

APPENDICES



APPENDIX 1

SILABUS PEMBELAJARAN

Sekolah : SMA 2 Bae Kudus
 Kelas : X (Sepuluh)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu (Menit)	Sumber / Bahan/ Alat
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat	○ berterima kasih <i>mis. A: Thank you very much</i> <i>B: Don't mention it!</i> ○ memuji <i>mis. A: You look slimmer.</i> <i>B: You're kidding me.</i> ○ mengucapkan selamat <i>mis. A: Congratulations! You did it again.</i> <i>B: Thank you. I don't know what to do without you.</i>	<ul style="list-style-type: none"> Mendengarkan percakapan interpersonal/transaksional melalui film secara individu. Mendiskusikan tindak tutur yang digunakan dalam percakapan yang didengar secara berpasangan. 	<ul style="list-style-type: none"> Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur berterima kasih Merespon tindak tutur berterima kasih Mengidentifikasi makna tindak tutur memuji Merespon tindak tutur memuji Mengidentifikasi makna tindak tutur mengucapkan selamat Merespon tindak tutur mengucapkan selamat Mengidentifikasi konteks situasi 	Kuis Ulangan tertulis Tugas	(14 x 45) 2 x 45 2 x 45 2 x 45	www.englishdaily626.com www. Esl-lab Kaset CD
	9.1. Mengungkapkan makna				Tugas Performans		

<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> <p>Mendengarkan</p> <p>7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p> <p>Berbicara</p> <p>9.</p>	<p>dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p> <p>9.2 Mengungkapkan makna dalam percakapan</p>	<p>o menggunakan ungkapan terkejut mis. A: <i>How can you say that?</i> B: <i>Well, that's the fact.</i></p> <p>o menggunakan ungkapan rasa tak percaya mis. A: <i>I can't believe it!</i> B: <i>That's true.</i></p> <p>o menyetujui undangan, tawaran, ajakan mis. A: <i>Thank you for the invitation.</i> B: <i>I look forward to</i></p>	<ul style="list-style-type: none"> • Mendiskusikan respon yang diberikan terhadap tindak tutur yang didengar • Secara berpasangan berlatih menggunakan tindak tutur dan responnya. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan tindak tutur berterima kasih • Merespon tindak tutur berterima kasih • Menggunakan tindak tutur memuji • Merespon tindak tutur memuji • Menggunakan tindak tutur mengucapkan selamat • Merespon tindak tutur mengucapkan selamat • Mengidentifikasi maknatindak tutur menyatakan rasa terkejut • Merespon tindak tutur menyatakan rasa terkejut • Mengidentifikasi maknatindak tutur menyatakan rasa tak percaya • Merespon tindak tutur menyatakan rasa tak percaya. • Mengidentifikasi maknatindak tutur menyetujui undangan, tawaran, ajakan. • Merespon tindak tutur menyetujui undangan, tawaran, ajakan. 	<p>Kuis Ulangan tertulis Tugas</p>	<p>6x45</p> <p>(14 x 45)</p> <p>2 x 45</p>	<p>www.englishdaily626.com</p> <p>www. Esl-lab</p> <p>Kaset</p>
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<p>Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>	<p><i>seeing you.</i></p>		<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan rasa terkejut • Merespon tindak tutur menyatakan rasa terkejut • Menggunakan tindak tutur menyatakan rasa tak percaya • Merespon tindak tutur menyatakan rasa tak percaya • Menggunakan tindak tutur menerima undangan • Menggunakan tindak tutur tawaran • Menggunakan tindak tutur ajakan 	<p>Kuis Ulangan tertulis Tugas</p>	<p>4 x 45</p>	<p>CD</p>
<p>Mendengarkan 8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p>	<p>pengumuman, iklan,</p>		<ul style="list-style-type: none"> • Mengidentifikasi beberapa iklan lisan di tempat umum secara berkelompok. • Mendengarkan iklan • Mengidentifikasi topik sebuah pengumuman lisan • Mengidentifikasi informasi tertentu dari undangan lisan • Mengidentifikasi tujuan dari 	<p>Tugas Performans</p>	<p>6 x 45</p>	
	<p>10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman,</p>				<p>Tugas Ulangan tertulis Tugas</p>		

<p>sederhana dalam konteks kehidupan sehari-hari</p> <p>Berbicara</p> <p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari</p> <p>Mendengarkan</p> <p>8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i>,</p>	<p>iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p> <p>10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk:</p>	<p>undangan</p> <p>• Teks lisan berbentuk</p>	<p>melalui tape secara klasikal.</p> <ul style="list-style-type: none"> Mendiskusikan isi dan bentuk bahasa yang digunakan secara kelompok Menyampaikan iklan lisan secara berpasangan di depan kelas. Menceritakan kembali iklan yang dilihat atau didengarnya Mendengarkan berita/deskripsi/ naratif untuk menemukan berbagai informasi secara klasikal melalui kaset. 	<p>pengumuman yang didengar.</p> <ul style="list-style-type: none"> Memberi pengumuman lisan Menyampaikan undangan lisan Melakukan monolog untuk mengiklankan sesuatu Menggunakan bahasa lisan Mengidentifikasi <i>main idea</i> dari teks yang didengar Mengidentifikasi tokoh dari cerita yang didengar Mengidentifikasi kejadian dalam teks 	<p>Tugas Performans</p> <p>(8 x 45)</p> <p>1 x 45</p> <p>Tugas Ulangan tertulis</p> <p>1 x 45</p> <p>1 x 45</p> <p>2 x 45</p>	<p>www. EsI-lab.com</p> <p>CD</p> <p>Kaset</p>
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<p><i>descriptive</i>, dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari</p> <p>Berbicara</p> <p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p> <p>Membaca</p> <p>10. Memahami makna teks fungsional pendek dan esei</p>	<p><i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p> <p>11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam</p>	<p><i>narrative</i></p> <ul style="list-style-type: none"> Teks lisan berbentuk <i>descriptive</i> Teks lisan berbentuk <i>news item</i> 	<ul style="list-style-type: none"> Mendiskusikan perbedaan penggunaan bahasa secara lisan dan tertulis secara berkelompok. Berdiskusi secara berkelompok untuk membuat sebuah berita/deskripsi/ naratif secara sambung menyambung. Menyampaikan berita sebagai reporter langsung dari tempat kejadian Mendongeng secara berkelompok Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. Mendiskusikan isi dan bentuk bahasa yang 	<p>yang didengar</p> <ul style="list-style-type: none"> Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan Mengidentifikasi inti berita yang didengar Mengidentifikasi sumber berita yang didengar Menggunakan kalimat <i>simple present</i> dalam mendeskripsikan benda atau orang Melakukan monolog untuk menyampaikan sebuah berita Melakukan monolog untuk menyampaikan sebuah deskripsi Bercerita secara lisan Menjadi reporter Menjadi <i>storyteller</i> Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca Mengidentifikasi informasi tertentu 	Tugas portofolio	<p>(14 x 45)</p> <p>1 x 45</p> <p>1 x 45</p> <p>2 x 45</p> <p>1 x 45</p>	<p>ESOL ONLINE</p> <p>English Online</p> <p>www. Esl-lab</p> <p>Kaset CD</p>
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<p> sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari- hari dan untuk mengakses ilmu pengetahuan </p> <p>Menulis</p> <p>11. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p> bahasa tulis dalam konteks kehidupan sehari- hari </p>	<p> pengumuman, iklan, undangan </p>	<p> digunakan secara berkelompok </p> <ul style="list-style-type: none"> • Membuat pengumuman secara individu dan mempublikasikan di papan pengumuman 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan teks fungsional pendek 		<p>(8 x 45)</p> <p>1 x 45</p> <p>2 x 45</p> <p>3 x 45</p>	<p>ESOL ONLINE</p> <p>English Online</p> <p>Jakarta Post</p>
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Mengetahui,
Kepala SMA 2 Bae Kudus

