

# APPENDICES



## Appendix 1

## SYLLABUS

School : MA NU Miftahul Ulum Kudus  
 Subject : English  
 Class / semester : XI / 1  
 Year : 2012 / 2013

Standard Competence	Basic Competence	Material	Learning Activities	Indicator	Assessment	Time	Source
Writing	Express meaning and rhetorical steps in essay by using a variety written language accurately, fluently, and appreciate in the context of everyday life in the form: <i>narrative</i>	Narrative text <ul style="list-style-type: none"> <li>- <i>Simple past tense</i></li> <li>- <i>Saying verb</i></li> <li>- <i>Reported speech</i></li> </ul>	<ul style="list-style-type: none"> <li>- Practice using verb in sentence</li> <li>- Practice using verb in narative text</li> <li>- Practice using reported speech in sentence.</li> <li>- Make <i>draft narrative text</i></li> <li>- Analyze and correction with the friends</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple past tense to tell the story</li> <li>- Use saying verbs to tell the story</li> <li>- Use reported speech to tell the story</li> <li>- Make <i>narrative text</i></li> </ul>	Written test	6 x 45''	Modul Pembelajaran b.inggris kelas XI
	Express meaning and rhetorical steps in essay by using a variety written language accurately, fluently, and appreciate in the context of everyday life in the form: <i>analytical exposition</i>	Analytical exposition text <ul style="list-style-type: none"> <li>- <i>connectives</i></li> <li>- <i>conjunction</i></li> </ul>	<ul style="list-style-type: none"> <li>- Practice using connectives to make a coherence argument</li> <li>- Practice using conjunctions to state an argument.</li> <li>- Make <i>draft analytical exposition text</i></li> <li>- Analyze and correction with the friends</li> </ul>	<ul style="list-style-type: none"> <li>- Use connectives to state argument</li> <li>- Use conjunctions to state argument</li> <li>- Make <i>analytical exposition</i></li> </ul>	Written test	4 x 45''	Zamrud English book for SMA XI

## Appendix 2

**LESSON PLAN****A. Identity**

School	: MA NU Miftahul Ulum
Subject	: English
Theme	: Simple Past Tense
Class / Semester	: XI / I
Time	: 2 x 45 minutes (2 meetings)
Standard Competence	: Express meanings in the text of the essay form of <i>report, narrative, and analytical exposition</i> .
Basic Competence	: Express meaning and rhetorical steps in the essay by using a variety of written language accurately, fluently and appreciate in the context of everyday life in the form: <i>report, narrative, and analytical exposition</i> .
Indicators	: <ol style="list-style-type: none"> <li>1. Explain function of past tense in the narrative text.</li> <li>2. Identify past form in the narrative text.</li> <li>3. Identify time signal used in the narrative text.</li> </ol>

**B. Learning Outcome**

By the end of the lesson students will have been able to:

1. Explain function of past tense in the narrative text.
2. Identify past form in the narrative text.
3. Identify time signal used in the narrative text.

**C. Learning Material****Narrative Text**

**Social Function :** To entertain or to inform the reader or listener.

**Generic Structure :**

- Orientation : introduction ( participant, place, time )
- Complication : a crisis arises
- Resolution : the crisis is resolved

**Language Features :**

- Use Past tense
- Use time connectors
- Use material, mental, relational process

**Simple Past Tense**

Simple past is a tense that allows to describe something that happened in the past.

The Pattern of Simple Past Tense

S + Verb 2 + (O) +Adverb of time

The verb of simple past tense divided into two, they are:

1. Regular verbs use 'ed' inflections ( wanted, walked, played )
2. Irregular verb often end with 't' though they don't have fixed patterns.

Time Signal of Simple Past Tense

Yesterday:

*Yesterday*

*Yesterday night*

*Yesterday afternoon,*

Last:

*Last night*

*Last week*

*Last year*

With ago:

*Two days ago*

*A year ago*

*Three years ago*

With preposition: in, at, on:

*In june; in 2001*

*On june last year*

*At night*

**D. Learning Method**

*Dictogloss*

## E. Learning Activities

Steps:

### ➤ Pre Teaching:

1. Teacher opens the lesson by greeting the students.
2. Teacher checks the students' attendance list.
3. Teacher tells to the students about topic of the day.

### ➤ Main Teaching:

#### First meeting

##### Exploration:

1. Teacher ask to the students about function of past tense.
2. Teacher explain pattern of simple past tense.

##### Elaboration:

1. Teacher presents an example of sentence in past form.
2. Teacher asks to the students about the verb used in the sentence.
3. Teacher asks the students to make a past tense sentence.

##### Confirmation:

1. Teacher give feedback or response to the students answer.

#### Second meeting

##### Exploration:

1. Teacher explain the relation between past tense and narrative text.

##### Elaboration:

1. Teacher read the sentence on the text.
2. Teacher asks students to take a note and write down the sentences that have read by the teacher.
3. Teacher appoint some students to come forward to write their sentences.
4. Teacher asks the students to identify past verb used in the text.



