



# APPENDICES

## Appendix 1

## SILABUS

Satuan Pendidikan : MA NU BANAT KUDUS  
 Mata Pelajaran : BAHASA INGGRIS  
 Kelas/Semester : XI/ Genap  
 Tahun Pelajaran : 2011 / 2012

Standar Kompetensi	Kompetensi dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber/ bahan/alat	Pendidikan Karakter
					Teknik	Bentuk Instrumen	Contoh Instrumen			
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	1.4 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melaksanakan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	<ul style="list-style-type: none"> <li>o <b>menyatakan perasaan</b> <ul style="list-style-type: none"> <li>- <b>love</b> mis. A: I love you. B: I love you too.</li> <li>- <b>sadness</b> mis. A: This is the lowest time in my life. B: Take it easy.</li> </ul> </li> <li>o <b>Mengungkapkan nasehat</b> mis. A: I suggest you see a doctor B: Thanks a lot</li> <li>o <b>Menasehati</b> mis. A: You'd better do it now. B: I will.</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok.</li> <li>• Mendengarkan percakapan interpersonal/ transaksional yang dibaca oleh guru</li> <li>• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan sedih</li> <li>• Merespon tindak tutur menyatakan perasaan sedih</li> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan cinta</li> <li>• Merespon tindak tutur menyatakan perasaan cinta</li> <li>• Mengidentifikasi makna tindak tutur menasehati</li> <li>• Merespon tindak tutur menasehati</li> <li>• Mengidentifikasi konteks situasi</li> </ul>	Tugas kelompok	Diskusi	Find other references about ....	4 x 45 menit	<ul style="list-style-type: none"> <li>• <u>Sumber</u> Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, <i>English Alive 2</i>, Yudisthira: PT. Ghalia Indonesia Printing</li> </ul>	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, Komunikatif
					Tugas Individu	Diskusi	Discuss with your partner about the expressions that you have heard!	4 x 45 menit		

Standar Kompetensi	Kompetensi dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber/ bahan/alat	Pendidikan Karakter
					Teknik	Bentuk Instrumen	Contoh Instrumen			
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	3.4 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	<ul style="list-style-type: none"> <li>o <b>menyatakan perasaan</b> - <i>love</i> mis. A: I love you. B: I love you too.</li> <li>- <i>sadness</i> mis. A: This is the lowest time in my life. B: Take it easy.</li> <li>o <b>Mengungkapkan nasehat</b> mis. A: I suggest you see a doctor B: Thanks a lot</li> <li>o <b>Menasehati</b> mis. A: You'd better do it now. B: I will.</li> </ul>	<ul style="list-style-type: none"> <li>• Bermain peran secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tindak tutur menyatakan sikap terhadap sesuatu</li> <li>• Merespon tindak tutur menyatakan sikap terhadap sesuatu</li> <li>• Menggunakan tindak tutur menyatakan perasaan cinta</li> <li>• Merespon tindak tutur menyatakan perasaan cinta</li> <li>• Menggunakan tindak tutur menyatakan perasaan sedih</li> <li>• Merespon tindak tutur menyatakan perasaan sedih</li> </ul>	Unjuk Kerja	Tes lisan	Make a dialog about expressing.....a ct out with your partner!	3 x 45 menit	Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, English Alive 2, Yudisthira: PT. Ghalia Indonesia Printing	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, komunikatif
								4x 45 menit		
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Standar Kompetensi	Kompetensi dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber/ bahan/alat	Pendidikan Karakter
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Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	1.5 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah	<ul style="list-style-type: none"> <li>- <b>embarrassment</b> mis. A: I was so embarrassed. B: I don't think it's a big deal.</li> <li>- <b>anger</b> mis. A: There's nothing to talk about. Get out of here! B: If you say so.</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok.</li> <li>• Mendengarkan percakapan interpersonal/ transaksional melalui tape secara klasikal</li> <li>• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan malu</li> <li>• Merespon tindak tutur menyatakan perasaan malu</li> <li>• Mengidentifikasi makna tindak tutur menyatakan perasaan marah</li> <li>• Merespon tindak tutur menyatakan perasaan marah</li> </ul>	Tugas kelompok	Diskusi	Find other references about ....	4 x 45 menit	<ul style="list-style-type: none"> <li>▪ <u>Sumber</u> Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, <i>English Alive 2</i>, Yudisthira: PT. Ghalla Indonesia Printing</li> </ul>	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, Komunikatif
					Tugas Individu	Diskusi	Discuss with your partner about the expressions that you have heard!	4 x 45 menit		



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Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut ( <i>sustained</i> ) dalam konteks kehidupan sehari-hari	3.5 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal ( <i>bersosialisasi</i> ) resmi dan berlanjut ( <i>sustained</i> ) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah.	<ul style="list-style-type: none"> <li>- <b>embarrassment</b> mis. A: <i>I was so embarrassed.</i> B: <i>I don't think it's a big deal.</i></li> <li>- <b>anger</b> mis. A: <i>There's nothing to talk about. Get out of here!</i> B: <i>If you say so.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bermain peran secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna tindak tutur menasehati</li> <li>• Merespon tindak tutur menasehati</li> <li>• Menggunakan tindak tutur menyatakan perasaan malu</li> <li>• Merespon tindak tutur menyatakan perasaan malu</li> <li>• Menggunakan tindak tutur menyatakan perasaan marah</li> <li>• Merespon tindak tutur menyatakan perasaan marah</li> <li>• Menggunakan tindak tutur menyatakan perasaan jengkel</li> <li>• Merespon tindak tutur menyatakan perasaan jengkel</li> </ul>	Unjuk Kerja	Tes lisan	Make a dialog about expressing..... about with your partner!	3 x 45 menit  4 x 45 menit	Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, <i>English Alive 2</i> , Yudisthira: PT. Ghalla Indonesia Printing	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, komunikatif

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					Teknik	Bentuk Instrumen	Contoh Instrumen			
Mendengarkan	1. Memahami makna teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	1.6 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> <li>Mendengarkan sebuah <i>narrative/ spoof/ hortatory exposition</i> secara klasikal.</li> <li>Mendiskusikan isi teks yang didengar secara berpasangan.</li> <li>Melakukan <i>case building</i> berdasarkan kelompok pro dan kontra.</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar</li> <li>Mengidentifikasi tokoh dari cerita yang didengar</li> <li>Mengidentifikasi kejadian dalam teks yang didengar</li> <li>Mengidentifikasi bagian cerita yang lucu</li> <li>Mengidentifikasi solusi dalam sebuah cerita yang didengar</li> <li>Mengidentifikasi kasus yang didengar</li> <li>Mengidentifikasi argumen yang didengar</li> </ul>	Tugas individu	Tes tulis	What is the main idea of first paragraph of the text that you have heard	2 x 45 menit 2x45 menit 2x45 menit	<ul style="list-style-type: none"> <li>Sumber Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, <i>English Alive 2</i>, Yudisthira: PT. Ghalla Indonesia Printing</li> </ul>	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, Komunikatif

Standar Kompetensi	Kompetensi dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber/ bahan/alat	Pendidikan Karakter
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Berbicara 3. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	3.6 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>		<ul style="list-style-type: none"> <li>Mendongeng</li> <li>Melakukan debat secara berkelompok</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan kalimat <i>past continuous</i> dalam menyampaikan spoof</li> <li>Melakukan monolog berbentuk <i>narrative</i></li> <li>Melakukan monolog berbentuk <i>hortatory exposition</i></li> <li>Menggunakan modal "should" untuk menyampaikan saran</li> <li>Melakukan debat</li> </ul>	Unjuk Kerja	Tes lisan	Retell your favourite folk tales!  Discuss with your partner about this issue	2x 45 menit  2x45 menit	Modul Tim MGMP Kab. Kudus, Indaryati Tri, 2010, <i>English Alive 2</i> , Yudisthira: PT. Ghalia Indonesia Printing	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, komunikatif

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					Teknik	Bentuk Instrumen	Contoh Instrumen			
Membaca  2. Memahami makna teks fungsional pendek dan esai sederhana <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	2.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> <li>Teks tulis berbentuk <i>narrative</i></li> <li>Teks tulis berbentuk <i>spoof</i></li> <li>Teks tulis berbentuk <i>hortatory exposition</i></li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna teks <i>exposition</i> secara individu</li> <li>Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok</li> <li>Berlatih menggunakan kalimat yang menyatakan argumen dan saran</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi makna kata dalam teks yang dibaca</li> <li>Mengidentifikasi makna kalimat dalam teks yang dibaca</li> <li>Mengidentifikasi setting dalam sebuah cerita narasi</li> <li>Mengidentifikasi komplikasi dalam sebuah cerita narasi</li> <li>Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>Mengidentifikasi kasus yang dibahas dalam teks</li> <li>Mengidentifikasi argumen yang diberikan</li> <li>Mengidentifikasi saran yang diberikan</li> <li>Mengidentifikasi langkah-langkah retorika dari teks</li> <li>Mengidentifikasi tujuan komunikasi teks dibaca</li> </ul>	Tugas Individu	Tes tulis	-Who is the main character in the story?	6x 45 menit	<ul style="list-style-type: none"> <li>Sumber</li> <li>Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, <i>English Alive 2</i>, Yudisthira: PT. Ghalla Indonesia Printing</li> </ul>	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, Komunikatif
							-What is a funny thing from the text?	6 x 45 menit		
							-What is the thesis?	6x45 menit		



Standar Kompetensi	Kompetensi dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber/ bahan/alat	Pendidikan Karakter
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Menulis 4. Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	4.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> <li>• <i>Past Continuous Tense</i></li> <li>• <i>Modals</i></li> <li>• <i>Past Perfect Tense</i></li> <li>• <i>Reported speech</i></li> <li>• <i>Complex Sentence</i></li> </ul>	<ul style="list-style-type: none"> <li>• Membuat draft teks <i>exposition</i> dengan melakukan <i>chain writing</i></li> <li>• Melakukan koreksi teman sejawat untuk menyempurnakan draft</li> <li>• Menyempurnakan draft berdasarkan hasil koreksi teman</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan kalimat <i>past continuous</i> dalam menulis <i>spoof</i></li> <li>• Menggunakan kalimat kompleks dalam membuat sebuah cerita</li> <li>• Menggunakan modal "<i>should</i>" untuk menulis saran pada teks <i>hortatory exposition</i></li> <li>• Menghasilkan teks berbentuk <i>spoof</i></li> <li>• Menghasilkan teks berbentuk <i>narrative</i></li> <li>• Menghasilkan teks berbentuk <i>hortatory exposition</i></li> </ul>	Unjuk Kerja	Writing	Make a spoof text based on the cartoon picture!	6 x 45 menit 6x 45 menit 2x45 menit	Modul Tim MGMP Kab.Kudus, Indaryati Tri, 2010, <i>English Alive 2</i> , Yudisthira: PT. Ghalia Indonesia Printing	Kreatif, mandiri, rasa ingin tahu, kerja keras, jujur, komunikatif