Kudus, 12Februari 2014
Guru Mata Pelajaran

Drs. Sri Haryoko

NIP. 19600710 198501 1 004

H. Soleh Prihatin, S. Pd.

NIP. 196811042008011 008



Appendix 2

LESSON PLAN

School : SMA 2 BAE Kudus

Lesson/ Subject : English

Subject matter : Speaking

Material : Expression of Surprise and Expression
Of Disbelief

Class/ Program : X

Semester : Even

Academic Year : 2013/2014

Date, Time/ Duration : February, 5 2014 (2x 45 minutes (Meeting I))

1. Standard of Competence

Speaking

9. Expressing the meaning of transactional conversation and interpersonal in daily life.

2. Basic Competence

9.2 Expressing the meaning in transactional conversation and interpersonal in formal and informal (socialize) in the spoken variety of accurate, fluent and acceptability with functional skills expressions in daily life context such as: expression of surprise, expression of disbelief, and also inviting, accepting and declining invitation.

3. Indicators

- Understanding the expression of surprise and expression of disbelief.
- Practice the dialogue.
- Responding the expression of surprise and expression of disbelief.

4. Learning Objectives:

At the end of the lesson, the students are supposed to be able to:

- Understand the expression of surprise and expression of disbelief.
- Practice the dialogue.
- Respond the speech act of expression of surprise and expression of disbelief.

5. Learning Material:

➤ Definition Expression of Surprise :

- The feeling that you have when something unexpected or unusual happens.
- Expression surprise is expression which someone when get a surprise.

✓ Function expression of surprise :

The function about expression surprising is to show our emotion when something or someone coming upon unawares or of taking suddenly and without preparation.

✓ Situation the expression of surprise :

The use expression surprising is when we heard amazing news which surprised.

The expression of surprise

The Expression of Surprise	The Responds
• Really?	• Yeah!

<ul style="list-style-type: none"> • What? • Wow! • Hey! • Are you serious? You must be joking. • That's very surprising. • What a surprise! • Oh my goodness. • I find that very surprising. • I must say it surprises me. • I find it extraordinary. • How very surprising. • That's amazing. • What? No! I don't believe it. • Are you serious? • You're kidding. • Wow! What a surprise. • Where? Show me. 	<ul style="list-style-type: none"> • It is. • Yup! • Oh my gosh! • Positively! • It's true. • I'm serious. • No, I'm not. • No, I'm not kidding.
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➤ **Definition Expression of Disbelief :**

Expression to not believe something or someone with reason or unreason.

✓ **Function:**

The function is to express our disbelief about a matter that concerns a person or something.

✓ **Situation :**

The right situation to use the expression disbelief is when heard the news that we don't believe about something or someone.

The expression of disbelief

The Expression of Disbelief	The Responds
<ul style="list-style-type: none"> • Do you believe it? • Wouldn't you believe it? • This may surprise you, but... • You won't belief this but... • I've got news for you... • You know? • Guess what! • Aren't you know? • Do you know what? • I don't believe it • I can't believe it. • It's really unbelievable. • How could it be. 	<ul style="list-style-type: none"> • I don't trust you! • I don't believe it. • Are you serious? • You don't say that! • You're lie! • Fancy that! • I don't believe you! • You must be joking! • Oh, no! that's not true.

Example of conversation

Expression of Surprise

Sabrina: "Is that true that an earthquake hit our place?"

Rocky : "It is. By the way, didn't you feel anything?"

Sabina : "No, I slept soundly because I was very tired, you know. How big was the earthquake?"

Rocky : "About 6.3 magnitudes."

Sabrina: " **Wow! Are you serious? You must be joking!**"

Rocky : "*I'm serious*. Many building were broken down, and some Were cracked. But I heard no victim announced. You're very lucky girl."

2. Expression of Disbelief

Example of Expression of Disbelief

Expression of Disbelief

Vincent: "Do you remember Jose?"

Nuno : "You mean our classmate?"

Vincent: "That's him. He was in X factor last night."

Nuno : "So?"

Vincent: "I've got News for you, you must not believe it. He could be one of the finalist for X factor."

Nuno : "*Unbelievable!*"

6. Learning Methods :

Community Language Learning (CLL).

7. Learning Activities :

No.	Activities	Time
1.	Pre activities 1. Greeting, 2. Pray for a moment. 3. The teacher checks the role before start the lesson.	10 minutes
2.	Whilst Teaching : 1) Exploration: - Teacher gives explanation to the students about the expression of surprise and expression of disbelief. - Students hear the teacher explanation.	20 minutes

	<ul style="list-style-type: none"> - Students receive the surprise and disbelief expression. - Students prepare their self to practice the surprise and disbelief expression. <p>2) Elaboration :</p> <ul style="list-style-type: none"> - Students make a group and seated in a circle. - Students make their own conversation related to the expression of surprise and expression of disbelief. (When one student wants to say something to the group or to an individual, she/he says it in the native language). - The teacher translates the utterance back to the students in the target language. - The students practice the conversation and one of the students records the conversation, - The students listen the recording their conversation. - The students write the difficult word. <p>3) Confirmation :</p> <ul style="list-style-type: none"> - Fixing the things that are lacking, - The teacher gives reinforcement. 	<p>50 minutes</p> <p>5 minutes</p>
3.	<p>Post activities</p> <ul style="list-style-type: none"> a. The teacher asks the students to talk the expression of surprise and expression of disbelief. b. The teacher gives the conclusion about the material. c. Close the meeting by parting. 	5 minutes

8. Source :

- Student Worksheet
 - a. Interlanguage : English for Senior High School Students X

(ebook version)

b. Developing English Competencies for Senior High School (SMA/MA)

Grade X

(ebook version)

c. Internet

9. Assessment :

- Technique : Oral
 - Instrument : Spoken
 - Scoring : more points for active students,
- | | |
|---------------|-----|
| Pronunciation | : 5 |
| Grammar | : 5 |
| Vocabulary | : 5 |
| Fluency | : 5 |
| Comprehension | : 5 |

So, the total score is $23 \times 4 = 100$.