Confirmation:

1. Teacher analyze and correct the students' answer.

➤ **Post Teaching:**

1. Teacher reviews the material
2. Teacher gives opportunity for students to ask their difficulties.
3. Teacher gives homework for students.
4. Teacher closes the learning process.

**F. Sources**

- Modul Pembelajaran Bahasa Inggris Kelas XI.
- Zamrud English book for Senior High School XI.

**G. Assessment**

Technique : Written test

Form : Matching

Kudus, 19 juli 2012

English Teacher

Practitioner



Dwi Shinta Maelasari, S.Pd



Umi Inayatul Maula

Acknowledged by,

The principal of MA NU Miftahul Ulum Kudus



Misbachuddin S.Pd.i

## WORKSHEET

Please identify past verb on the text by choosing the correct verb on the box!

### Rapunzel

A long time ago, there **1)**..... a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbor's garden. She wanted it so much. She even **2)**.....to steal it herself, but later on, she sent her husband to steal it.

Unfortunately, Mother Gothel, the owner of the garden, **3)**..... him doing it. She was a witch. Then, Mother Gothel, force the couple to give their first baby to her.

**4)**....., the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel. Rapunzel **5)**.....puberty, she was locked in a tower so that she **6)**..... never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He decided that he must meet her. He spied and, by watching Mother Gothel, learned the word he had to say to have Rapunzel drop her hair. The prince visited her often and the two fell in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited. She **7)**.....weave a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She **8)**..... the prince from the tower into a thorny bush. The thorns **9)**.....the prince blind and he roamed the earth searching for his love.

Eventually, they **10)**.....each other, and Rapunzel's tears of happiness healed the prince's eyes.

- |          |          |             |                       |
|----------|----------|-------------|-----------------------|
| a. Lived | d. threw | g. reached  | j. a few months later |
| b. Might | e. made  | h. caught   | k. grew               |
| c. Found | f. would | i. intended | l. tomorrow           |

**Key Answer**

1. ( a ) Lived
2. ( i ) Intended
3. ( h ) Caught
4. ( j ) A few months later
5. ( g ) Reached
6. ( f ) Would
7. ( b ) Might
8. ( d ) Threw
9. ( e ) Made
10. ( c ) Found





## LESSON PLAN

### A. Identity

School	: MA NU Miftahul Ulum
Subject	: English
Theme	: Simple Past Tense
Class / Semester	: XI / I
Time	: 2 x 45 minutes (2 meetings)
Standard Competence	: Express meanings in the text of the essay form of <i>report, narrative, and analytical exposition</i> .
Basic Competence	: Express meaning and rhetorical steps in the essay by using a variety of written language accurately, fluently and appreciate in the context of everyday life in the form: <i>report, narrative, and analytical exposition</i> .
Indicators	: <ol style="list-style-type: none"> <li>1. Changing sentence on the narrative text into positive</li> <li>2. Changing sentence on the narrative text into negative</li> <li>3. Changing sentence on the narrative text into interrogative</li> </ol>

### B. Learning Outcome

By the end of the lesson students will have been able to:

1. Change sentence on the narrative text into positive
2. Change sentence on the narrative text into negative
3. Change sentence on the narrative text into interrogative

### C. Learning Material

#### The legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura.

He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

#### ✦ Verbal Sentence

The usage of ‘did’ on simple past tense:

Sentence	Pattern
Affirmative	Subject + V2 + object
Negative	Subject + did not + V1 + object
Interrogative	Did + subject + V1 + object

#### ✦ Nominal Sentence

The simple past tense also uses be; was and were

Sentence	Pattern
Affirmative	Subject + was/were + Complement
Negative	Subject + was/were + not + Complement
Interrogative	Was/were + Subject + Complement

### D. Learning Method

*Dictogloss*

## E. Learning Activities

### ➤ Pre Teaching:

1. Teacher opens the lesson by greeting the students.
2. Teacher checks the students' attendance list.
3. Teacher tells to the students about topic of the day.

### ➤ Main Teaching:

#### Third meeting

##### Exploration:

1. Teacher explains the pattern of verbal and nominal sentence.
2. Teacher gives examples of verbal and nominal sentence.

##### Elaboration:

1. Teacher asks to the students to make a sentence in past form.
2. Teacher ask the students to change the sentence into positive/negative/interrogative.

##### Confirmation:

1. Teacher check the students answer.
2. Teacher give feedback or response to the students answer.

#### Fourth meeting

##### Exploration:

Teacher give example of story in narrative text about the legend of sura and baya.

##### Elaboration:

1. Teacher read the sentence based on the text given.
2. Teacher asks students to take a note and write down the sentences that have read by the teacher.
3. Teacher appoint some students to come forward to write their sentences.

4. Teacher asks the students to change the sentence on the text into positive, negative / interrogative sentence.

Confirmation:

Teacher analyze and correct the student's answer.