Drs. H. Moh Said

Kudus, 11 Juli 2011

Guru Mata Pelajaran

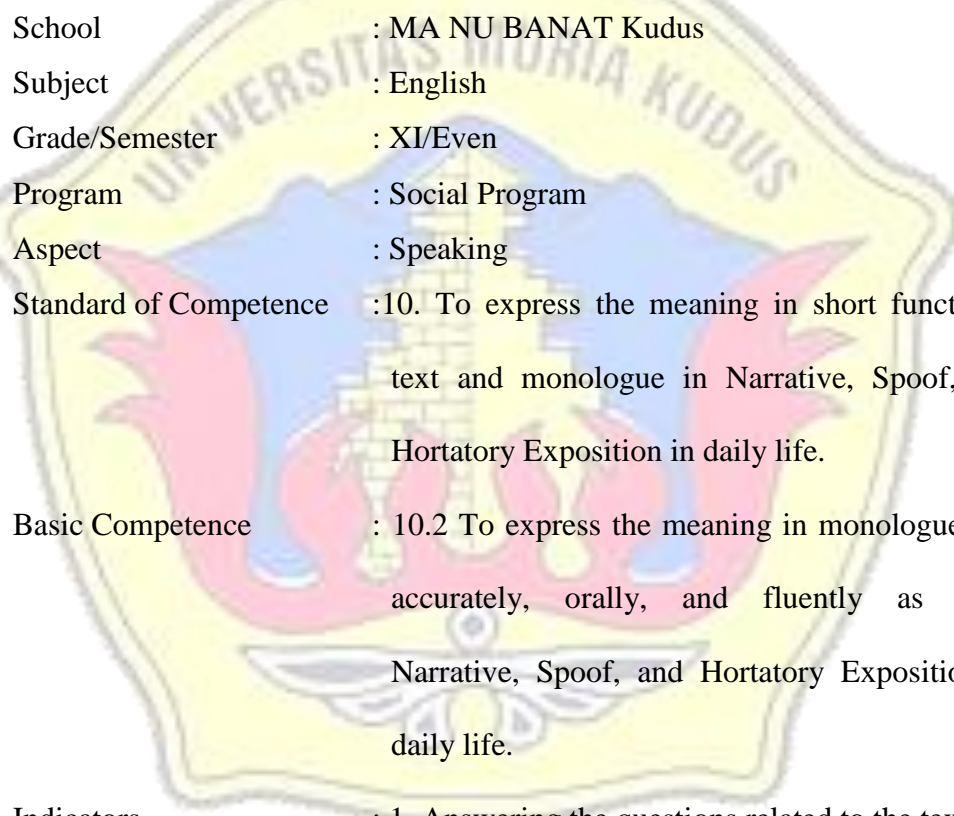
Siti Susanti, S.Pd.

## Appendix 2

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using

#### Think-Pair-Square Strategy

##### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	:10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in daily life.
Indicators	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text. 4. Presenting arguments individually.
Time Allotment	: 2 x 45 minutes

**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**D. Learning Method**

Think-Pair-Square strategy

**E. Procedures of Teaching**

1. Pre teaching
  - a. Greeting and Praying.
  - b. Checking attendance list.
2. Whilst teaching
  - a. Thinking
    - The teacher poses a topic “should not bring mobile phone to school” to the students.
    - The students elaborate more the topic given in their own words.
    - The students may write some notes related to the topic before discussing their opinion to their pairs.
  - b. Pairing
    - The teacher divides the students into several pairs.
    - The teacher asks the students to share their opinion with their pairs orally.
  - c. Squaring

- The teacher divides the students in a group of four.
- The students are asked to share their opinion among group orally.
- The students will have a discussion in a group related to the topic posed by the teacher.

### 3. Post Teaching

Making conclusion

- The teacher and students give comments .
- Saying good bye .

### F. Media and source

#### a. Media:

White board, recorder, stopwatch

#### b. Source:

Modul and students' worksheet.

### G. Scoring

Browns' scoring scale for speaking.

Kudus, 29<sup>th</sup> April 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

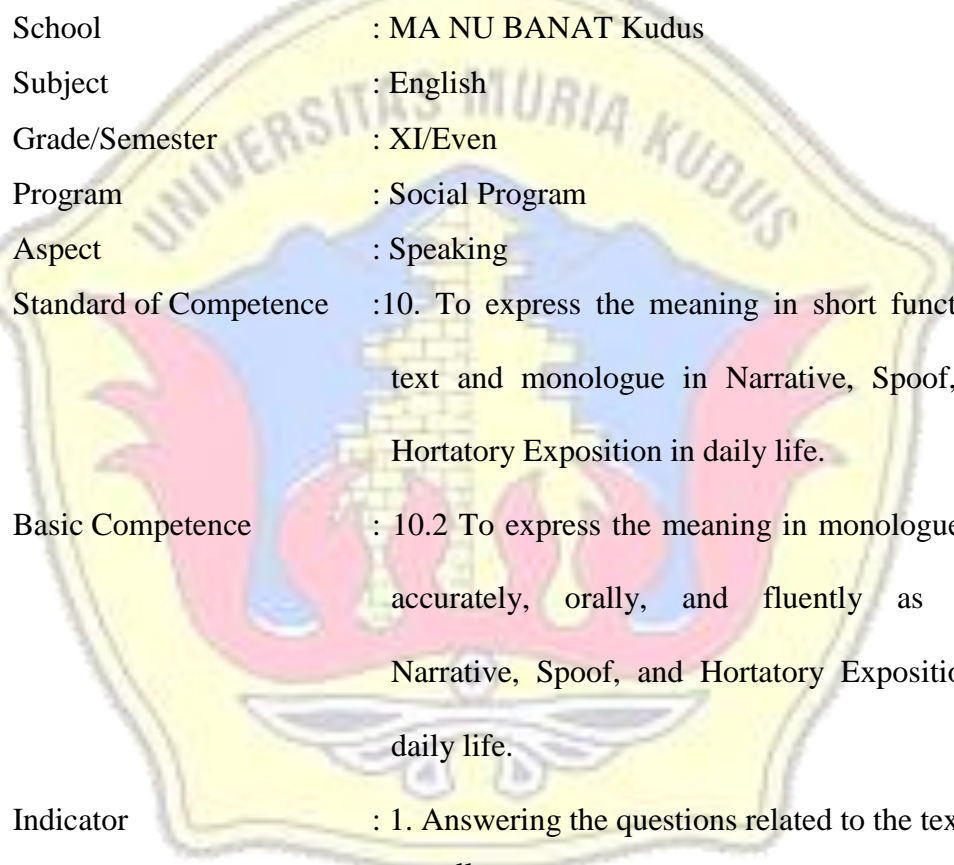
**Musfiroh Nur**  
**(2008-32-136)**



### Appendix 3

#### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using PPP Technique

##### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in daily life.
Indicator	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text orally. 4. Presenting arguments individually orally.
Time Allotment	: 2 x 45 minutes

## **B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

## **C. Material of Teaching**

### Hortatory Exposition

Social function is to persuade the reader or listener that something should or should not be the case. . In other words, this kind of text can be called as argumentation. The generic structure of hortatory exposition usually has three components: (1) Thesis, (2) Arguments, and (3) recommendation.

Significant Lexicogrammatical Features:

Focus on generic human and non-human participants

Use of:	Mental processes	Material processes
	Relational processes	Simple present tense

### **A Campaign of the Importance of Reading**

Reading habit is poor among Indonesian because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other country can only be done by reading a lot various sources of literature.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable

information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

#### **D. Learning Method**

PPP Technique

#### **E. Procedures of Teaching**

1. Pre teaching
  - a. Greeting and Praying
  - b. Checking attendance list

## 2. Whilst teaching

### a. Presentation

- The teacher explains about hortatory exposition.
- The teacher gives the example of the text to be analyzed the generic structure of the text.

### b. Practice

- The teacher gives hortatory text.
- The students are asked to analyze the generic structure.
- The students are asked to answer the question of the text orally.

### c. Production

- The teacher asks students to make a group of 4 or 5.
- The teacher poses a topic “should not bring mobile phone to school” to be discussed by the students in a group.
- The representation group asked to deliver their opinion in front of the class orally.

## 3. Post Teaching

### Making conclusion

- a. The teacher and students give comments.
- b. Saying good bye.

## F. Media and source

### a. Media:

White board, recorder, stopwatch

### b. Source:

Modul and students' worksheet.



**G. Scoring**

Browns' scoring scale for speaking

Kudus, 29<sup>th</sup> April 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

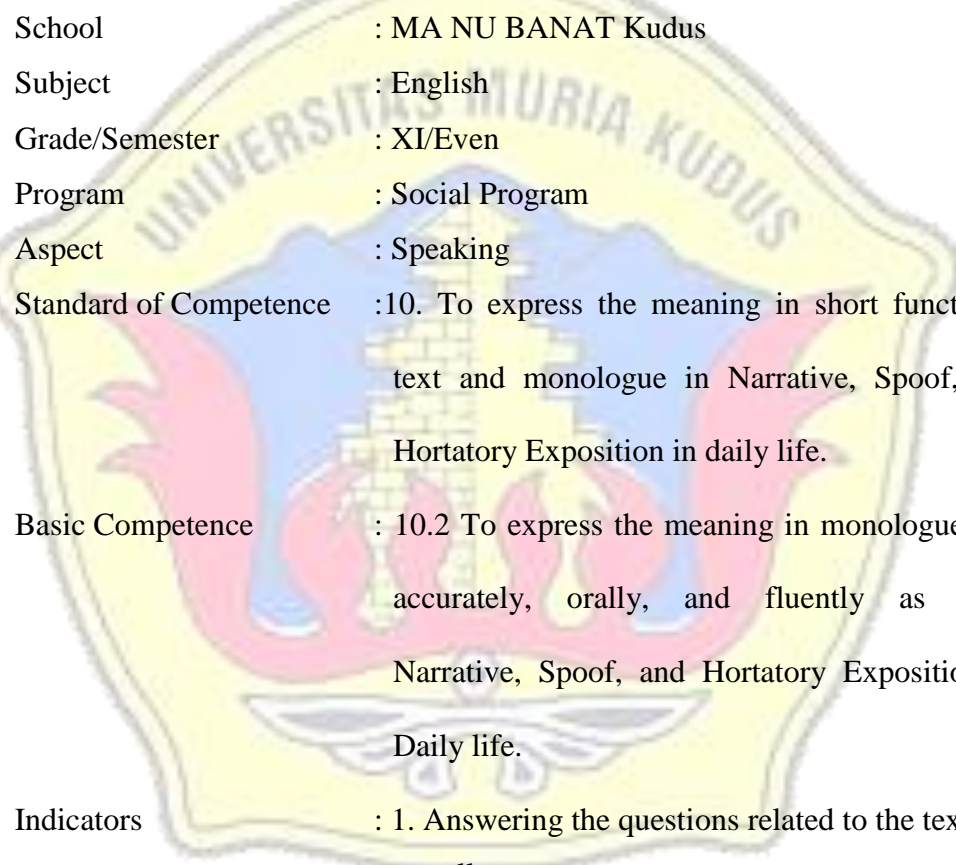
**Musfiroh Nur**  
**(2008-32-136)**



## Appendix 4

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using Think-Pair-Square Strategy

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicators	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text. 4. Presenting arguments individually.
Time Allotment	: 2 x 45 minutes

**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**D. Learning Method**

Think-Pair-Square strategy

**E. Procedures of Teaching**

1. Pre teaching
  - a. Greeting and Praying.
  - b. Checking attendance list.
2. Whilst teaching
  - a. Thinking
    - The teacher poses a topic “corruption is a good activity” to the students.
    - The students elaborate more the topic given in their own words.
    - The students may write some notes related to the topic before discussing their opinion to their pairs.
  - b. Pairing
    - The teacher divides the students into several pairs.
    - The teacher asks the students to share their opinion with their pairs orally.

c. Squaring

- The teacher divides the students in a group of four.
- The students are asked to share their opinion among group orally.
- The students will have a discussion in a group related to the topic posed by the teacher.