10. Instrument :

Directions:

- 1) Make a group consist of 6 students.
- 2) Each group has to make a theme of conversation by using the expression of surprise and disbelief.
- 3) Practice with friends in a group in front the class.

Kudus, 5 February 2014,

English Teacher

Practitioner

H. Soleh Prihatin, S. Pd.
NIP. 196811042008011 008

Annisa Vivka Yeremia
NIM. 200932147



STUDENT'S WORKSHEET

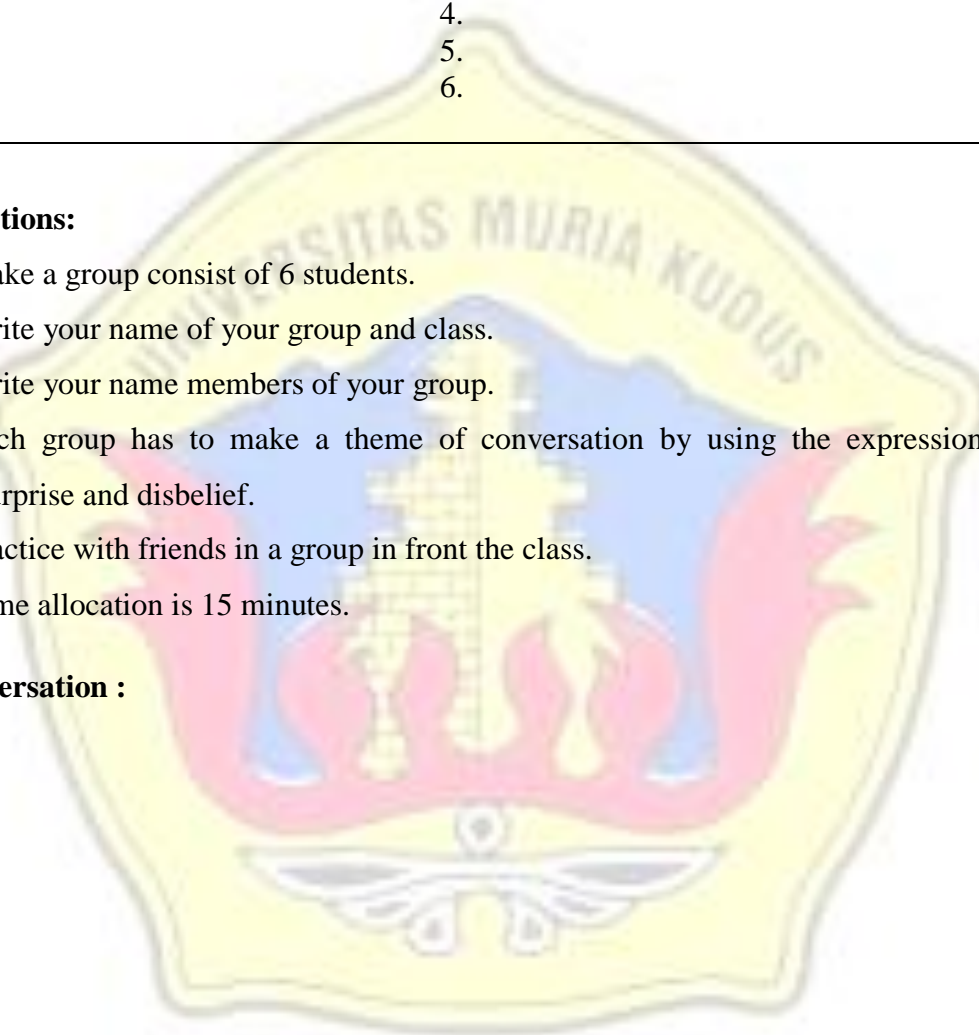
1st MEETING

Name of group :	
Class :	
Members :	
1.	4.
2.	5.
3.	6.

Directions:

1. Make a group consist of 6 students.
2. Write your name of your group and class.
3. Write your name members of your group.
4. Each group has to make a theme of conversation by using the expression of surprise and disbelief.
5. Practice with friends in a group in front the class.
6. Time allocation is 15 minutes.

Conversation :



Hai Guys..my name is Messi
Today I wanna tell you the
expression of surprise and the
expression of disbelief
CHECK THIS OUT

Ok..Guys we start with the
expression of surprise

And my friends will be
give you more
explanation about that





The expression of surprise is
the feeling that you have
~~when something unexpected~~

Thank you
Messi !!

Expression surprise is
expression which someone
~~when get a surprise~~

The function about expression surprising is
to show our emotion when something or
someone coming upon unawares or of
~~taking suddenly and without preparation~~

Situation the expression of surprise is use
expression surprising is when we heard amazing
news which surprised

The Expression of Surprise	The Responds
<ul style="list-style-type: none"> • Really? • What? • Wow! • Hey! • Are you serious? You must be joking. • That's very surprising. • What a surprise! • Oh my goodness. • I find that very surprising. • I must say it surprises me. • I find it extraordinary. • How very surprising. 	<ul style="list-style-type: none"> • Yeah! • It is. • Yup! • Oh my gosh! • Positively! • It's true. • I'm serious. • No, I'm not. • No, I'm not kidding.

<ul style="list-style-type: none"> • That's amazing. • What? No! I don't believe it. • Are you serious? • You're kidding. • Wow! What a surprise. • Where? Show me. 	
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Is that true that an earthquake hit our place, Karno?	It is Bi. By the way, didn't you feel anything?
No, I slept soundly	because I was very tired
	You know..How big was the earthquake?
	About 6.3 magnitudes

Wow! Are you serious?

You must be joking!