➤ **Post Teaching:**

1. Teacher reviews the material
2. Teacher gives opportunity for students to ask their difficulties.
3. Teacher gives homework for students.
4. Teacher closes the learning process.

**F. Sources**

Modul Pembelajaran Bahasa Inggris kelas XI

Understanding and Using English Grammar.

**G. Assessment**

*Technique* : Written test

*Form* : Essay

Kudus, 19 juli 2012

English Teacher

Practitioner



Dwi Shinta Maelasari, S.Pd



Umi Inayatul Maula

Acknowledged by,

The principal of MA NU Miftahul Ulum Kudus



Misbachuddin S.Pd.i

## WORKSHEET

**Change the underlined sentence below based on the instruction!**

### The legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. 1) They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, 2) Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura

Then 3) they fought for the goat. After several hours, 4) they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, 5) Sura went to the land and looked for some food in the river. 6) He was very hungry and there was not much food in the sea. 7) Baya was very angry when he knew that Sura broke the promise. They fought again. 8) They both hit each other. 9) Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. 10) Baya was happy.

1). Change into negative sentence.	6). Change into negative sentence.
2). Change into interrogative sentence	7). Change into interrogative sentence.
3). Change into negative sentence.	8). Change into negative sentence.
4). Change into negative sentence.	9). Change into interrogative sentence.
5). Change into interrogative sentence	10). Change into negative sentence.



**Key Answer**

- 1) They did not live in the sea.
- 2) Did baya see a goat?
- 3) They did not fight for the goat.
- 4) They were not very tired.
- 5) Did sura go to the land?
- 6) He was not very angry.
- 7) Was baya very happy?
- 8) They both did not hit each other.
- 9) Did sura bit baya's tile?
- 10) Baya was not happy.



## LESSON PLAN

### A. Identity

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Standard Competence	: Express meaning in the text of the essay form of <i>report, narrative, and analytical exposition</i> .
Basic Competence	: Express meaning and rhetorical steps in the essay by using a variety of written language accurately, fluently and appreciate in the context of everyday life in the form: <i>report, narrative, and analytical exposition</i> .
Indicators	: 1. Differentiate regular and irregular verb on the narrative text. 2. Distinguish regular verb on the narrative text. 3. Distinguish irregular verb on the narrative text.

### B. Learning Outcome

By the end of the lesson students will have been able to:

1. Differentiate regular and irregular verb on the narrative text.
2. Distinguish regular verb on the narrative text.
3. Distinguish irregular verb on the narrative text.

### C. Learning Material

#### Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died.

One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White".

One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

#### ***Regular Verb***

- a) Verbs that end in "e", add "d".
- b) Verbs that end in consonant-vowel-consonant pattern in a stressed syllable: double the final consonant before ending "-ed".
- c) Verbs that end in consonant-vowel-consonant pattern in a unstressed syllable: add "-ed" only.
- d) Verbs that end in a consonant plus y: change the y to i and add ed.
- e) Verbs that end in a vowel plus y: add ed only.

***Irregular Verb***

In changing irregular verbs form infinitive to past form, there is no rule.

Example:

Break	Broke	Give	Gave
Cut	Cut	Know	Knew
Drink	Drunk	Put	Put
Eat	Ate	Tell	Told
Fine	Found	Write	Wrote

**D. Learning Method**

*Dictogloss*

**E. Learning Activities**

**Steps:**

➤ **Pre Teaching:**

1. Teacher opens the lesson by greeting the students.
2. Teacher checks the students' attendance list.
3. Teacher tells to the students about topic of the day.

➤ **Main Teaching:**

**Fifth meeting**

*Exploration:*

1. Teacher explains the regular and irregular verb.
2. Teacher gives examples of past form sentence using regular and irregular verb.

*Elaboration:*

1. Teacher asks to the students to make a sentence using regular verb in past form.
2. Teacher asks to the students to make a sentence using irregular verb in past form.

Confirmation:

3. Teacher check the students answer.
4. Teacher give feedback or response to the students answer.

**Sixth Meetings:**Exploration:

Teacher give example of story in narrative text.

Elaboration:

1. Teacher read the sentence.
2. Teacher asks students to take a note and write down the sentences that have read by the teacher.
3. Teacher appoint some students to come forward to write their sentences.
4. Teacher asks the students to change the verb on the sentence with an appropriate regular/irregular verb.

Confirmation:

Teacher analyze and correct the student's answer.

**➤ Post Teaching:**

1. Teacher reviews the material
2. Teacher gives opportunity for students to ask their difficulties.
3. Teacher gives homework for students and closes the learning process.

**F. Sources**

Modul Pembelajaran Bahasa Inggris kelas XI.