3. Post Teaching

Making conclusion

- a. The teacher and students give comments.
- b. Saying good bye.

**F. Media and source**

a. Media:

White board, recorder, stopwatch

b. Source:

Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking.

Kudus, 3<sup>rd</sup> May 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

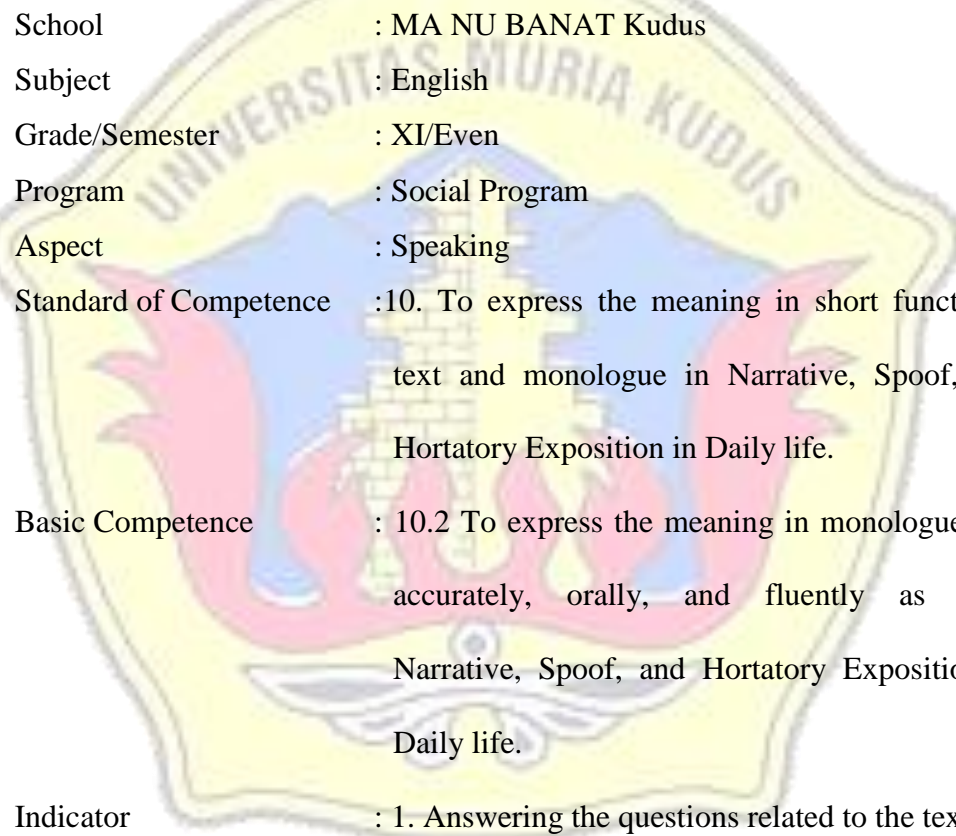
**Musfiroh Nur  
(2008-32-136)**



## Appendix 5

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using PPP Technique

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicator	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text orally. 4. Presenting arguments individually orally.

Time Allotment : 2 x 45 minutes

### **B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

### **C. Material of Teaching**

#### Hortatory Exposition

The generic structure of hortatory exposition usually has three components:(1) Thesis, (2) Arguments and (3) Recommendation.

Generic Structure of Hortatory Exposition are these:

1. Thesis :Statement or announcement of issue concern
2. Arguments :Reasons for concern that will lead to recommendation
3. Recommendation :Statement of what should or should not happen or be done based on the given arguments

### **Watch your Kids While Watching TV**

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely “Yes” and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often cause bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms
- Review the rating of TV shows which your children watch

Watch television with your children and discuss what is happening in the show.

#### **D. Learning Method**

PPP Technique

#### **E. Procedures of Teaching**

##### 1. Pre teaching

- a. Greeting and Praying.
- b. Checking attendance list.

##### 2. Whilst teaching

###### a. Presentation

- The teacher explains about hortatory exposition.
- The teacher gives the example of the text to be analyzed the generic structure of the text.

###### b. Practice

- The teacher gives hortatory text.
- The students are asked to analyze the generic structure.
- The students are asked to answer the question of the text orally.

###### c. Production

- The teacher asks students to make a group of 4 or 5.
- The teacher poses a topic “corruption is a good activity” to be discussed by the students in a group.

- The representation group asked to deliver their opinion in front of the class orally.

### 3. Post Teaching

Making conclusion

- c. The teacher and students give comments.
- d. Saying good bye.

### F. Media and source

a. Media:

White board, recorder, stopwatch

b. Source:

Modul and students' worksheet.

### G. Scoring

Browns' scoring scale for speaking

Kudus, 3<sup>rd</sup> May 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

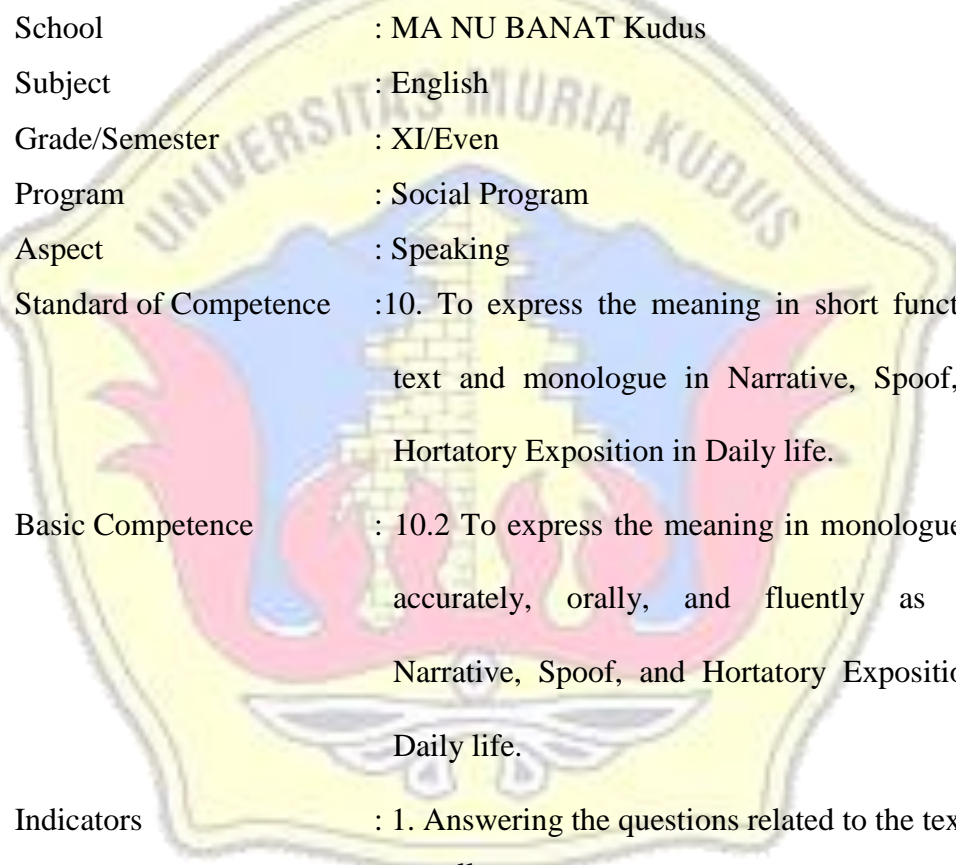
**Musfiroh Nur**  
**(2008-32-136)**



## Appendix 6

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using Think-Pair-Square Strategy

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicators	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text. 4. Presenting arguments individually.
Time Allotment	: 2 x 45 minutes

**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**D. Learning Method**

Think-Pair-Square strategy

**E. Procedures of Teaching**

1. Pre teaching
  - Greeting and Praying.
  - Checking attendance list.
2. Whilst teaching
  - a. Thinking
    - The teacher poses a topic “does exactly the national exams as a determinant of graduation?” to be discussed by the students.
    - The students elaborate more the topic given in their own words.
    - The students may write some notes related to the topic before discussing their opinion to their pairs.
  - b. Pairing
    - The teacher divides the students into several pairs.
    - The teacher asks the students to share their opinion with their pairs orally.

c. Squaring

- The teacher divides the students in a group of four.
- The students are asked to share their opinion among group orally.
- The students will have a discussion in a group related to the topic posed by the teacher.

3. Post Teaching

Making conclusion

- The teacher and students give comments .
- Saying good bye .

**F. Media and source**

- Media:  
White board, recorder, stopwatch
- Source:  
Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking

Kudus, 6<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

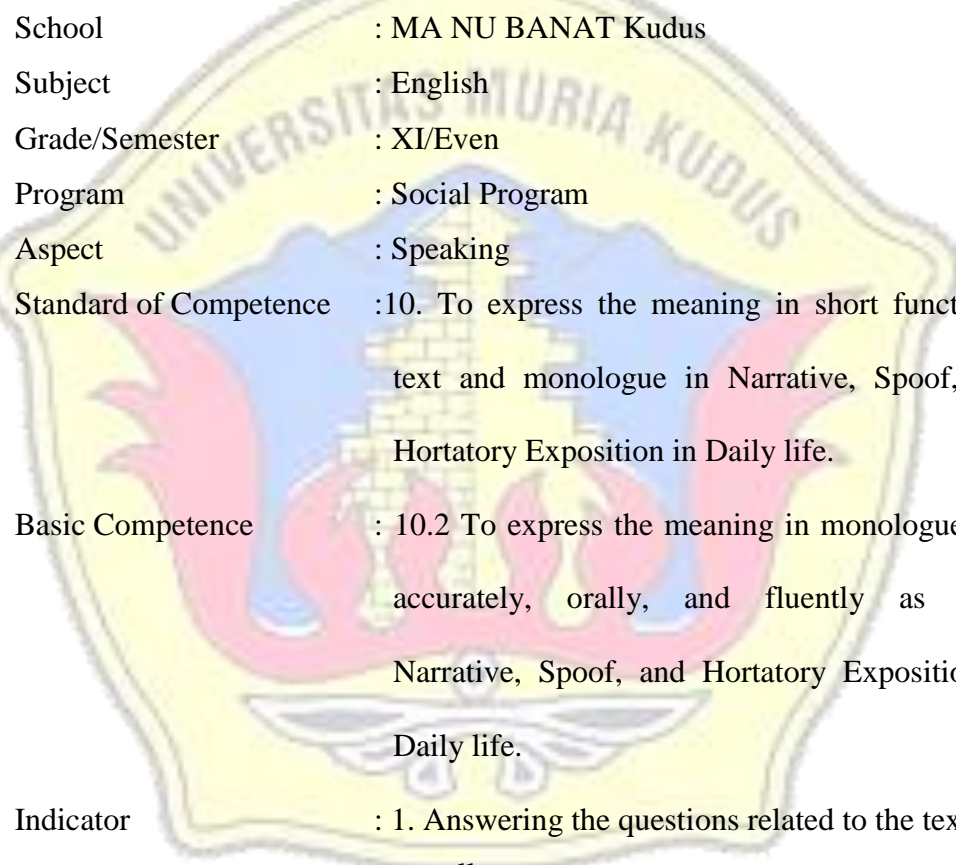
**Siti Susanti, S,Pd**

**Musfiroh Nur**  
**(2008-32-136)**

## Appendix 7

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using PPP Technique

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicator	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text orally. 4. Presenting arguments individually orally.
Time Allotment	: 2 x 45 minutes

## **B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

## **C. Material of Teaching**

Hortatory Exposition

### **The Effect of Television**

Television has become one of the most important devices found in people's house. It can be a stress buster but it can actually add to your mental stress. It may seem to help you get rid of your tensions, but it may actually be a burden to your brain. Some researchers suggest that children should not spend too many hours in front of TV. they claim that watching television leads to a developmental disorder in the part of the brain, that is responsible for languages skills. Children, who watch television and read less, can concentrate harder in class because it is difficult for them to pay attention.