Now it's time to explain about the expression of disbelief

I'm serious Habibi




Many building were broken down, and some were cracked

But I heard no victim announced. You're very

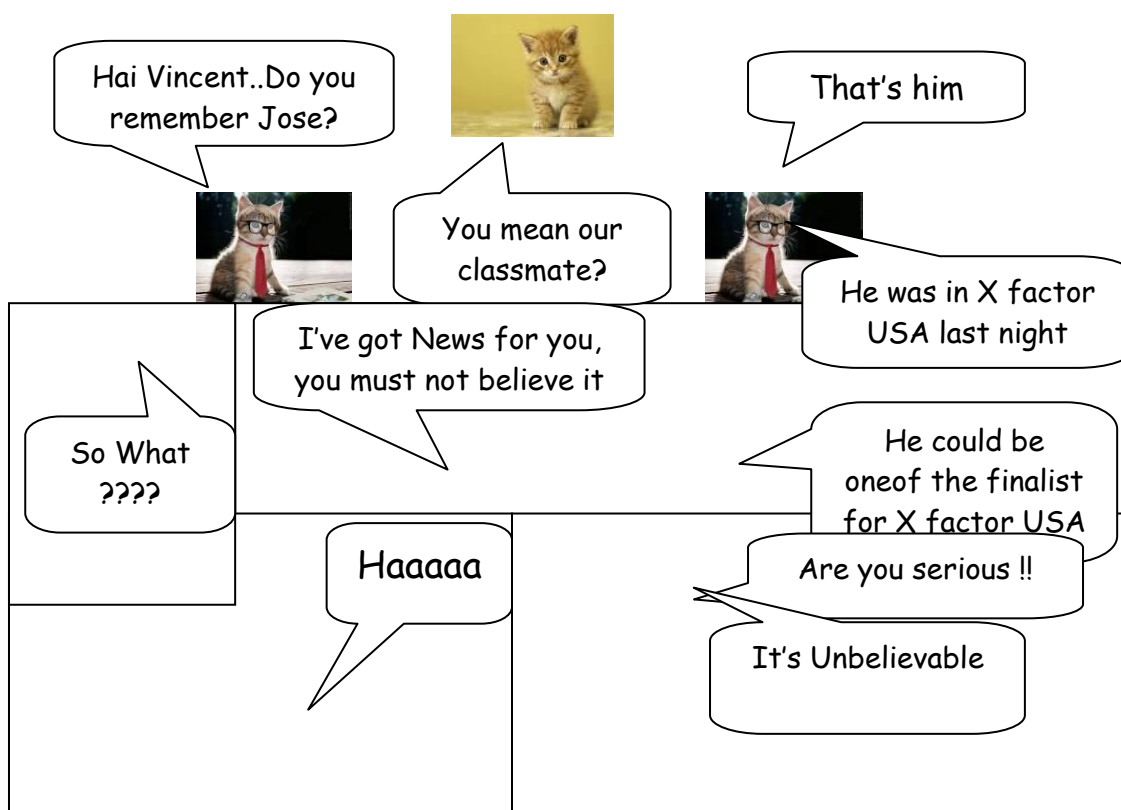
Expression of Disbelief is the expression to not believe something or someone with reason or

The function is to express our disbelief about a matter that concerns a person or something

The right situation to use the expression disbelief is when heard the news that we don't believe about something or someone

The Expression of Disbelief	The Responds
<ul style="list-style-type: none"> • Do you believe it? • Wouldn't you believe it? • This may surprise you, but... • You won't belief this but... • I've got news for you... • You know? • Guess what! • Aren't you know? • Do you know what? • I don't believe it • I can't believe it. • It's really unbelievable. • How could it be. 	<ul style="list-style-type: none"> • I don't trust you! • I don't believe it. • Are you serious? • You don't say that! • You're lie! • Fancy that! • I don't believe you! • You must be joking! • Oh, no! that's not true.



Appendix 3

LESSON PLAN

School : SMA 2 BAE Kudus

Lesson/ Subject : English

Subject matter : Speaking

Material : Descriptive Text

Class/ Program : X

Semester : Even

Academic Year : 2013/2014

Date and Time : February, 8 2014

2x 45 minutes (Meeting II)

11. Standard of Competence

8. Expressing meanings of short functional text and simple essay in the form of descriptive text in daily life context.

12. Basic Competence

9.1 Expressing meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptably to interact with their surroundings in the form of descriptive text.

3. Indicators

- Understanding the descriptive text.
- Practice the dialogue based on the descriptive text.
- Responding the descriptive text.

13. Learning Objectives:

At the end of the lesson, the students are supposed to be able to:

- Understanding the descriptive text.
- Practice the dialogue based on the descriptive text.
- Responding the descriptive text.

14. Learning Material :

Descriptive text

- a. Definition : Descriptive text is the type of text which describes a particular person, place, or thing.
- b. Generic structure :
 - Identification: identifies phenomenon to be described. For example mention the name, occupation, profession, and career.
 - Description: describes parts, qualities, and characteristics. For example mention the physical features, the way she/he dresses and personality.
- c. Linguistic features :
 - Focus on specific participants
 - Use of adjectives and compound adjectives
 - Use of linking verbs
 - Use of attributive *hasan* and *have*
 - Use of simple present tense.
- d. Example of descriptive text :

Kudus is Our Town

Kudus takes its name from the Arabic word “Al-Quds” meaning holy and it is recognized as the only town on Java to have an Arabic name. The town was founded by Ja’far Shodiq who later became one of the **Wali Sanga** or the nine apostles who spread Islam across the island of Java, taking the name **Sunan Kudus**. Sunan Kudus was said to have been the fifth Imam

(head) of the **mosque of Demak** and a major leader of the 1527 campaign against the mighty 'Majapahit', before he moved to present day Kudus. The town is inseparable from the personality of Sunan Kudus.

The Mosque of Kudus or also known as **Al Aqsa or Al Manar** which dates from this period, remains a local landmark to this day. Constructed in 1549 by Sunan Kudus, the mosque is notable for its perservation of pre-Islamic architectural art such as its Old Javanese split doorways and Hindu-Buddhist influenced Majapahit-style brickwork.

Kudus also built its reputation on the exotic fragrance of the clove-blended cigarettes unique to the country. The word "kretek" itself is an onomatopoeic term for the crackling sound of burning cloves. Bringing together tobacco from the New World and spices from the Old, kretek is a product of extraordinary historical circumstances, but its birthplace is Kudus, where the lingering traces of its distinctive aroma are an ever-present part of everyday life.

The origin of kretek cigarettes can be traced to the late 19th century. It is believed that the first person to add cloves to his cigarette was a man called H. Jamhari, a resident of Kudus.

15. Learning Activities :

No.	Activities	Time
1.	Pre activities 1. Greeting, 2. Pray for a moment. 3. The teacher checks the role before start the lesson.	10 minutes

- d. Interlanguage : English for Senior High School Students X
(ebook version)
- e. Developing English Competencies for Senior High School (SMA/MA)
Grade X
(ebook version)
- f. Internet

17. Assessment :

- Technique : Oral
- Instrument : Spoken
- Scoring : more points for active students,

Pronunciation : 5

Grammar : 5

Vocabulary : 5

Fluency : 5

Comprehension : 5

So, the total score is $23 \times 4 = 100$.

18. Instrument :

Directions:

- 4) Make a group consist of 5 until 6 students.
- 5) Each group has to make a theme of conversation by using the descriptive text.
- 6) Practice with friends in a group in front the class.