English Revolution fourth edition



### G. Assessment

*Technique* : Written test

*Form* : Completion

Kudus, 19 juli 2012

English Teacher

Practitioner



Dwi Shinta Maelasari, S.Pd



Umi Inayatul Maula

Acknowledged by,

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Misbachuddin S.Pd.i

## WORKSHEET

**Please use the correct verb to complete the sentence on the text below!**

### CINDERELLA

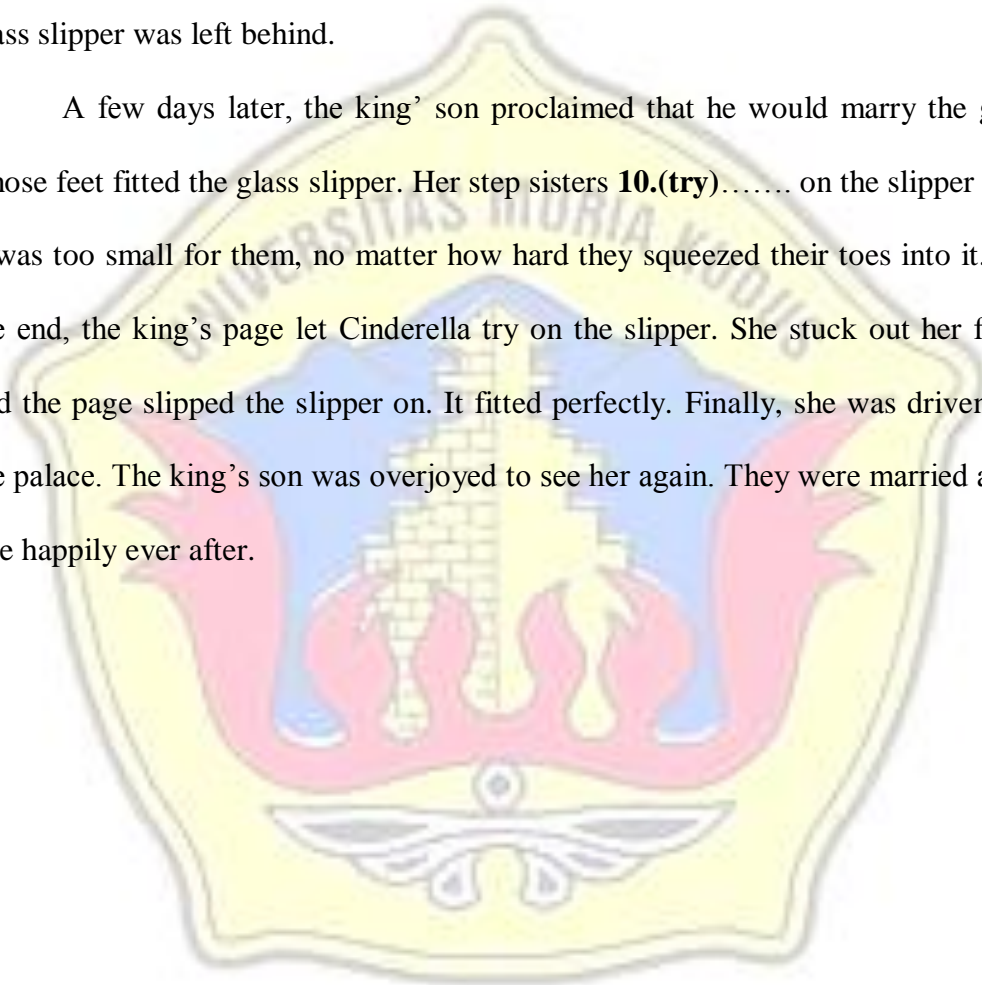
Once upon a time, there was a young girl named Cinderella. She **1.(live)**..... with her step mother and two step sisters. The step mother and sisters **2.(be)**..... conceited and bad tempered. They treated Cinderella very badly. Her step mother **3.(Make)**..... Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister **4.(Receive)**..... an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella **5.(can)**.... not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She **6.(look)**... up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother **7.(change)**..... a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then

she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she **8.(drive)**..... in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she **9.(run)**..... toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters **10.(try)**..... on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.



**Key Answer**

1. Lived
2. Were
3. Made
4. Received
5. Could
6. Looked
7. Changed
8. Drove
9. Run
10. Tried



## Appendix 3

**TRY OUT, PRE-TEST, AND POST TEST OF GRAMMAR**


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**Subject : English**  
**Class : XI**  
**Time : 60 minutes**

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**Choose the correct answer by crossing (x) a, b, c, d!**

***Question for number 1-8***

***(Use the correct verb to complete the text below).***

**The bear and the two travelers**

Two men (1).....traveling together when a bear suddenly met them on their path. One of them quickly (2).....up a tree and (3).....among the branches. The other, feeling that he would be attacked, fell flat on the ground.

The bear came up and felt him with his snout, and (4).....him all over. The man held his breath and (5).....to be dead.

The bear soon (6).....him, because it is (7).....that bears will not touch a dead body. When the bear was quite went the other traveler came down out of the tree. With a clever grin he inquired of his friend, “Just what was it that the Bear whispered in your ear?” his companion replied, “he (8).....me this advice: never travel with a friend who deserts you at the approach of danger.”