Spending too many hours watching television consumes precious time that could rather be spent in fruitful and healthy activities like exercise or reading. Many studies have identified a relationship between kids who watch TV a lot and being inactive or overweight. It also uses up the time that you may otherwise spend with your family and friends. In addition, as the most effective form of mass media, television has been used to advertise all types of products. Television advertisement can influence the children to adopt poor habits. Commercials about fast foods, cold drinks and other such products that are not good for health are bound to leave an impact on children watching them.

Studies in psychology have shown that watching intense emotions on television leaves long lasting impact on one's mind. Horror scenes, ghosts, frightful scenes that are featured on television may give a negative impact on



the minds of young people to watching them. Considering some facts mentioning above, to protect yourself with the following tips:

- limit television viewing to one two hours each day
- do not put a TV set in your bedroom
- Strike a balance of everything in life.

#### **D. Learning Method**

PPP Technique

#### **E. Procedures of Teaching**

1. Pre teaching
  - Greeting and Praying.
  - Checking attendance list.
2. Whilst teaching
  - a. Presentation
    - The teacher explains about hortatory exposition.
    - The teacher gives the example of the text to be analyzed the generic structure of the text.
  - b. Practice
    - The teacher gives hortatory text.
    - The students are asked to analyze the generic structure.
    - The students are asked to answer the question of the text orally.
  - c. Production
    - The teacher asks students to make a group of 4 or 5.
    - The teacher poses a topic “does exactly the national exams as a determinant of graduation?” to be discussed by the students in a group.
    - The representation group asked to deliver their opinion in front of the class orally.

### 3. Post Teaching

Making conclusion

e. The teacher and students give comments.

f. Saying good bye.

### F. Media and source

a. Media:

White board, recorder, stopwatch

b. Source:

Modul and students' worksheet.

### G. Scoring

Browns' scoring scale for speaking

Kudus, 6<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

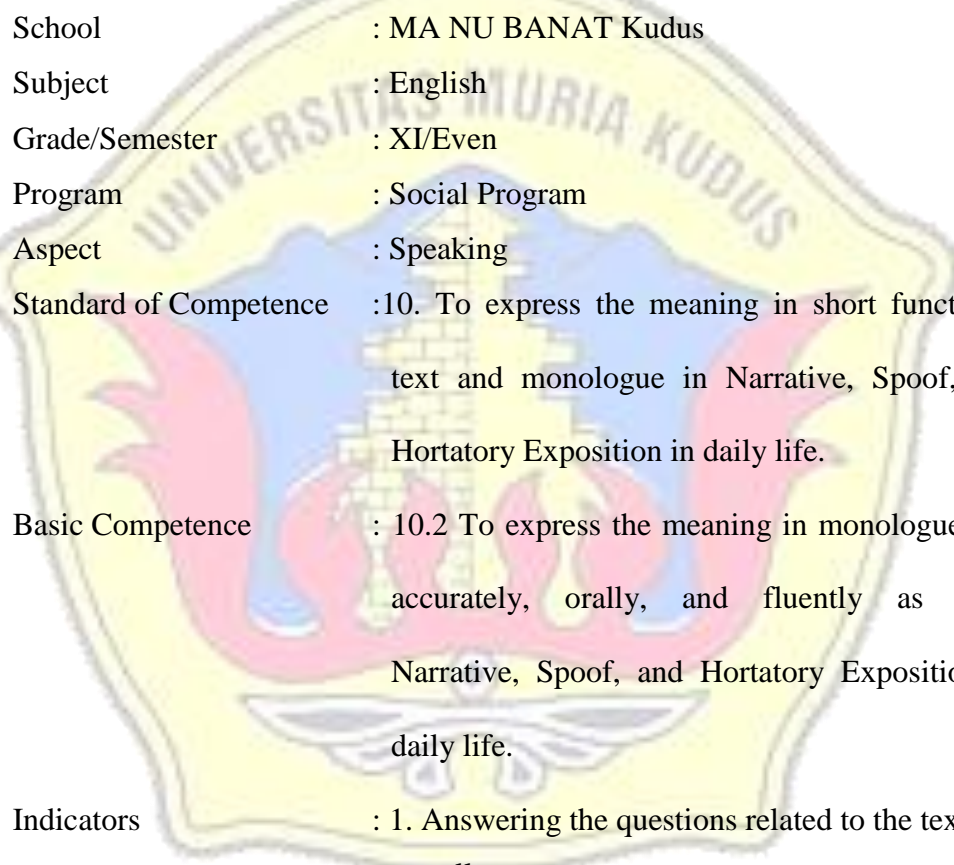
**Musfiroh Nur**  
**(2008-32-136)**



## Appendix 8

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using Think-Pair-Square Strategy

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	:10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in daily life.
Indicators	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text. 4. Presenting arguments individually.
Time Allotment	: 2 x 45 minutes

**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**D. Learning Method**

Think-Pair-Square strategy

**E. Procedures of Teaching**

1. Pre teaching
  - a. Greeting and Praying.
  - b. Checking attendance list.
2. Whilst teaching
  - a. Thinking
    - The teacher poses a topic “should keep our world save from global warming” to the students.
    - The students elaborate more the topic given in their own words.
    - The students may write some notes related to the topic before discussing their opinion to their pairs.
  - b. Pairing
    - The teacher divides the students into several pairs.
    - The teacher asks the students to share their opinion with their pairs orally.

c. Squaring

- The teacher divides the students in a group of four.
- The students are asked to share their opinion among group orally.
- The students will have a discussion in a group related to the topic posed by the teacher.

3. Post Teaching

Making conclusion

- The teacher and students give comments.
- Saying good bye .

**F. Media and source**

- Media:  
White board, recorder, stopwatch
- Source:  
Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking

Kudus, 10<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

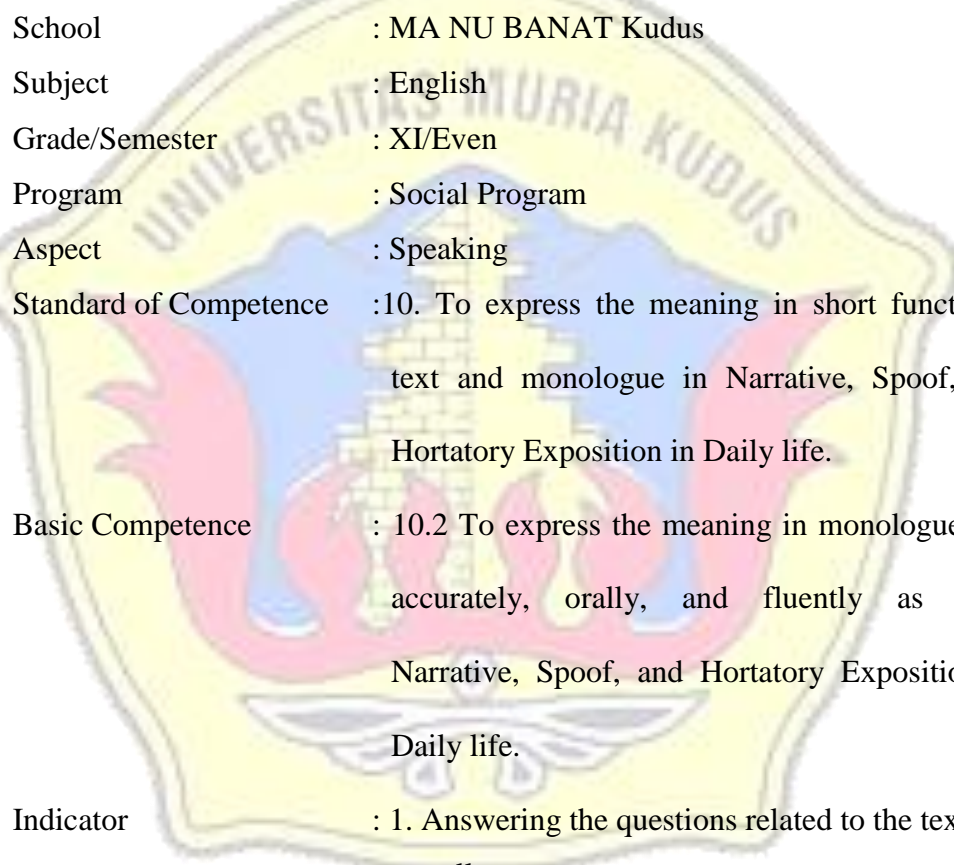
**Musfiroh Nur**  
**(2008-32-136)**



## Appendix 9

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using PPP Technique

#### A.Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	:10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicator	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text orally. 4. Presenting arguments individually orally.
Time Allotment	: 2 x 45 minutes

## **B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

## **C. Material of Teaching**

Hortatory Exposition

### **Learning English through music and songs is Fun**

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don’t have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

#### **D. Learning Method**

PPP Technique

#### **E. Procedures of Teaching**

##### **1. Pre teaching**

- Greeting and Praying
- Checking attendance list

##### **2. Whilst teaching**

###### **a. Presentation**

- The teacher explains about hortatory exposition.
- The teacher gives the example of the text to be analyzed the generic structure of the text.

###### **b. Practice**

- The teacher gives hortatory text.
- The students are asked to analyze the generic structure.
- The students are asked to answer the question of the text orally.

###### **c. Production**

- The teacher asks students to make a group of 4 or 5.
- The teacher poses a topic “should keep our world save from global warming” to be discussed by the students in a group.
- The representation group asked to deliver their opinion in front of the class orally.

### 3. Post Teaching

Making conclusion

- a. The teacher and students give comments.
- b. Saying good bye.

### **F. Media and source**

#### a. Media:

White board, recorder, stopwatch

#### b. Source:

Modul and students' worksheet.

