5	4	3	3	4	75
36	VA	4	3	4	5	4	3	4	3	2	5	4	5	2	4	5	5	4	3	3	4	76
37	VNJ	5	4	5	5	2	3	3	4	4	3	5	3	4	4	3	4	3	4	5	4	77
38	WF	4	5	3	5	5	4	5	4	4	5	4	5	4	4	5	4	5	5	5	4	89
39	AN	4	4	3	4	4	4	4	3	5	5	4	5	4	5	3	4	4	4	5	5	83
	Sum of score																				3122	
	Mean																				80.05	

Appendix 6

Observation Sheet Cycle 1

Activity	Teacher Activities	Student's Activities	Categorized				
			1	2	3	4	5
Pre activity	Greeting	Replying the greeting					V
	Calling the attendant list row	Listening and responding					V
	Asking students' situation and readiness	Replying teacher's question					V
Whilst activity (Exploration)	Ask the students to mention some kinds of expression(the surprise, love, angry, agree/disagree, warning, request and disbelief)	Pay attention and answer the given questions		V			
	Explaining some expressions above	Paying attention			V		
	Practicing how to pronounce expressions well	Repeating what teacher pronounced of expressions		V			
	Explaining more what the students should do in cycle 1	Write some notes given by teacher	V				
	Giving students chance to ask	Asking to the teacher	V				
Elaboration	Ask students to watch the animation video played by teacher, and take some notes about scenes' movie.	Watching movie			V		
	Ask students to dub orally the animation video by using appropriate expressions while video was played.	Practicing	V				
Confirmation	Give orally test based on the materials given.	Having orally test(each student answer some questions given by teacher)		V			
	Giving conclusion	Listening to the teacher				V	
Post Activity	Asking the students to learn and practice more, asking their feeling about the technique used and saying See you.	Answering the question and saying see you				V	
			$\Sigma = 38$ Average=2.92 Percentage= 58.5% (2.92/5 x 100%)				

Notes:

5= Excellent (81%-100%)

2=Fair (21%-40%)

4= Good (61%-80%)

1=Poor (1%-20%)

3=Average (41%-60%)

	Ask students to adjust or edit the video by using PC software (in group 7-8 and decided by teacher)	Practicing			V		
<i>(Confirmation)</i>	Give orally test based on the materials given.	Having orally test(each student answer some questions given by teacher)				V	
	Giving conclusion	Listening to the teacher				V	
Post Activity	Asking the students to learn and practice more, asking their feeling about the technique used and saying See you.	Answering the question and saying see you					V

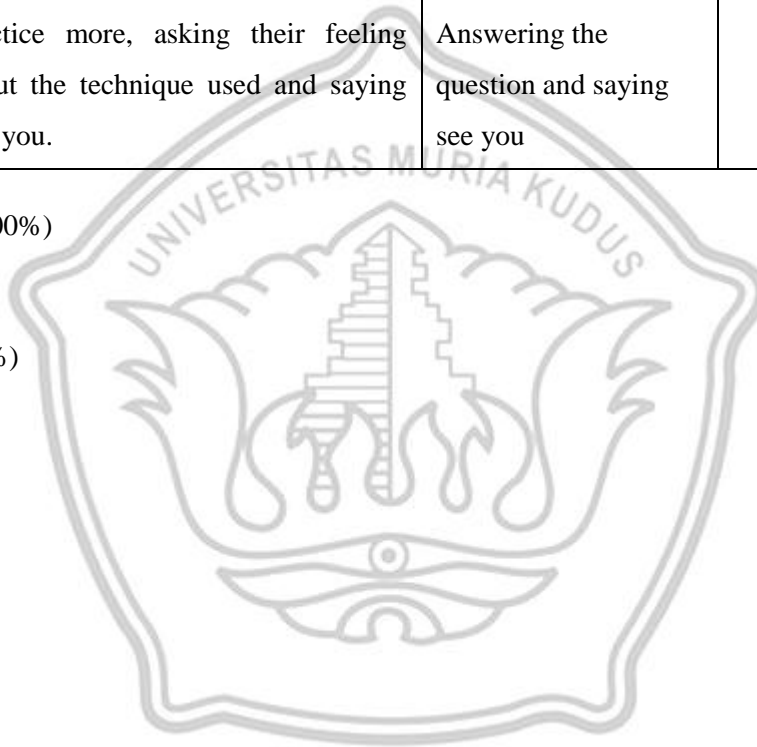
5= Excellent (81%-100%)

4= Good (61%-80%)

3=Average (41%-60%)

2=Fair (21%-40%)

1=Poor (1%-20%)



Activity	Teacher Activities	Student's Activities	Categorized				
			1	2	3	4	5
Pre activity	Greeting	Replying the greeting					V
	Calling the attendant list row	Listening and responding					V
	Asking students' situation and readiness	Replying teacher's question					V
Whilst activity <i>(Exploration)</i>	Ask the students to mention some kinds of expression which had been taught by teacher in meetings before	Pay attention and answer the given questions					V
	Explaining more what the students should do in cycle 3	Paying attention					V
	Giving students chance to ask questions	Asking questions			V		
<i>(Elaboration)</i>	Ask students to watch the animation movie downloaded by themselves in group (consist of 7-8, students are free in making a group), and take some notes about scenes' movie.	Practicing					V
	Ask students to make a simple script dialogue by using appropriate expression on animation movie they watch.(consist of 7-8, students are free in making a group)	Practicing					V
	Ask students to practice the script dialogue orally while video played.(consist of 7-8, students are free in making a group)	Practicing					V
	Ask students to record their voice of their English conversation based on the video (consist of 7-8, students are free in making a group)	Practicing					V
	Ask students to adjust or edit the video by using PC software(consist of 7-8, students are free in making a group)	Practicing					V
	Give orally test based on the materials given.	Having orally test(each student answer some questions given by teacher)					V
<i>(Confirmation)</i>	Giving conclusion	Listening to the teacher					V