- |               |              |            |              |
|---------------|--------------|------------|--------------|
| 1. A. were    | b. are       | c. was     | d. is        |
| 2. a. climb   | b. climbing  | c. climbed | d. climbid   |
| 3. a. hid     | b. hidden    | c. hide    | d. hiding    |
| 4. a. smelt   | b. smelled   | c. smell   | d. smellig   |
| 5. a. pretend | b. pretended | c. pretent | d. pretendid |
| 6. a. leave   | b. lefted    | c. leaved  | d. left      |
| 7. a. sayed   | b. say       | c. said    | d. says      |
| 8. a. given   | b. gived     | d. give    | d. gave      |



**Question for number 9-20***(Choose the correct verb to complete the text below)***The Thirsty Crow**

On a hot day, a thirsty crow (9)..... over a field looking for water. For a long time, she (10)..... not find any. She (11)..... very exhausted, almost giving up. Suddenly, she (12)..... a water jug below her, she flew straight down to see if there was any water inside. It was a surprise because there was some water inside the jug!

The crow (13)..... to push her head into the jug. Sadly, she (14)..... that the neck of the jug was too narrow. Then, she tried to push the jug down for the water to flow out but she found that jug was too heavy.

The crow (15)..... hard for a while. Then looking around her, she saw some pebbles. She suddenly (16)..... a good idea. She (17)..... picking up the pebbles one by one, dropping each into the jug. As more and more pebbles (18)..... the jug, the water level (19)..... rising. Soon it (20)..... high enough for the crow to drink. "It's working!" She said.

- |                |             |            |           |
|----------------|-------------|------------|-----------|
| 9. a. flow     | b. flew     | c. flewed  | d. flown  |
| 10. a. cannot  | b. can      | c. canned  | d. could  |
| 11. a. feel    | b. feeling  | c. felt    | d. feels  |
| 12. a. saw     | b. seen     | c. see     | d. seened |
| 13. a. try     | b. tryed    | c. tried   | d. tries  |
| 14. a. finded  | b. finding  | c. found   | d. find   |
| 15. a. think   | b. thought  | c. thinked | d. thinks |
| 16. a. have    | b. haved    | c. had     | d. haven  |
| 17. a. started | b. starting | c. start   | d. starts |
| 18. a. filled  | b. fill     | c. filling | d. fills  |
| 19. a. keep    | b. keeped   | c. keeps   | d. kept   |
| 20. a. is      | b. were     | c. are     | d. was    |

**Question for number 21-25***(Change the underlined sentence based on the instructions)***A Rabbit and Crocodile**

Once upon a time, (21) a rabbit wanted to cross a river but he could not swim. (22) He had an idea. (23) He saw a boss of crocodile swimming in the river. (24) The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” the boss of crocodile answered, “We are twenty here.” “Where are they?” the rabbit asked for the second time. “What is it for?” the boss of crocodile asked.

“All of you are good, nice, gentle, and kind, so I want to make a line in order. Later I will know how kind you are,” said the rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to other side of the river. Just then, (25) the rabbit started to count while jumping from one crocodile to another; one... two... three... four.... Until twenty, and finally, he thanked all crocodiles because he had crossed the river.

21. Change into interrogative sentence.

- a. Did a rabbit want to cross a river?
- b. Was a rabbit wanted to cross a river?
- c. Did a rabbit wanted to cross a river?
- d. Don't a rabbit want to cross a river?

22. Change into negative sentence.

- a. He don't have an idea
- b. He did not have an idea.
- c. He have not an idea.
- d. He did not had an idea.

23. Change into interrogative sentence.

- a. Was he saw a boss of crocodile swimming in the river?
- b. Did he saw a boss of crocodile swimming in the river?
- c. Don't he see a boss of crocodile swimming in the river?
- d. Did he see a boss of crocodile swimming in the river?

24. Change into negative sentence

- a. The rabbit not asked the boss of crocodile.
- b. The rabbit was not asked the boss of crocodile.
- c. The rabbit don't ask the boss of crocodile.
- d. The rabbit did not ask the boss of crocodile.

25. Change into negative sentence.

- a. The rabbit did not start to count while jumping from one crocodile to another
- b. The rabbit did not started to count while jumping from one crocodile to another
- c. The rabbit was not started to count while jumping from one crocodile to another
- d. The rabbit don't started to count while jumping from one crocodile to another