Kudus, 8 February 2014,

English Teacher

Practitioner

H. Soleh Prihatin, S. Pd.
NIP. 196811042008011 008

Annisa Vivka Yeremia
NIM. 200932147

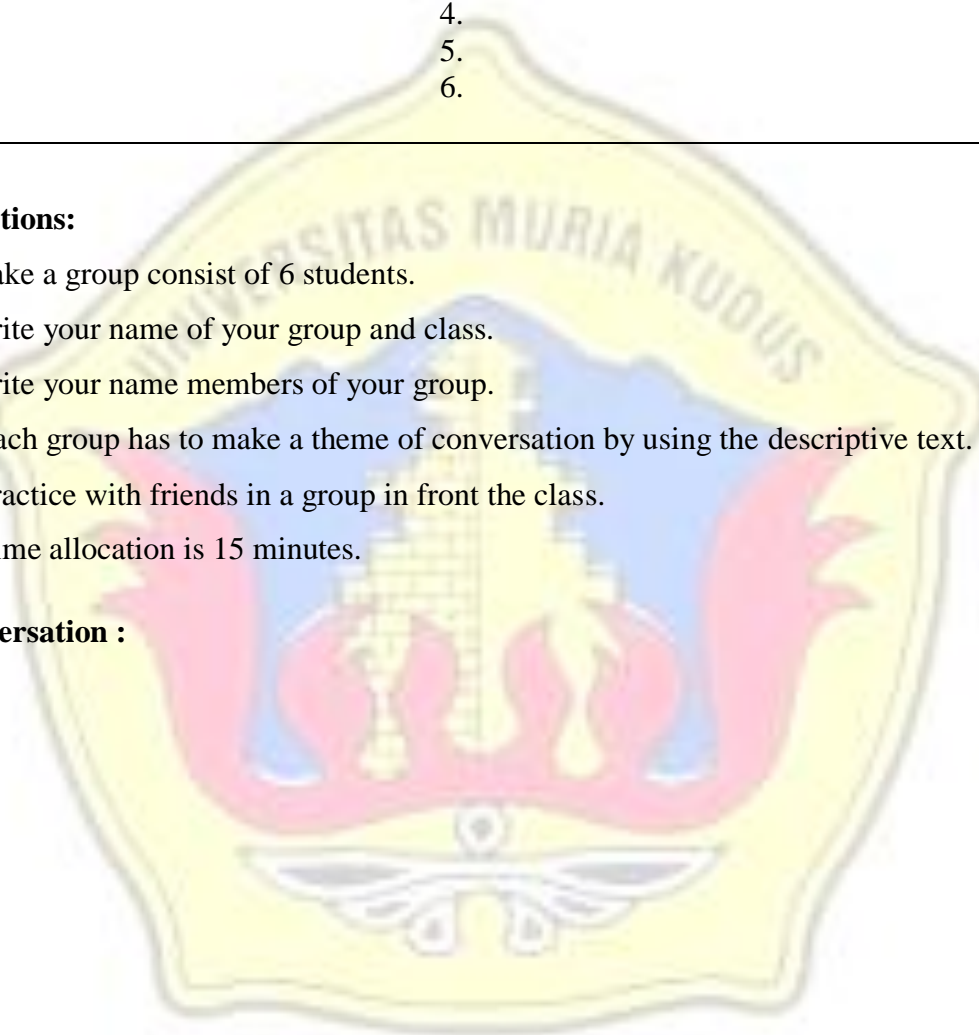


STUDENT'S WORKSHEET**2nd MEETING**

Name of group :	
Class :	
Members :	
1.	4.
2.	5.
3.	6.

Directions:

7. Make a group consist of 6 students.
8. Write your name of your group and class.
9. Write your name members of your group.
10. Each group has to make a theme of conversation by using the descriptive text.
11. Practice with friends in a group in front the class.
12. Time allocation is 15 minutes.

Conversation :

Hei...guys today we talk about

DESCRIPTIVE TEXT!

Descriptive text is is the type of text which describes a particular person, place, or thing.



Generic Structure :

- Identification: identifies phenomenon to be described. For example mention the name, occupation, profession, and career.
- Description: describes parts, qualities, and characteristics. For example mention the physical features, the way she/he dresses and personality.

➤ Linguistic features :

- Focus on specific participants
- Use of adjectives and compound adjectives
- Use of linking verbs
- Use of attributive *hasandhave*
- Use of simple present tense.
- Example of Descriptive Text :

Kudus is Our City

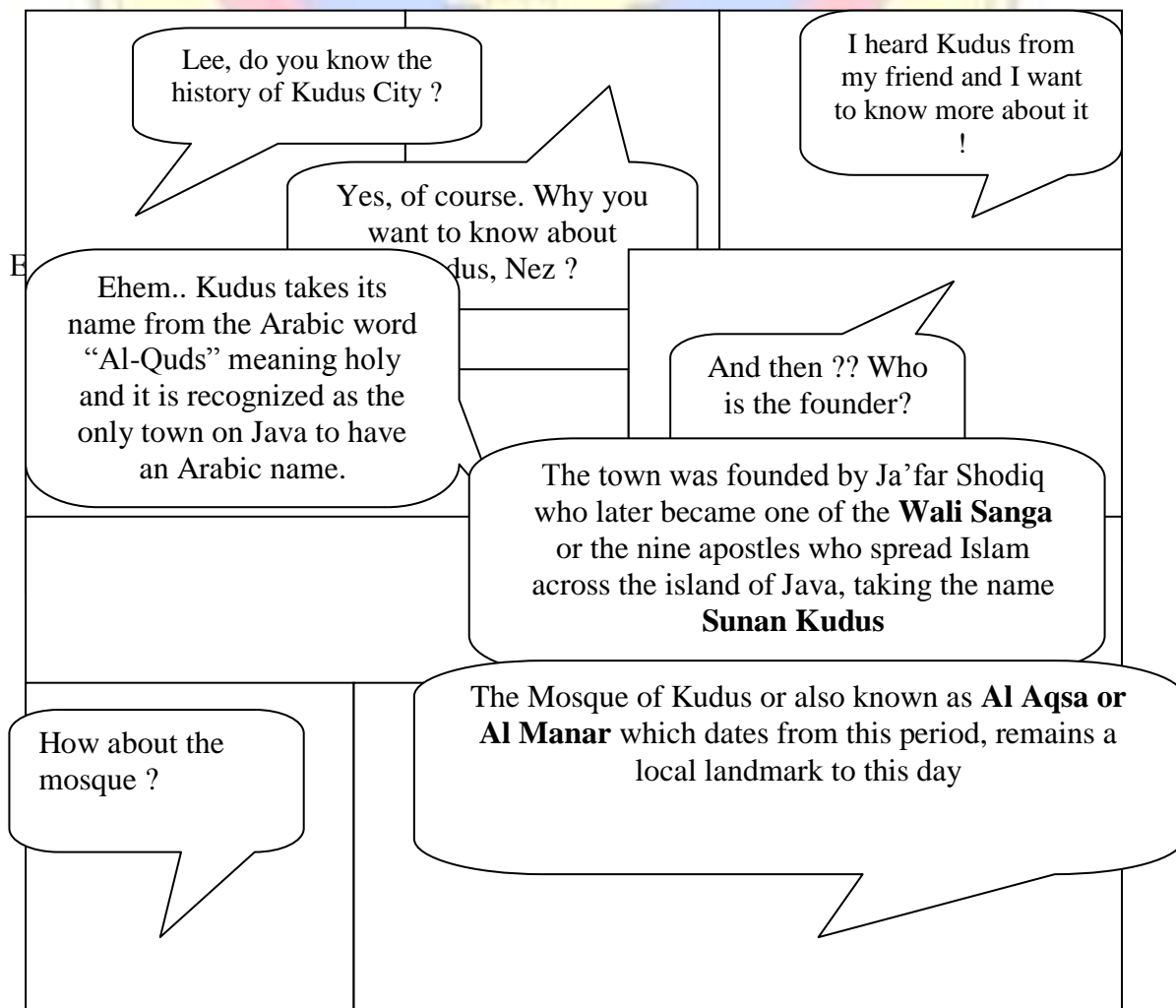
Kudus takes its name from the Arabic word “Al-Quds” meaning holy and it is recognized as the only town on Java to have an Arabic name. The town was founded by Ja’far Shodiq who later became one of the **Wali Sanga** or the nine apostles who spread Islam across the island of Java, taking the name **Sunan Kudus**. Sunan Kudus was said to have been the fifth Imam (head) of the **mosque of Demak** and a major leader of the 1527 campaign against the mighty 'Majapahit', before he moved to present day Kudus