### **G. Scoring**

Browns' scoring scale for speaking

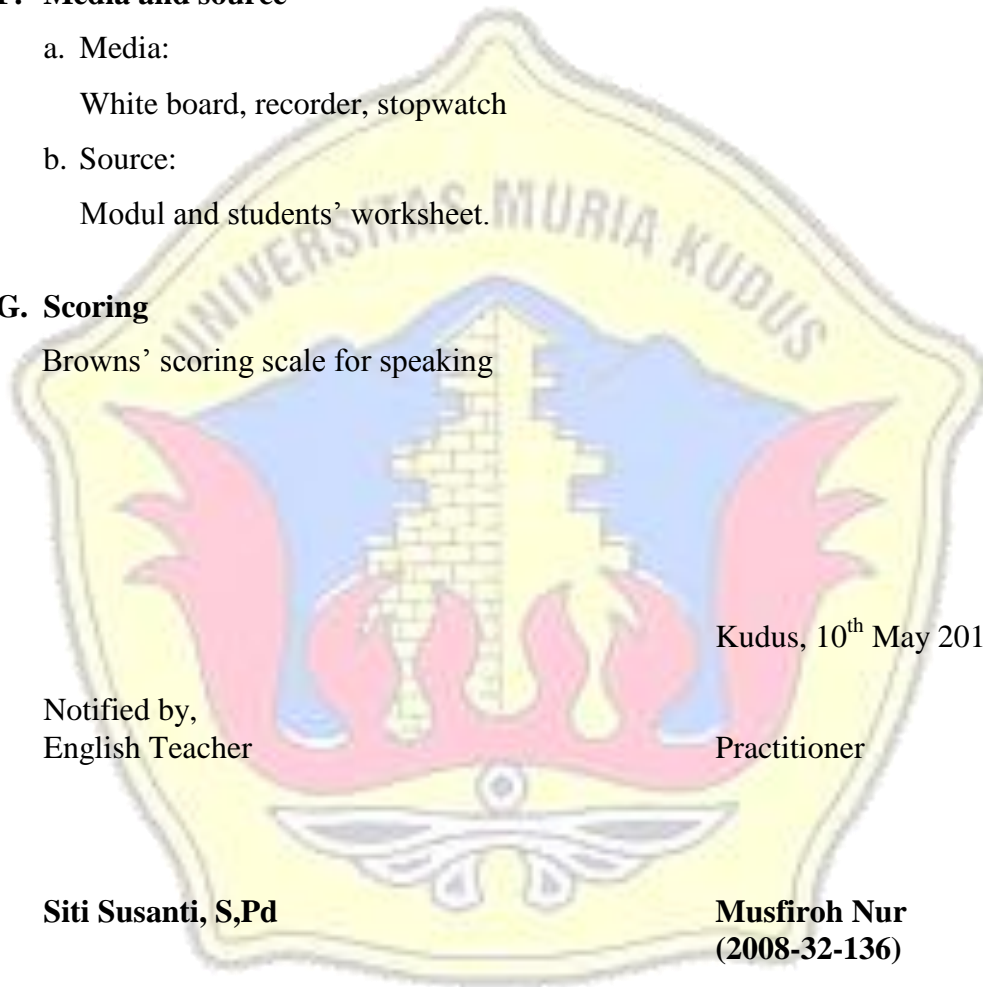
Kudus, 10<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S,Pd**

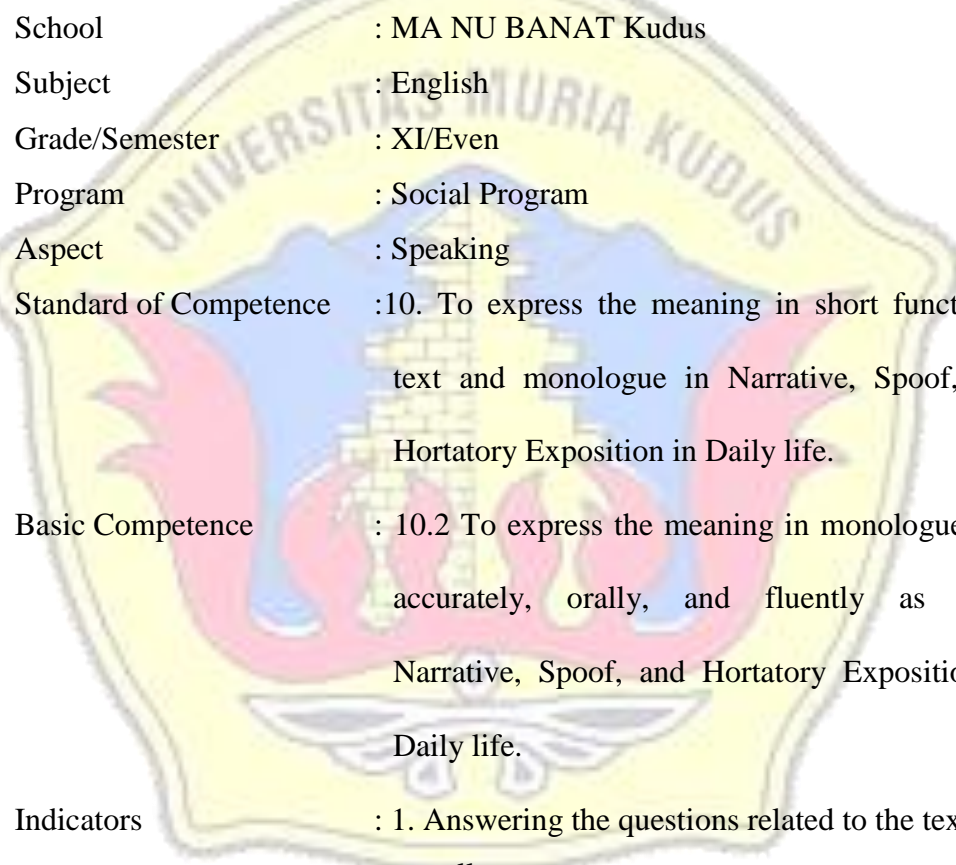
**Musfiroh Nur**  
**(2008-32-136)**



## Appendix 10

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using Think-Pair-Square Strategy

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicators	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text. 4. Presenting arguments individually.
Time Allotment	: 2 x 45 minutes



**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**D. Learning Method**

Think-Pair-Square strategy

**E. Procedures of Teaching**

1. Pre teaching
  - Greeting and Praying.
  - Checking attendance list.
2. Whilst teaching
  - a. Thinking
    - The teacher poses a topic “reading habit to improve our knowledge” to the students.
    - The students elaborate more the topic given in their own words.
    - The students may write some notes related to the topic before discussing their opinion to their pairs.
  - b. Pairing
    - The teacher divides the students into several pairs.
    - The teacher asks the students to share their opinion with their pairs orally.

c. Squaring

- The teacher divides the students in a group of four.
- The students are asked to share their opinion among group orally.
- The students will have a discussion in a group related to the topic posed by the teacher.

3. Post Teaching

Making conclusion

- The teacher and students give comments.
- Saying good bye.

**F. Media and source**

- Media:  
White board, recorder, stopwatch.
- Source:  
Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking.

Kudus, 20<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

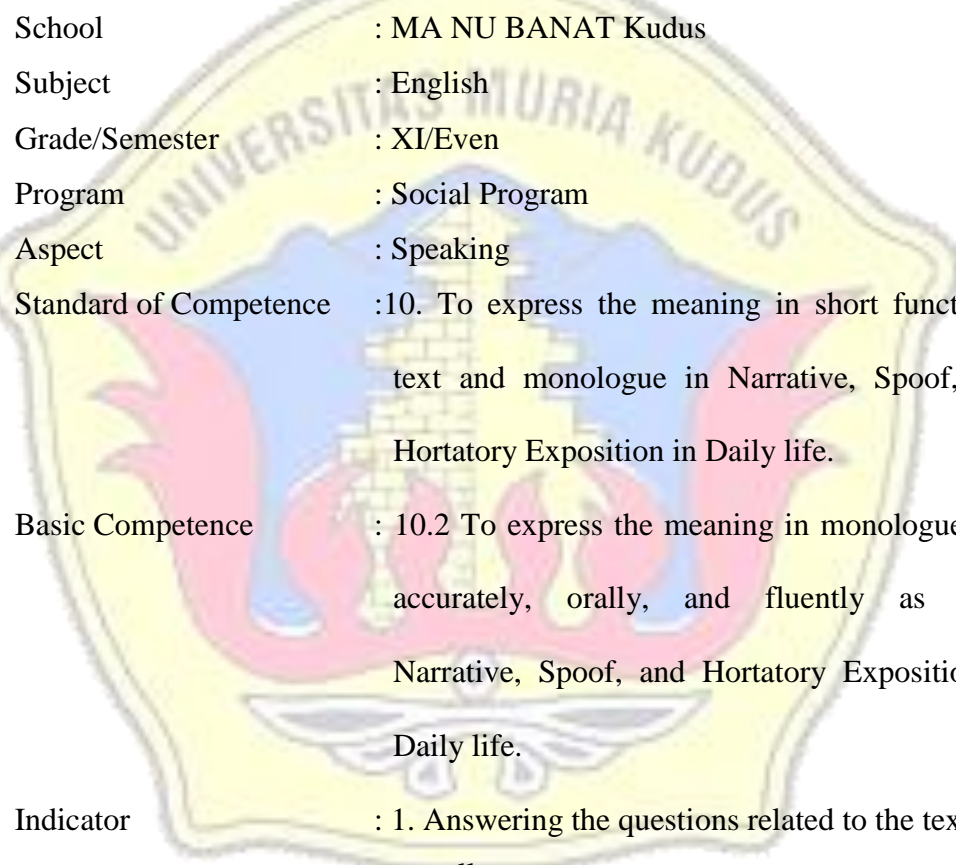
**Siti Susanti, S,Pd**

**Musfiroh Nur  
(2008-32-136)**

## Appendix 11

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using PPP Technique

#### A.Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	:10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicator	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text orally. 4. Presenting arguments individually orally.
Time Allotment	: 2 x 45 minutes

**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**Corruption**

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

**D. Learning Method**

PPP Technique

## **E. Procedures of Teaching**

### **1. Pre teaching**

- Greeting and Praying.
- Checking attendance list.

### **2. Whilst teaching**

#### **a. Presentation**

- The teacher explains about hortatory exposition.
- The teacher gives the example of the text to be analyzed the generic structure of the text.

#### **b. Practice**

- The teacher gives hortatory text.
- The students are asked to analyze the generic structure.
- The students are asked to answer the question of the text orally.

#### **c. Production**

- The teacher asks students to make a group of 4 or 5.
- The teacher poses a topic “reading habit to improve our knowledge” to be discussed by the students in a group.
- The representation group asked to deliver their opinion in front of the class orally.

### **3. Post Teaching**

#### **Making conclusion**

- a. The teacher and students give comments.
- b. Saying good bye.