**GOOD LUCK**

**Key Answer For Try Out, Pre Test And Post Test Worksheet.**

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



## Appendix 4

**The Data of Try out Reliability of Grammar Test of the Eleventh Grade Students of MA NU Miftahul Ulum Kudus (XI 2)**

Code of Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Odd Score	Even Score	score	$\chi^2$	$\gamma^2$	X.Y
																										X	Y				
1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	1	1	1	0	1	8	7	15	64	49	56
2	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	11	9	20	121	81	99
3	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	9	8	17	81	64	72
4	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	0	0	0	0	0	1	1	0	1	1	9	6	15	81	36	54
5	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	9	7	16	81	49	63
6	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	11	8	19	121	64	88
7	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	1	8	7	15	64	49	56
8	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	0	0	8	6	14	64	36	48
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	12	9	21	144	81	108
10	1	1	1	0	0	0	1	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	8	7	15	64	49	56
11	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	11	9	20	121	81	99
12	1	1	1	1	0	0	0	1	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	8	6	14	64	36	48
13	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	10	8	18	100	64	80
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	0	1	12	9	21	144	81	108
15	1	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	8	5	13	64	25	40
16	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	9	8	17	81	64	72
17	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	10	8	18	100	64	80
18	0	0	1	1	0	1	0	0	0	1	1	1	1	0	1	0	0	1	0	0	1	1	1	0	0	7	6	13	49	36	42
19	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	10	8	18	100	64	80
20	1	1	0	1	0	0	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	9	8	17	81	64	72
21	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	8	6	14	64	36	48
22	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	9	7	16	81	49	63
23	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	8	7	15	64	49	56
24	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	1	1	1	0	1	1	9	7	16	81	49	63
25	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	1	0	1	10	8	18	100	64	80
26	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	1	9	8	17	81	64	72
27	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	0	0	1	0	1	1	0	1	8	7	15	64	49	56
28	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	11	7	18	121	49	77
29	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	12	8	20	144	64	96
30	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	8	10	18	64	100	80
31	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	10	9	19	100	81	90
32	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	9	8	17	81	64	72
Total																										298	241	539	2834	1855	2274



## Appendix 5

**The Calculation Of Try Out Reliability Test Of Grammar Achievement Of The Eleventh Grade Students Of MA NU Miftahul Ulum Kudus In Academic Year 2012/2013 Taught By Using Dictogloss.**

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

$$r_{xy} = \frac{32.2274 - (98)(41)}{\sqrt{(32.2834) - (98)^2} \sqrt{(32.1855) - (41)^2}}$$

$$r_{xy} = \frac{72768 - 71818}{\sqrt{90688 - 88804} \sqrt{9360 - 58081}}$$

$$r_{xy} = \frac{950}{\sqrt{1884.1279}}$$

$$r_{xy} = \frac{950}{\sqrt{2409636}}$$

$$r_{xy} = \frac{950}{\sqrt{1552,3}}$$

$$r_{xy} = 0,61$$

$$r^{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

$$r^{11} = \frac{2(0,61)}{1 + 0,61}$$

$$r^{11} = \frac{1,22}{1,61}$$

$$r^{11} = 0,75$$

## Appendix 6

**The List Of Pre Test Score Of Grammar Of Eleventh Grade Students Of Ma Nu Miftahul Ulum Kudus In Academic Year 2012/2013 Taught By Using Dictogloss.**

No	Students' Code	Score	No.	Students' Code	Score
1.	A	68	19.	S	56
2.	B	76	20.	T	84
3.	C	72	21.	U	60
4.	D	60	22.	V	52
5.	E	52	23.	W	56
6.	F	60	24.	X	72
7.	G	60	25.	Y	60
8.	H	56	26.	Z	80
9.	I	52	27.	AA	68
10.	J	60	28.	BB	60
11.	K	52	29.	CC	60
12.	L	60	30.	DD	68
13.	M	68	31.	EE	72
14.	N	80	32.	FF	60
15.	O	72	33.	GG	60
16.	P	52	34.	HH	64
17.	Q	88	35.	II	76
18.	R	60			

## Appendix 7

**The Statistic Calculation Of Mean And Standard Deviation Of Pre Test Score Of Grammar Achievement Of Eleventh Grade Students Of MA NU Miftahul Ulum Kudus In Academic Year 2012/2013 Taught By Using Dictogloss**

$$\begin{aligned}
 \text{Number of Interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 35 \\
 &= 1 + (3.3) 1.54 \\
 &= 1 + 5.082 \\
 &= 6.082 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Width Interval} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{the number of interval}} \\
 &= \frac{88 - 52}{6} \\
 &= \frac{36}{6} \\
 &= 6
 \end{aligned}$$

**The Table of Distribution Frequency of the Test Score to Determine Mean  
and Standard Deviation**

No	Interval	f	x	fx	x'	fx'	$x'^2$	$fx'^2$
1	88-93	1	90.5	90.5	5	5	25	25
2	82-87	1	84.5	84.5	4	4	16	16
3	76-81	4	78.5	314	3	12	9	36
4	70-75	4	72.5	290	2	8	4	16
5	64-69	5	66.5	332.5	1	5	1	5
6	58-63	12	60.5	726	0	0	0	0
7	52-57	8	54.5	436	-1	-8	1	8
	$\Sigma$	35		2273		26		106

$$\begin{aligned}
 \text{Mean} &= \frac{\Sigma f \cdot x}{N} \\
 &= \frac{2273}{35} \\
 &= 64.95
 \end{aligned}$$

$$\begin{aligned}
 SD &= i \sqrt{\frac{\Sigma fx'^2}{N} - \left(\frac{\Sigma fx'}{N}\right)^2} \\
 &= 6 \cdot \sqrt{\frac{106}{35} - \left(\frac{26}{35}\right)^2} \\
 &= 6 \cdot \sqrt{3.028 - 0.550} \\
 &= 6 \cdot \sqrt{2.478} \\
 &= 6 \cdot 1.57 \\
 &= 9.42
 \end{aligned}$$