The town is inseparable from the personality of Sunan Kudus.

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Kudus also built its reputation on the exotic fragrance of the clove-blended cigarettes unique to the country. The word "kretek" itself is an onomatopoeic term for the crackling sound of burning cloves. Bringing together tobacco from the New World and spices from the Old, kretek is a product of extraordinary historical circumstances, but its birthplace is Kudus, where the lingering traces of its distinctive aroma are an ever-present part of everyday life.

The origin of kretek cigarettes can be traced to the late 19th century. It is believed that the first person to add cloves to his cigarette was a man called H. Jamhari, a resident of Kudus.



I heard that Kudus is the cigarettes is that true?



Kudus also built its reputation on the exotic fragrance of the clove-blended cigarettes unique to the country. The origin of kretek cigarettes can be traced to the late 19th century. It is believed that the first person to add cloves to his cigarette was a man called H. Jamhari, a resident of Kudus.



Appendix 4

TESTING SPEAKING ABILITY TAUGHT BY USING COMMUNITY
LANGUAGE LEARNING (CLL) FOR TENTH GRADE STUDENTS of SMA 2
BAE KUDUSin ACADEMIC YEAR 2013/2014

(PRE-TEST)

Subject : English

Day, date :

Testing : Speaking Ability

Time :

Groups :

Direction :

1. Make a group consist of 6 students.
2. Each group has to make one theme of the expression of surprise and expression of disbelief and descriptive text.
3. Each group take a paper to get one theme by lottery.
 - a. Paper no.1 and no.2 get theme about Liem Swie King (make the conversation about Liem Swie King and using the expression of surprise and expression of disbelief).
 - b. Paper no.3 and no.4 get theme about Menara Kudus (make the conversation about Menara Kudus and using the expression of surprise and expression of disbelief).
 - c. Paper no.5 and no.6 get theme about Kudus Regency (make the conversation about Kudus Regency and using the expression of surprise and expression of disbelief)
4. Each of group has to make the conversation based on their own idea.
5. All of member of group is active to each other in the conversation.
6. The group will be perform the theme of conversation in front of class one by one.

Appendix 5

TESTING SPEAKING ABILITY TAUGHT BY USING COMMUNITY LANGUAGE LEARNING (CLL) FOR TENTH GRADE STUDENTS of SMA 2 BAE KUDUS

(POST-TEST)

Subject : English

Day, date :

Testing : Speaking Ability

Time :

Groups :

Direction :

7. Make a group consist of 6 students.
8. Each group has to make one theme of the expression of surprise and expression of disbelief and descriptive text.
9. Each group take a paper to get one theme by lottery.
 - d. Paper no.1 and no.2 get theme about Liem Swie King (make the conversation about Liem Swie King and using the expression of surprise and expression of disbelief).
 - e. Paper no.3 and no.4 get theme about Menara Kudus (make the conversation about Menara Kudus and using the expression of surprise and expression of disbelief).
 - f. Paper no.5 and no.6 get theme about Kudus Regency (make the conversation about Kudus Regency and using the expression of surprise and expression of disbelief).
10. Each of group has to make the conversation based on their own idea.
11. All of member of group is active to each other in the conversation.
12. The group will be perform the theme of conversation in front of class one by one.

Appendix 6

Pre-Test and Post-Test Materi of The Tenth Grade Students of SMA 2 BAE Kudus in Academic Year 2013/2014 Taught by Using Community Language Learning (CLL)

“Liem Swie King” (Paper no. 1 and no.2)

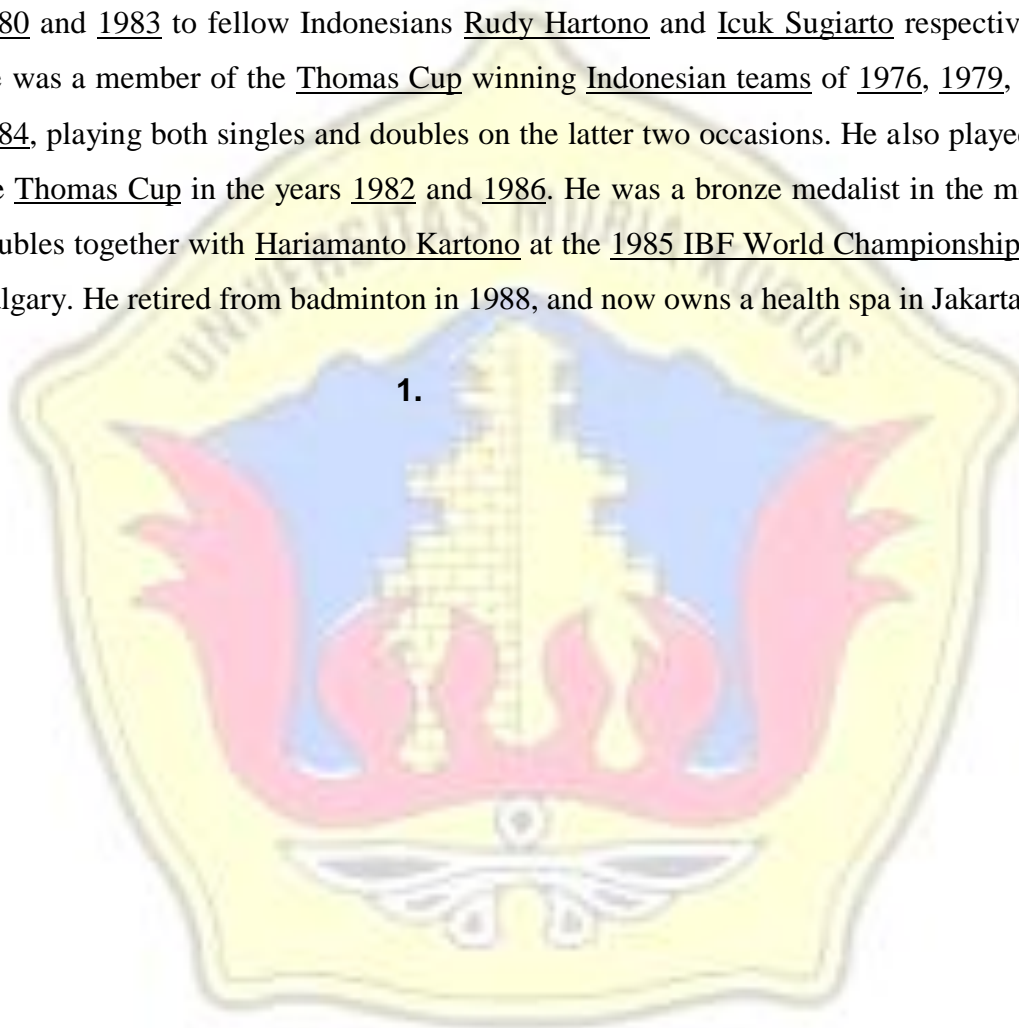
Liem Swie King (Chinese: 林水鏡; pinyin: *Lín Shuǐjìng*, born 28 February 1956 in Kudus) is a former Indonesianbadminton player who excelled from the late 1970s through the mid-1980s. He won the All England in 1978, 1979 and 1981. Along with Morten Frost (Denmark), Han Jian and Luan Jin (China), and Prakash Padukone (India), he was one of the world's leading singles players of that era. A world level player in men's doubles as well as men's singles, he was known for the ferocity of his jumping smash.