**F. Media and source**

a. Media:

White board, recorder, stopwatch

b. Source:

Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking



Kudus, 20<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

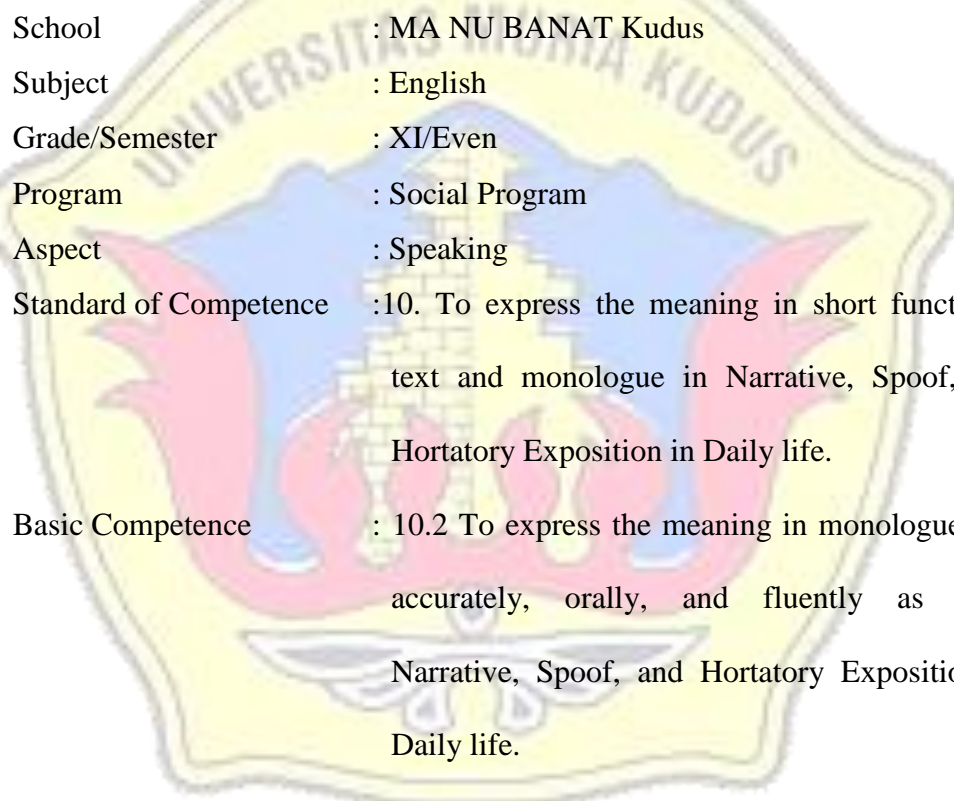
**Siti Susanti, S,Pd**

**Musfiroh Nur  
(2008-32-136)**

## Appendix 12

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using Think-Pair-Square Strategy

#### A.Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicators	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text. 4. Presenting arguments individually.
Time Allotment	: 2 x 45 minutes

**B. The goal of teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

**C. Material of Teaching**

Hortatory Exposition

**D. Learning Method**

Think-Pair-Square strategy

**E. Procedures of Teaching**

1. Pre teaching
  - Greeting and Praying.
  - Checking attendance list.
2. Whilst teaching
  - a. Thinking
    - The teacher poses a topic “the influence of western cultures in Indonesia” to the students.
    - The students elaborate more the topic given in their own words.
    - The students may write some notes related to the topic before discussing their opinion to their pairs.
  - b. Pairing
    - The teacher divides the students into several pairs.
    - The teacher asks the students to share their opinion with their pairs orally.

c. Squaring

- The teacher divides the students in a group of four.
- The students are asked to share their opinion among group orally.
- The students will have a discussion in a group related to the topic posed by the teacher.

3. Post Teaching

Making conclusion

1. The teacher and students give comments.
2. Saying good bye.

**F. Media and source**

- a. Media:  
White board, recorder, stopwatch.
- b. Source:  
Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking.

Kudus, 24<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

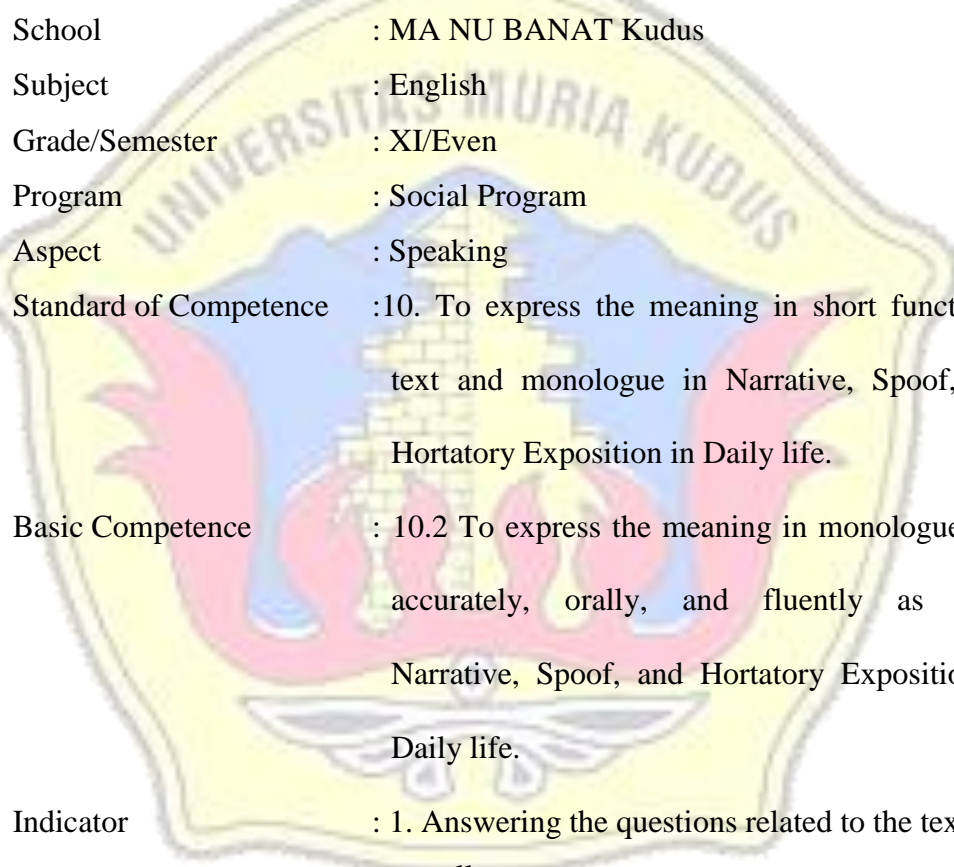
**Siti Susanti, S,Pd**

**Musfiroh Nur  
(2008-32-136)**

## Appendix 13

### Lesson Plan of Teaching Speaking of the Eleventh Grade students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by using PPP Technique

#### A. Identity



School	: MA NU BANAT Kudus
Subject	: English
Grade/Semester	: XI/Even
Program	: Social Program
Aspect	: Speaking
Standard of Competence	: 10. To express the meaning in short functional text and monologue in Narrative, Spoof, and Hortatory Exposition in Daily life.
Basic Competence	: 10.2 To express the meaning in monologue text accurately, orally, and fluently as form Narrative, Spoof, and Hortatory Exposition in Daily life.
Indicator	: 1. Answering the questions related to the text orally. 2. Identifying the arguments of the text orally. 3. Identifying the rethorical steps of the text orally. 4. Presenting arguments individually orally.
Time Allotment	: 2 x 45 minutes



### **B. The Goal of Teaching**

1. Students are able to answer the question of text by orally.
2. Students are able to identify the argument of the text orally.
3. Students are able to identify the rethorical steps of text orally.
4. Students are able to gives arguments related to the topics.

### **C. Material of Teaching**

Hortatory Exposition

#### **Removing Lead from Petrol**

In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn't seem to have been any mention of the difference between driving in the city and the country.

While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see the another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.

Those who want to penalize older, leaded petrol vehicles and their owners don't seem to appreciate that, in the country, there is no public transport to fall back upon and one's own vehicle is the only way to get about. I feel that the country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.

### **D. Learning Method**

PPP Technique

## **E. Procedures of Teaching**

### **1. Pre teaching**

- Greeting and Praying.
- Checking attendance list.

### **2. Whilst teaching**

#### **a. Presentation**

- The teacher explains about hortatory exposition.
- The teacher gives the example of the text to be analyzed the generic structure of the text.

#### **b. Practice**

- The teacher gives hortatory text.
- The students are asked to analyze the generic structure.
- The students are asked to answer the question of the text orally.

#### **c. Production**

- The teacher asks students to make a group of 4 or 5.
- The teacher poses a topic “the influence of western cultures in Indonesia” to be discussed by the students in a group.
- The representation group asked to deliver their opinion in front of the class orally.

### **3. Post Teaching**

#### **Making conclusion**

- a. The teacher and students give comments.
- b. Saying good bye.

**F. Media and source**

a. Media:

White board, recorder, stopwatch

b. Source:

Modul and students' worksheet.

**G. Scoring**

Browns' scoring scale for speaking



Kudus, 24<sup>th</sup> May 2012

Notified by,  
English Teacher

Practitioner

**Siti Susanti, S.Pd**

**Musfiroh Nur**  
**(2008-32-136)**

## Appendix 14

### DRAFT OF THE TEST

1. The students are asked to choose their topics of speaking based on the available topics.

#### The topics of oral tests:

1. Home schooling is a good way of learning.
  2. Should ads be banned from TV program?
  3. Why should wearing helmet when motorcycling?
  4. More dust bins is cleaner.
  5. On school discipline.
  6. Students' first days in school need to be made constructive.
  7. Where should be after high school?
  8. The effect of television.
  9. Using mobile phone while driving should be banned.
  10. Consume water to have beauty.
2. Students are asked to arrange arguments will be delivered in front of the class (15 minutes preparation).
  3. Students are asked to deliver their arguments in front of the class.
  4. The researcher recording and assessing the students' speaking by using the scoring scale adopted from from Brown (2004:172-173).

No	Speaking Components	Indicator	Points
1.	Pronunciation	a. Students have few traces of foreign accent.	5
		b. Students are always intelligible, though one is conscious of define accent.	4
		c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
		d. Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat.	2
		e. Students have pronunciation problem severe as to make speech virtually unintelligible.	1

2.	Grammar	a. Students make a few noticeable errors of grammar word order.	5
		b. Students occasionally make grammatical or word errors which or not, however obscure meaning.	4
		c. Students make frequent errors of grammar and word order, which occasionally obscure meaning.	3
		d. Students have grammar and word errors make comprehension difficult.	2
		e. Students have errors in grammar and word order so severe as to make speech virtually unintelligible.	1
3.	Vocabulary	a. Students' use of vocabulary and idioms is virtually that of native speaker.	5
		b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies.	4
		c. Students frequently are wrong words conversation somewhat limited because of in adequate vocabulary.	3
		d. Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult.	2
		e. Students have limitation vocabulary so extreme as to make conversation virtually.	1
4.	Fluency	a. Students have speech as fluent and effortless as that native speaker.	5
		b. Students have speed of speech seems to be affected by language problems.	4
		c. Students have speed and fluently rather strongly.	3
		d. Students usually hesitant often force in to silence by language limitation.	2
		e. Students have speech is as halting and fragmentary as to make conversation virtually impossible.	1
5.	Comprehension	a. Students appear to understand everything without difficult.	5
		b. Students understand nearly everything at normal speed, although occasionally repetition may be necessary.	4



	c. Students understand most what is said at slower than normal speed with repetition.	3
	d. Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly.	2
	e. Students cannot say to understand even simple conversational English.	1

From the table above, the result will be multiplied by four, so the highest score will be 100 for the good speaking students. Then, the researcher makes the criteria quoted from the school standard criteria for English as follow:

Score	Criteria
86 – 100	Excellent
76 – 85	Good
60 – 75	Sufficient
< 59	Poor

## Appendix 15

### The Score of the Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year

#### 2011/2012 Taught without Using Think-Pair-Square Strategy

Student' Code	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1	4	4	4	3	3	18	72
2	4	3	4	3	3	17	68
3	3	4	3	3	3	16	64
4	3	3	4	3	3	16	64
5	4	3	4	3	3	17	68
6	4	4	4	4	3	19	76
7	4	3	4	3	3	17	68
8	3	3	4	3	3	16	64
9	3	3	4	3	4	17	68
10	3	3	3	3	3	15	60
11	4	3	4	3	3	17	68
12	3	3	4	3	3	16	64
13	3	3	3	3	3	15	60
14	3	3	4	3	4	17	68
15	4	4	4	4	5	21	84
16	4	4	5	4	4	21	84
17	3	3	4	3	3	16	64
18	4	4	4	4	4	20	80
19	3	3	4	3	3	16	64
20	4	4	4	4	4	20	80
21	3	3	4	3	3	16	64

22	3	4	4	3	4	18	72
23	3	3	3	3	3	15	60
24	4	3	4	3	3	17	68
25	4	5	3	3	3	18	72
26	3	3	3	3	3	15	60
27	3	4	4	4	4	19	76
28	3	3	4	3	3	16	64
29	3	3	4	3	4	17	68
30	4	4	4	4	3	19	76
31	3	4	3	3	3	16	64
32	4	4	5	4	4	21	84
33	3	3	4	4	4	18	72
34	4	3	4	4	4	19	76
35	4	4	3	3	4	18	72
36	3	3	3	3	3	15	60
37	4	3	3	4	4	18	72
38	4	3	3	3	4	17	68
39	4	4	4	3	3	18	72
40	4	3	3	4	3	17	68
41	4	4	4	4	4	20	80
42	5	5	4	4	4	22	88
43	4	3	4	3	4	18	72
44	4	3	4	4	3	18	72
45	3	3	3	3	3	15	60

## Appendix 16

### The Calculation of Mean and Standard Deviation of the Score of the Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught without Using Think-Pair-Square Strategy.

#### a. Mean

The maximum score: 88

The minimum score: 60

$$\begin{aligned}
 \text{Number of Interval} &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 45 \\
 &= 1 + 3.3 (1.6) \\
 &= 1 + 5.28 \\
 &= 6.28 \text{ rounded into } 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval width (i)} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{the number of interval}} \\
 &= \frac{88 - 60}{6} \\
 &= \frac{28}{6} \\
 &= 4.7 \text{ rounded into } 5
 \end{aligned}$$

The table of frequency distribution of the eleventh grade students of MA NU BANAT Kudus in the academic year 2011/2012 taught by using PPP technique.

No.	Score	F	x	fx	%
1.	84 – 88	4	86	344	8.89
2.	79 – 83	3	81	243	6.67
3.	74 – 78	4	76	304	8.89
4.	69 – 73	9	71	639	20
5.	64 – 68	19	66	1254	42.22
6.	59 – 63	6	61	366	13.33
Total		45	441	3150	100

$$\begin{aligned}
 \text{Mean } (\bar{x}) &= \frac{\sum fx}{N} \\
 &= \frac{3150}{45} \\
 &= 70
 \end{aligned}$$

### b. Standard Deviation

Table of standard deviation of the eleventh grade students of MA NU BANAT Kudus in the academic year 2011/2012 taught by using PPP technique.

No.	Score	f	x'	fx'	x' <sup>2</sup>	f.x' <sup>2</sup>
1.	84 – 88	4	4	16	16	64
2.	79 – 83	4	3	9	9	27
3.	74 – 78	5	2	8	4	16
4.	69 – 73	8	1	9	1	9
5.	64 – 68	19	0	0	0	0
6.	59 – 63	5	-1	-6	1	6
Total		45	9	36	31	122

$$\text{Standard deviation (SD)} = i \sqrt{\frac{\sum f x'^2}{N} - \left[ \frac{\sum f x'}{N} \right]^2}$$

$$= 5 \sqrt{\frac{122}{45} - \left[ \frac{36}{45} \right]^2}$$

$$= 5 \sqrt{\frac{122}{45} - \left[ \frac{1296}{2025} \right]}$$

$$= 5 \sqrt{\frac{4194}{2025}}$$

$$= 5 \sqrt{2.071}$$

$$= 5 (1.44)$$

$$= 7.2$$



# Appendix 17

## The Score of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught By Using Think-Pair-Square Strategy

Student' Code	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1	3	4	4	4	4	19	76
2	4	4	5	4	4	21	84
3	4	4	4	3	4	19	76
4	4	4	4	4	4	20	80
5	4	4	4	3	3	18	72
6	4	3	5	3	4	19	76
7	4	4	4	3	4	19	76
8	4	3	5	3	4	19	76
9	5	3	4	4	3	19	76
10	4	4	4	3	3	18	72
11	5	4	4	4	4	21	84
12	4	4	4	4	3	19	76
13	5	4	4	3	4	20	80
14	4	4	4	4	4	20	80
15	5	3	5	4	4	21	84
16	4	4	5	4	4	21	84
17	4	3	4	4	4	19	76
18	5	4	4	4	4	21	84
19	5	4	4	4	4	21	84
20	4	3	4	4	4	19	76
21	4	4	4	3	4	19	76

22	4	4	4	4	4	20	80
23	3	3	4	3	3	16	64
24	4	4	4	4	4	20	80
25	5	4	4	4	4	21	84
26	5	4	5	4	5	23	92
27	4	3	4	4	4	19	76
28	5	4	5	4	4	22	88
29	5	4	4	4	4	21	84
30	4	3	4	4	4	19	76
31	4	4	4	3	4	19	76
32	4	4	5	4	4	21	84
33	4	3	4	3	3	17	68
34	4	3	4	3	3	17	68
35	4	4	4	3	4	19	76
36	5	4	4	4	3	20	80
37	4	4	4	4	3	19	76
38	4	3	4	3	4	18	72
39	4	4	4	4	4	20	80
40	4	4	4	4	4	20	80
41	4	4	4	3	4	19	76
42	5	4	5	4	5	23	92
43	5	4	5	4	4	22	88

## Appendix 18

### The Calculation of Mean and Standard Deviation of the Score of the Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught by Using Think-Pair-Square Strategy.

#### a. Mean

The maximum score: 92

The minimum score: 64

$$\begin{aligned}
 \text{Number of Interval} &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 43 \\
 &= 1 + 3.3 (1.6) \\
 &= 1 + 5.28 \\
 &= 6.28 \text{ rounded into } 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval width (i)} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{the number of interval}} \\
 &= \frac{92 - 64}{6} \\
 &= \frac{28}{6} \\
 &= 4.7 \text{ rounded into } 5
 \end{aligned}$$

The table of frequency distribution of the eleventh grade students of MA NU BANAT Kudus in the academic year 2011/2012 taught by using Think-Pair-Square strategy.

No.	Score	f	x	fx	%
1.	88 – 92	4	90	360	9.31
2.	83 – 87	9	85	765	20.93
3.	78 – 82	8	80	640	18.6
4.	73 – 77	16	75	1200	37.2
5.	68 – 72	5	70	350	11.63
6.	63 – 67	1	65	65	2.33
<b>Total</b>		43	465	3380	100

$$\text{Mean } (\bar{x}) = \frac{\sum fx}{N}$$

$$= \frac{3380}{43}$$

$$= 78.6$$

### b. Standard Deviation

Table of standard deviation of the eleventh grade students of MA NU BANAT Kudus in the academic year 2011/2012 taught by using Think-Pair-Square strategy.

No.	Score	x	x'	fx'	x' <sup>2</sup>	f.x' <sup>2</sup>
1.	88 – 92	90	3	12	9	36
2.	83 – 87	85	2	18	4	36
3.	78 – 82	80	1	8	1	8
4.	73 – 77	75	0	0	0	0
5.	68 – 72	70	-1	-5	1	5
6.	63 – 67	65	-2	-2	4	4
<b>Total</b>		465	3	31	19	89

$$\text{Standard deviation (SD)} = i \sqrt{\frac{\sum f x'^2}{N} - \left[ \frac{\sum f x'}{N} \right]^2}$$

$$= 5 \sqrt{\frac{89}{43} - \left[ \frac{31}{43} \right]^2}$$

$$= 5 \sqrt{\frac{89}{43} - \left[ \frac{961}{1849} \right]}$$

$$= 5 \sqrt{\frac{2866}{1849}}$$

$$= 5 \sqrt{1.550}$$

$$= 5 (1.245)$$

$$= 6.22$$

## Appendix 19

**The T-test Calculation of the Mean of the Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 between those who are Taught by Using PPP Technique and those who are Taught by Using Think-Pair-Square Strategy**

$$N_1 = 43$$

$$N_2 = 45$$

$$\bar{x}_1 = 78.6$$

$$\bar{x}_2 = 70$$

$$SD_1 = 6.22$$

$$SD_2 = 7.2$$

Formula to calculate t-observation ( $t_o$ ):

$$t_o = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma^2 \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$\sigma^2 = \frac{(N_1 - 1)SD_1^2 + (N_2 - 1)SD_2^2}{N_1 + N_2 - 2}$$

$$= \frac{(43 - 1) 6.22^2 + (45 - 1) 7.2^2}{43 + 45 - 2}$$

$$= \frac{(42) (38.6884) + (44) (51.84)}{86}$$

$$= \frac{1624.9128 + 2280.96}{86}$$

$$= \frac{3905.8728}{86}$$

$$= 45.41$$



After finding the variant ( $\sigma^2$ ) = 45.41 the  $t_0$  can be calculated as follows:

$$t_0 = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\sigma^2 \left[ \frac{1}{N1} + \frac{1}{N2} \right]}}$$

$$= \frac{78.6 - 70}{\sqrt{45.41 \left( \frac{1}{43} + \frac{1}{45} \right)}}$$

$$= \frac{8.6}{\sqrt{45.41 (0.045)}}$$

$$= \frac{8.6}{\sqrt{2.04345}}$$

$$= \frac{8.6}{1.43}$$

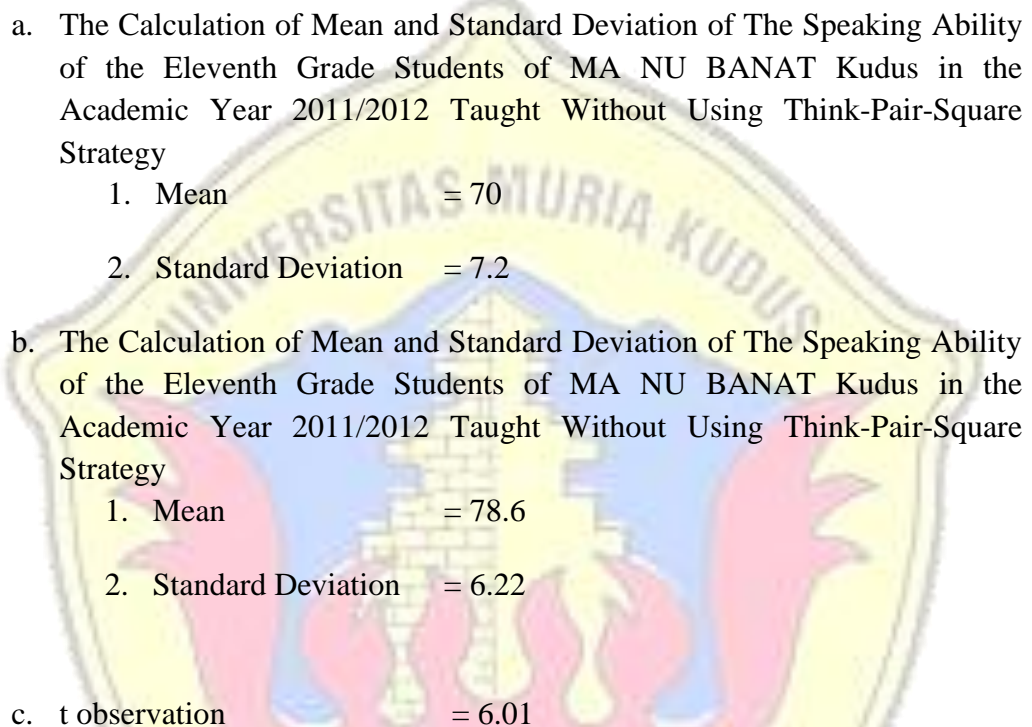
$$= 6.01$$





## Appendix 21

### **The Comparison Result of the Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught Without and By Using Think-Pair-Square Strategy**