## Appendix 8

**The List Of Post Test Score Of Grammar Of Eleventh Grade Students Of  
MA NU Miftahul Ulum Kudus In Academic Year 2012/2013 Taught By  
Using Dictogloss.**

No	Students' Code	Score	No.	Students' Code	Score
1.	A	80	19.	S	88
2.	B	84	20.	T	92
3.	C	92	21.	U	88
4.	D	88	22.	V	76
5.	E	88	23.	W	84
6.	F	80	24.	X	96
7.	G	92	25.	Y	76
8.	H	88	26.	Z	92
9.	I	64	27.	AA	72
10.	J	84	28.	BB	84
11.	K	68	29.	CC	76
12.	L	88	30.	DD	88
13.	M	92	31.	EE	92
14.	N	76	32.	FF	88
15.	O	84	33.	GG	76
16.	P	76	34.	HH	80
17.	Q	96	35.	II	88
18.	R	88			



## Appendix 9

**The Statistic Calculation Of Mean And Standard Deviation Of Post Test Score Of Grammar Achievement Of Eleventh Grade Students Of MA NU Miftahul Ulum Kudus In Academic Year 2012/2013 Taught By Using Dictogloss.**

$$\text{Number of Interval} = 1 + (3.3) \log N$$

$$= 1 + (3.3) \log 35$$

$$= 1 + (3.3) 1.54$$

$$= 1 + 5.082$$

$$= 6.082$$

$$= 6$$

$$\text{Width Interval} = \frac{\text{the highest score} - \text{the lowest score}}{\text{the number of interval}}$$

$$= \frac{96 - 64}{6}$$

$$= \frac{32}{6}$$

$$= 5.33$$

$$= 6$$

**The Table of Distribution Frequency of the Test Score to Determine Mean  
and Standard Deviation**

No	Interval	F	x	fx	x'	fx'	x <sup>2</sup>	fx <sup>2</sup>
1	94-99	8	965	772	1	8	8	8
2	88-93	10	90.5	905	0	0	0	0
3	82-87	5	84.5	422.5	-1	-5	1	5
4	76-81	9	78.5	706.5	-2	-18	4	36
5	70-75	1	72.5	72.5	-3	-3	9	9
6	64-69	2	66.5	133	-4	-8	16	32
	Σ	35		3011.5		-26		90

$$\begin{aligned}
 \text{Mean} &= \frac{\sum f \cdot x}{N} \\
 &= \frac{3011.5}{35} \\
 &= 86.04
 \end{aligned}$$

$$\begin{aligned}
 SD &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 6 \cdot \sqrt{\frac{90}{35} - \left(\frac{-26}{35}\right)^2} \\
 &= 6 \cdot \sqrt{2.571 - 0.547} \\
 &= 6 \cdot \sqrt{2.024} \\
 &= 6 \cdot 1.42 \\
 &= 8.52
 \end{aligned}$$

## Appendix 10

**The Calculation Of The T-Test Measuring Grammar Achievement Of The Eleventh Grade Students Of MA NU Miftahul Ulum Kudus In Academic Year 2012/2013 Before And After Being Taught By Using Dictogloss.**

No	Pre Test	Post Test	$D$	$D^2$
1	68	80	12	144
2	76	84	8	64
3	72	92	20	400
4	60	88	28	784
5	52	88	36	1296
6	60	80	20	400
7	60	92	32	1024
8	56	88	32	1024
9	52	64	12	144
10	60	84	24	576
11	52	68	16	256
12	60	88	28	784
13	52	92	24	576
14	80	76	-4	16
15	72	84	12	144
16	52	76	24	576
17	88	96	8	64
18	60	88	28	784
19	56	88	32	1024
20	54	92	8	64
21	80	88	28	784
22	52	76	24	576
23	56	84	28	784
24	72	96	24	576
25	60	76	16	256
26	80	92	12	144
27	68	72	4	16
28	60	84	24	576
29	60	76	16	256
30	68	88	20	400
31	72	92	20	400
32	60	88	28	784
33	60	76	16	256
34	64	80	16	256
35	76	88	12	144
total			688	16352

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{688}{35}$$

$$\bar{D} = 19.6$$

$$\begin{aligned} t_0 &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{19.6}{\sqrt{\frac{16352 - \frac{(688)^2}{35}}{35(35-1)}}} \\ &= \frac{19.6}{\sqrt{\frac{16352 - 384.16}{1190}}} \\ &= \frac{19.6}{\sqrt{13.4}} \\ &= \frac{19.6}{3.6} \\ &= 5.44 \end{aligned}$$