Post Activity	Asking the students to learn and practice more, asking their feeling about the technique used and saying See you.	Answering the question and saying see you				V
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$$\Sigma = 62$$

$$\text{Average} = 4.4$$

$$\text{Percentage} = 88\%$$

$$(4.4/5 \times 100\%)$$

Notes:

5= Excellent (81%-100%)

4= Good (61%-80%)

3=Average (41%-60%)

2=Fair (21%-40%)

1=Poor (1%-20%)



Appendix 7

Angket Respon Siswa

Nama :

Kelas/semester:

Petunjuk:

1. Berikanlah pendapat dengan sejujur - jujurnya dan sebenar - benarnya.
2. Berikanlah tanda (V) pada kolom yang telah disediakan dengan pertanyaan yang diberikan.

No	Pertanyaan	Setuju	Tidak
1.	Saya senang dengan pembelajaran speaking dengan dubbing video.		
2.	Dengan menggunakan teknik dubbing membuat saya termotivasi untuk belajar speaking English.		
3.	Teknik dubbing sangat tepat untuk mempraktikkan English Expression.		
4.	Teknik dubbing membuat saya mudah menghafal berbagai jenis English Expression dan menggunakannya sesuai dengan situasi yang tepat		
5.	Tes speaking interview yang diberikan guru membuat saya lebih percaya diri dalam mempraktikkan English speaking		
6.	Program ini dapat memotivasi saya untuk tanggap akan perkembangan teknologi.		
7.	Kemampuan berbahasa Inggris saya makin meningkat dengan berlatih dubbing secara continue.		

Demikian saya mengisi angket ini dengan sebenar-benarnya.

Tandatangan:

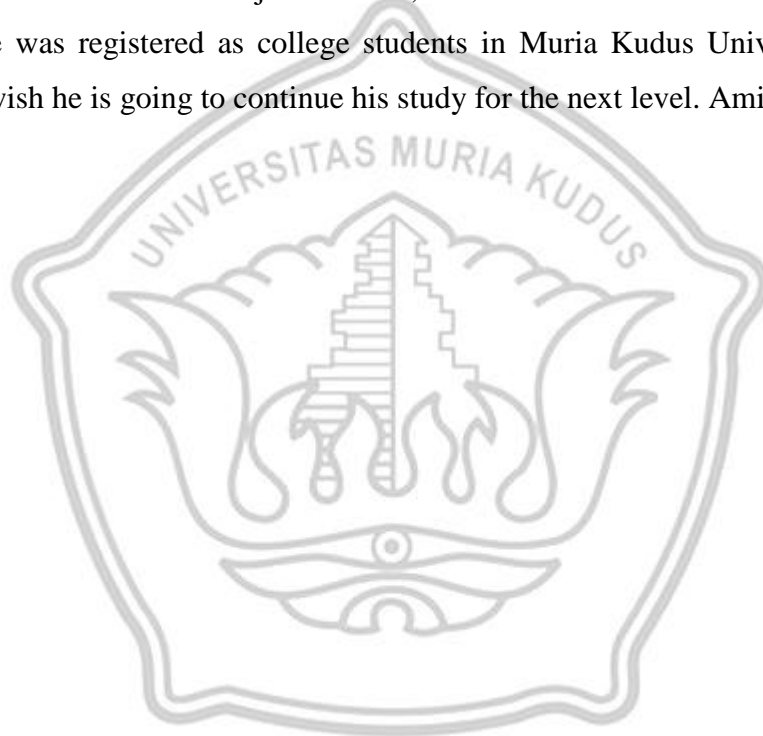
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CURRICULUM VITAE



The writer goes by name Ahmad Azwar Hakim. He was born Kudus 21 years ago, exactly at November 15th 1990. Now he is a college student at Muria Kudus University for eight semester and taking English Education in Faculty of Teacher Training and Education. He does hope graduate at October 2012. Insya Allah.

The writer begun his formal education from SDN 1 MlatiNorowito Kudus, then continued in SMP 1 Mejobo Kudus, next he entered SMA 1 Bae Kudus. Finally, he was registered as college students in Muria Kudus University. And there is a wish he is going to continue his study for the next level. Amien.



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax 0291-438229

PERNYATAAN

Under signature, That is me :

Name : Ahmad Azwar Hakim

Student's number: 2008-32-008

Study Program : Pendidikan Bahasa Inggris

Skripsi entitled : IMPLEMENTING ANIMATION VIDEO DUBBING TO
IMPROVE SPEAKING ABILITY FOR THE TENTH
GRADE STUDENTS OF SMA 1 JEKULO KUDUS IN
ACADEMIC YEAR 2011/2012

Announce that this final project (Skripsi) is indeed done by me and as I know this final project is not the papers which have been published or written by others. I just take some certain quotations from others' scientific works as my references.

I am fully responsible for this statement.

Kudus, July 2012

Penulis

Ahmad Azwar Hakim

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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 dibawah ini mahasiswa:

Nama : Ahmad Azwar Hakim
Nim/Semester : 2008-32-008/VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

Implementing Animation Video Dubbing to Improve Speaking Ability For The Tenth Grade Students of Sma 1 Jekulo Kudus in Academic Year 2011/2012

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Pembimbing II

Kudus, Juli 2012

Pembimbing I

Ahdi Riyono, SS, M.Hum
NIS. 0610701000001160

Drs. Suprihadi, M.Pd
NIP. 19570616-198403-1-015