- 
- a. The Calculation of Mean and Standard Deviation of The Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught Without Using Think-Pair-Square Strategy
1. Mean = 70
  2. Standard Deviation = 7.2
- b. The Calculation of Mean and Standard Deviation of The Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus in the Academic Year 2011/2012 Taught Without Using Think-Pair-Square Strategy
1. Mean = 78.6
  2. Standard Deviation = 6.22
- c. t observation = 6.01

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

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### **STATEMENT**

I, Musfiroh Nur (NIM 2008-32-136) state that:

My Skripsi entitled: THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS OF MA NU BANAT KUDUS IN THE ACADEMIC YEAR 2011/2012 TAUGHT BY USING THINK-PAIR-SQUARE STRATEGY is needed the scientific work of mine, not that of others'. I just take some certain quotation from others' scientific works as my references.

I am fully responsible for this statement.

Kudus, July 2012

The Writer

Musfiroh Nur

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---

**KETERANGAN SELESAI BIMBINGAN**

Yang bertanda tangan dibawah ini mahasiswa:

Nama : Musfiroh Nur

NIM/Semester: 2008-32-136/VIII

Program Studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

The Speaking Ability of the Eleventh Grade Students of MA NU BANAT Kudus  
in the Academic Year 2011/2012 Taught By Using Think-Pair-Square Strategy.

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian  
terakhir.

Kudus, July 2012

Pembimbing II

Pembimbing I



**Diah Kurniati, M. Pd**  
NIS.0610701000001190



**Drs. Muh. Syafei, M. Pd**  
NIP. 196204131988031002



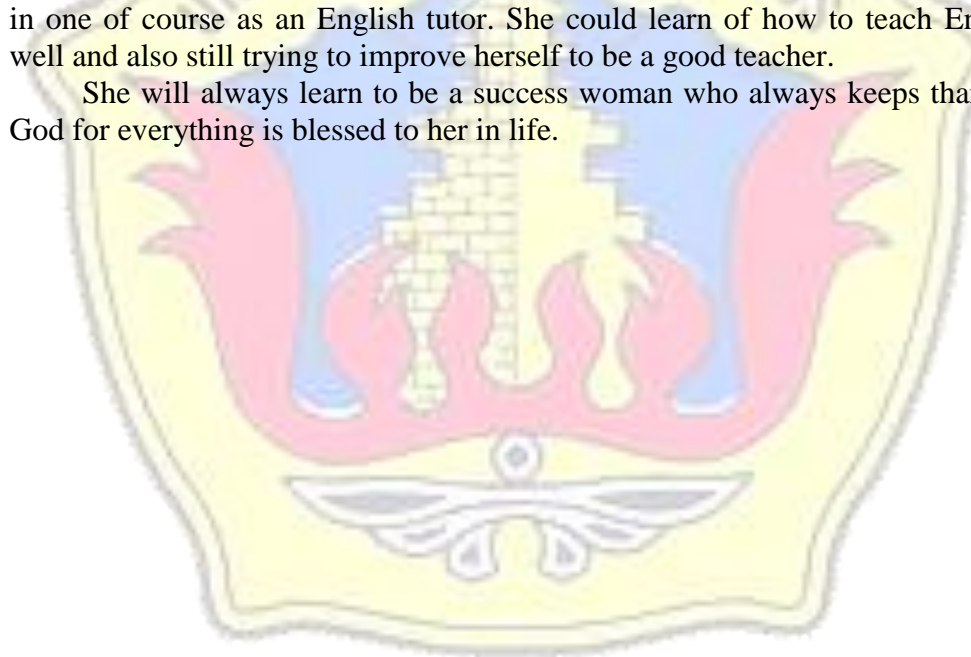
## CURRICULUM VITAE



I, Musfiroh Nur, was born on March 6<sup>th</sup> 1991 in Kudus, is the last child from Hj. Masfiah and the late of H. Kartono. She is the only daughter among three brothers. Girl who has hobby listening music lives with her family in Gondosari 2/I Gebog Kudus.

She started her educational background in 1994 at RA Matholibul Ulum, and then be continued in Islamic Elementary School MI Tsamrotul Wathan Gebog till 2002. Then she continued to study in MTs. Manba'ul Ulum as the Junior High School level in 2005 to be continued in MA NU BANAT Kudus and graduated in 2008. Having a big expectation in learning English, she decided to go to English Education Department, Teacher Training and Education Faculty of Muria Kudus University since in 2008. She learnt a lot of things and got valuable knowledge there. Many amazing experiences she has been gotten from this family. Now, she is teaching in one of course as an English tutor. She could learn of how to teach English well and also still trying to improve herself to be a good teacher.

She will always learn to be a success woman who always keeps thanking God for everything is blessed to her in life.





YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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PENETAPAN PEMBIMBING SKRIPSI

Nomor : 477/FKIP,UMK/PBI-SEMESTER GASAL/IX/2011.

Dengan hormat, kami memberikan tugas kepada:

1. Nama Dosen	:	<b>Drs. Muh. Syafei, M.Pd</b>
NIP/NIS	:	19620413-198803-1-002
Jabatan/Pangkat/Golongan	:	Lektor Kepala / Pembina Tk. I / IV b
2. Nama Dosen	:	<b>Diah Kurniati, S.Pd, M.Pd</b>
NIP/NIS	:	0610701000001190
Jabatan/Pangkat/Golongan	:	Asisten Ahli / Penata Muda Tk. I / III b
Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa :		
Nama	:	<b>MUSFIROH NUR</b>
NIM/Semester	:	2008 - 32 - 136 / VII
Jumlah SKS Diperoleh / IPK	:	126 / 3,6
Program Studi	:	<b>PENDIDIKAN BAHASA INGGRIS</b>
Tema/Judul	:	THE SPEAKING ABILITY OF THE ELEVENTH GARDE STUDENTS OF SMK WISUDHA KARYA KUDUS IN THE ACADMIC YEAR 2011/2012 TAUGHT BY USING THINK-PAIR-SQUARE STRATEGY.

Sehubungan dengan hal tersebut, mohon usulan tersebut dapat disetujui.

Kudus, 15 September 2011.

Ka.Progdi PBI.



**Drs. Susilo Rahardjo, M.Pd**  
NIP. 19560619-198503-1-002

**Fitri Budi Suryani, SS, M.Pd**  
NIS. 0610701000001155



**YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS**  
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Gondangmanis Bae, Kudus PO. BOX 53, Telepon (0291) 438229, Fax (0291) 437198

No. : 662/FKIP-UMK/B.09.100/IV/2012  
Lamp. : -  
Hal : Permohonan Izin Penelitian

12 April 2012

Yth. Kepala  
**MA NU BANAT KUDUS**  
di -  
**KUDUS**

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

Nama : MUSFIROH NUR  
NIM : 2008 - 32 - 136  
Fakultas/Prodi : KIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul,  
"THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS  
OF MA NU BANAT KUDUS IN THE ACADEMIC YEAR 2011/2012  
TAUGHT BY USING THINK - PAIR - SQUARE - STRATEGY ".

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, kami sampaikan terima kasih.

A.n. Dekan,  
Pembantu Dekan I



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



BADAN PELAKSANA PENDIDIKAN MA'ARIF NU BANAT  
**MADRASAH ALIYAH NU BANAT KUDUS**  
TERAKREDITASI A

Jl. KHM. Arwani Amin Krandon Telp. (0291) 443143, 3316150  
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## SURAT KETERANGAN

Nomor : 070/652/BNT/2012

Yang bertanda tangan dibawah ini, Kepala MADRASAH ALIYAH NU  
BANAT KUDUS, menerangkan bahwa :

Nama : Musfiroh Nur  
N i m : 2008-32-136  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan di UMK Kudus

Benar – benar melaksanakan Penelitian di MA. NU Banat Kudus tanggal  
29 April – 24 Mei 2012, guna menyusun skripsi dengan judul :

“The Speaking Ability of The Eleventh Grade Students of MA NU Banat  
Kudus In The Academic Year 2011/2012 Taught By Using Think-Pair-  
Square Strategy”.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana  
mestinya.

07 Rajab 1433 H

28 Mei 2012 M

Kepala Madrasah,

Drs. H. Moh Said



**NB :**

Dimohon mengumpulkan hasil Karya Ilmiah  
untuk Arsip MA NU Banat Kudus



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS  
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
**LEMBAR KONSULTASI PENULISAN SKRIPSI**

Nama : Musfirah Nur  
NIM/Semester : 2008-22-136 / VIII  
Program Studi : Pendidikan Bahasa Inggris  
Pembimbing : 1. Drs. Noh Syahri, M.Pd.  
2. Dian Kurnias, S.Pd., M.Pd.

No.	Hari Tanggal	Materi Konsultasi	Paraf		Keterangan
			Pembimbing	Mahasiswa	
1	24 / 11	Chapter 1-3			Ok. see me for a discussion
2	03 / 12	Discussion of the steps before doing treatment			
3	05 / 04	Proposal, lesson plan.			

No.	Hari Tanggal	Bab/Bagian yang Dikonsultasikan	Paraf		Keterangan
4.	12 / 4 - '12	proposal			- Theoretical framework
5.	12 / 4 '12	Chapter I			- Background
6.	12 / 4 '12	Chpt II			- Material
7.	12 / 4 '12	Chpt III			Data Collection
8.	12 / 4 '12				- Data pers
9.	31 / 5 '12	Chpt I-III			ok /
10.	05 / 07 '12	Chapter IV, V, VI			ok: @gum & me - Formulas & calculations - Have a final - Exam.
11.					



No.	Hari Tanggal	Bab/Bagian yang Dikonsultasikan	Paraf	Keterangan
11.	12/07	All draft		Discussion <del>revisi</del>
12.	17/7	IV, V, VI		Revisi
13.	19/7	IV, V, VI		awal
14.	19/7	All draft		Abstract Revisi
	26/7	All draft		awal
				awal