Liem was born on 28 February 1956 in Kudus, Central Java. His parents were Ng Thian Poo and Oei See Moi from Fujian. He was the only son of 8 children. During elementary school, he studied at Sekolah Tionghoa, and later moved to SD Negeri Dema'an II in 1965.^[3] In 1974, he changed his name to Guntur in order to accept government instruction.

Liem won Central Java badminton championship at the age of 15. In November 1972, he participated in First Djakarta Badminton Open Tournament. It was his first international tournament. Three years later, he won Moenadi Cup, the Central Java Governor Cup. In 1973, he strengthened Central Java on Pekan Olahraga Nasional VIII and reached the final. After that in the same year, he won Kejuaraan Dunia Bulu Tangkis Piala Garuda (Garuda Cup Badminton World Championship) in Tegal.

While in senior high school, in early 1974 he won national championship. In the same year he participated in All England for the first time. In 1976 and 1977 he became the runner-up. Liem won the prestigious All-England Men Singles Championships in 1978, 1979 and 1981 during a six-consecutive-year run to the finals (1976–1981) of what was then perhaps the world's most prestigious badminton tournament. He was the runner-up at the then triennial World Championships in both 1980 and 1983 to fellow Indonesians Rudy Hartono and Icuk Sugiarto respectively. He was a member of the Thomas Cup winning Indonesian teams of 1976, 1979, and 1984, playing both singles and doubles on the latter two occasions. He also played in the Thomas Cup in the years 1982 and 1986. He was a bronze medalist in the men's doubles together with Hariamanto Kartono at the 1985 IBF World Championships in Calgary. He retired from badminton in 1988, and now owns a health spa in Jakarta.

1.



2. “Menara Kudus Mosque” (Paper no.3 and no.4)

The Menara Kudus Mosque or Al-Manar Mosque is located in Kudus in the Indonesian province of Central Java. Dating from 1549, it is one of the oldest mosques in Indonesia, built at the time of Islam's spread through Java. The mosque preserves the tomb of Sunan Kudus, one of the nine Islamic saints of Java (the Wali Sanga), and it is a popular pilgrimage point.

For historians, this mosque is fascinating for another reason. Its minaret looks like the tower of a Hindu temple. The split brick gateways outside the mosque also have a Hindu look. It is assumed that this was once a Hindu temple, but that it was converted into a mosque when nearby Demak became an Islamic sultanate. Therefore, this mosque offers testimony to religious transformation in Java.

It preserves pre-Islamic architectural forms such as old Javanese split doorways, ancient Hindu-Buddhist influenced Majapahit-style red brickwork, and a three-tiered pyramindal roof.^[2] The most unusual feature is the brick minaret on which a pavilion shelters a large skin drum (*bedug*) which is used to summon the faithful to prayer instead of the more common muezzin. Whereas a *bedug* normally hangs under the eaves of a mosque verandah, in the Kudus Mosque it sits in a tower like a Balinese Hindu templekul-kul or signal drum used to warn of impending attack, fire, or communal event. No other mosque in Java is known to have a drum tower of this type.

The pre-Islamic elements suggest the complex has incorporated a pre-existing Hindu-Javanese structure. The mosque has been rebuilt several times removing evidence of what the original structure looked like. The Majapahit style gates, walls, and minaret that appear so incongruous today may have blended more harmoniously with the main structure (which probably had a meru roof supported by large pillars, as in Cirebon and Demak).^[3] The peaked roof is a 1920s renovation with terracotta tiles replacing wooden tiles, with glass windows inserted between the roof tiers. The

roof is topped with a mastaka crown roof element.^[2] An inscription over the mihrab says the mosque was founded by Ja'far Shodiq in AH 956 (AD 1549). He is believed to be the venerated Sunan Kudus one of the nine Islamic saints of Java (Wali Sanga) who lies buried in an elaborately carved mausoleum behind the mosque.^{[3][4]} The complex includes a Mogul-style mosque with a silvery onion-dome and concrete pillars.



“Kudus: Birthplace of Indonesia’s “Kretek” Clove Cigarettes”
(Paper no.5 and no.6)

Kudus is a regency (Indonesian: *kabupaten*) in Central Java province in Indonesia. Its capital is Kudus. It is located east of Semarang, capital of Central Java.

The city of Kudus was something of an important Islamic holy city in the sixteenth century. It is the only place in Java that has permanently acquired an Arabic name ('al-Quds', Jerusalem). Sunan Kudus, one of the nine Wali Sanga, was said to have been the fifth *imam* (head) of the mosque of Demak and a major leader of the 1527 campaign against 'Majapahit', before moving to Kudus.

The Mosque of Kudus (*Masjid Menara*) which dates from this period, remains a local landmark to this day. It is notable for both its perseverance of pre-Islamic architectural forms such as Old Javanese split doorways and Hindu-Buddhist influenced Majapahit-style brickwork,^[1] and for its name *al-Manar* or *al-Aqsa*. The date AH 956 (AD 1549) is inscribed over the mihrab (niche indicating the direction of Mecca).^[2]

Most residents of Kudus are Javanese although there is an Indonesian Chinese minority in the city centre, as well as an Arab neighbourhood, Kudus Kulon, to the west of the city centre.