## Appendix 11

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

Degree of Freedom(df)	Value of "t" 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	2,90
18	2,10	2,88
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)

The writer only cites the value of t-table on the level  
significant 5% and 1%

*Pengantar Statistik Pendidikan*



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**STATEMENT**

Name : Umi Inayatul Maula  
NIM : 2009-32-024  
Study Program : English Education Department  
Title : “Improving Grammar Achievement of Eleventh Grade Students of MA NU Miftahul Ulum Kudus in Academic Year 2012/2013 by using Dictogloss ”

States that this skripsi represents the result of the research which I have done by myself. In addition, as I know this skripsi does not contain items that have been used as requirement completion of study at the other college. If this statement is not true, so it fully becomes my responsibility.

Kudus, August 2012

The writer



Umi Inayatul Maula

## CURRICULUM VITAE

I, Umi Inayatul Maula was born on March 22 1987 in Kudus. I live in Golan Tepus village, Mejobo Kudus.

The first my formal education was in SD 03 Golan Tepus. Then, I graduated in 1999. I continued my study in MTs Banat NU Kudus and graduated in 2002. Finally, I accomplished my study in Perguruan Islam Mathali'ul Falah Pati and graduated in 2005.

Having finished my Senior High School, on 2006 I enrolled in English Education Faculty Walisongo State Institute For Islamic Studies Semarang until fourth semester. Unfortunately, I got sick and must took a rest for long time. But I still have to continue my study after. Finally, on 2009 I transfered my study in English Department of Teacher Training and Education Faculty of Muria Kudus University.



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**KETERANGAN SELESAI BIMBINGAN**

Yang bertanda tangan dibawah ini mahasiswa:

Nama : Umi Inayatul Maula  
NIM/ Semester : 2009-32-024/ VI (enam)  
Program Studi : Pendidikan Bahasa Inggris

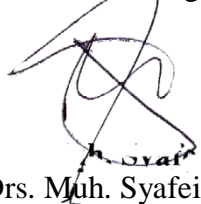
Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

**“IMPROVING GRAMMAR ACHIEVEMENT OF ELEVENTH GRADE  
STUDENTS OF MA NU MIFTAHUL ULUM KUDUS IN ACADEMIC  
YEAR 2012/2013 BY USING DICTOGLOSS”**

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Kudus, Agustus 2012

Pembimbing II



Drs. Muh. Syafei, M.Pd  
NIP. 19620413198031002

Pembimbing I



Fajar Kartika, SS, M.Hum  
NIS. 0610701000001191



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No. : 1406/FKIP-UMK/B.09.290/VII/2012

27 Juli 2012

Lamp. : -

Hal : **Permohonan Izin Penelitian**

Yth. Kepala  
**MA NU MIFTAHUL ULUM**  
Di -  
**KUDUS**

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

Nama : **UMI INAYATUL MAULA**  
NIM : 2009 – 32 – 024  
Fakultas/Prodi : FKIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul, “**IMPROVING GRAMMAR ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MA NU MIFTAHUL ULUM KUDUS IN THE ACADEMIC YEAR 2012/2013 TAUGHT BY USING DICTOGLOSS**”.

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu berkenan memberikan izin mahasiswa di atas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak/Ibu, kami sampaikan terima kasih.

A.n. Dekan,  
Pembantu Dekan I

  
  
**Rismiyanto, S.S., M.Pd**  
NIS. 0610701000001146





**BADAN PELAKSANA PENDIDIKAN MA'RIF NU<sup>92</sup>**  
**MADRASAH ALIYAH NU MIFTAHUL ULUM**  
**STATUS TERAKREDITASI**  
**LORAM KULON JATI KUDUS**

Alamat : Jl. Masjid At Taqwa Loram Kulon No. 795 Telp. (0291) 4251710 Kudus Email : manu.miftahululum\_loramkulon@yahoo.co.id

**SURAT KETERANGAN**

Nomor : 06/MRF/MA-MU/VIII/2012

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah NU Miftahul Ulum Loram Kulon Jati Kudus, memberikan keterangan bahwa :

Nama : Umi Inayatul Maula  
NIM : 2009-32-024  
Fakultas/Progdi : FKIP / Pendidikan Bahasa Inggris  
Keterangan : Orang tersebut di atas benar-benar telah melaksanakan penelitian dengan judul "Improving Grammar Achievement Of The Eleventh Grade Students Of MA. NU Miftahul Ulum Kudus In The Academic Year 2012/2013 Taught By Using Dictogloss".


Surat Keterangan ini diberikan sebagai bukti bahwa yang bersangkutan telah melaksanakan penelitian di MA NU Miftahul Ulum Kudus.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Kudus, 6 Agustus 2012

Kepala  
MA NU Miftahul Ulum



  
**Misbachuddin, S.Pd.I**