The city is considered the "birthplace" of the kretek clove cigarette, which is by far the most widely-smoked form of tobacco in the country. Haji Jamahri, a resident of the city, invented them in the 1880s, and the city remains a major centre for their manufacture.

A festival named Dandangan is held for about one week before Ramadhan, Muslim's fasting month in Kudus Kulon.

On June 12, 2007, about 5000 people gathered peacefully to protest against Jakarta's plan to build 4 nuclear reactors in the region. The movement included local

residents, activists, artists, students and public officials, parliament members, military commandants and police chiefs. This movement has been part of a series of responses emerging from all sides of the Indonesian society against the use of nuclear technology for energy production.



Appendix 7

The Students of X-2 Class of SMA 2 Bae Kudus in the Academic Year 2013/2014

No.Absen	NIS	Nama Siswa	L/P
1	9981	Adhitia Mahardika	L
2	9982	Adi Darmawan	L
3	9983	Anggraini Sinta Pramesti	P
4	9984	Anggiana Tri Lestari	P
5	9985	Arizal Yoseawan Firstian	L
6	9986	Bela Monica Anggraeni	P
7	9987	Chandri Vidya Sari	P
8	9988	Cindy Lusiana	P
9	9989	Debri Hayu Primantari	P
10	9990	Dian Arima Kurniansah	L
11	9991	Dian Pramana Putra	L
12	9992	Dias Della Delyana Audya	P
13	9993	Edo Setiawan	L
14	9994	Egidia Fazri Ramadhan	L
15	9995	Fays Tyna Ramadhany	P
16	9996	Gilang Ramadhan	L
17	9997	Heni Kumala Sari	P
18	9998	Indah Nur Rahmawati	P
19	9999	Lukcy Irianto	L
20	10000	Mirza Dwi Bagustiantara	L
21	10001	Mita Agustia Ningrum	P
22	10002	Muhammad Dandy Pratama	L
23	10003	Muhammad Rizal Al Asyahari	L
24	10004	Novi Ristiani	P
25	10005	Nurul Hidayah	P
26	10006	Orda Mega Akcidhona	P
27	10007	Putra Setiawan	L
28	10008	Riska Spasa Kurniawan	L
29	10009	Shinta Andriani	P
30	10010	Shovana Aulia Paramitha	P
31	10011	Utfia Maila Sufa	P
32	10011	Widiana Rizky Fitria	P

Appendix 8

The Score of The Speaking Ability of The Tenth Grade Students of SMA 2 BAE Kudus in The Academic Year 2013/2014 before and being Taught by using Community Language Learning (CLL)

1. The score of the speaking skill of the tenth grade students of SMA 2 BAE
Kudus in the academic year 2013/2014 before taught by using Community
Language Learning.

Table of Pre-test Score:

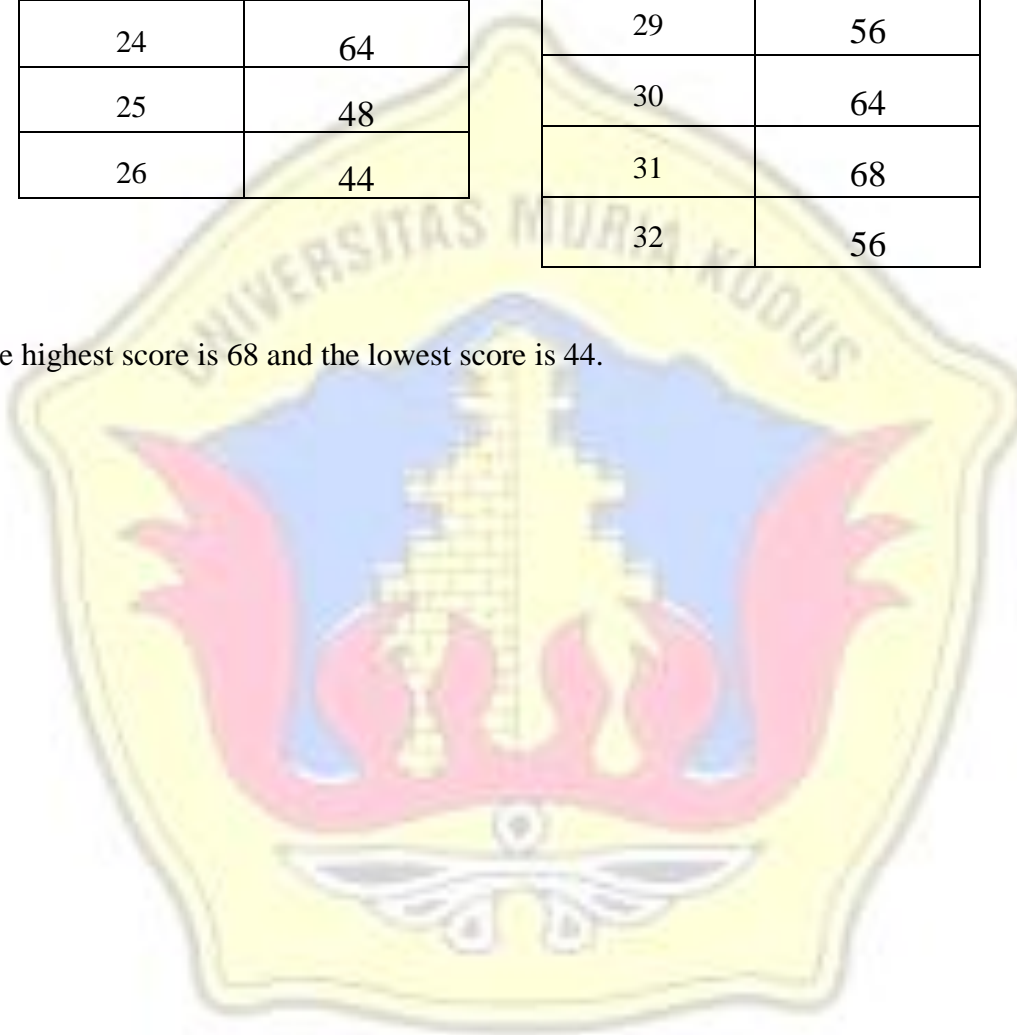
Students Number	Score
1	52
2	56
3	52
4	60
5	68
6	52
7	64
8	56
9	68
10	56

Students Number	Score
11	48
12	64
13	64
14	56
15	56
16	48
17	52
18	68
19	68
20	56

Students Number	Score
21	44
22	56
23	56
24	64
25	48
26	44

Students Number	Score
27	56
28	68
29	56
30	64
31	68
32	56

The highest score is 68 and the lowest score is 44.



2. The score of the speaking skill of the tenth grade students of SMA 2 BAE Kudus in the academic year 2013/2014 after taught by using Community Language Learning.

Table of Post-test Score:

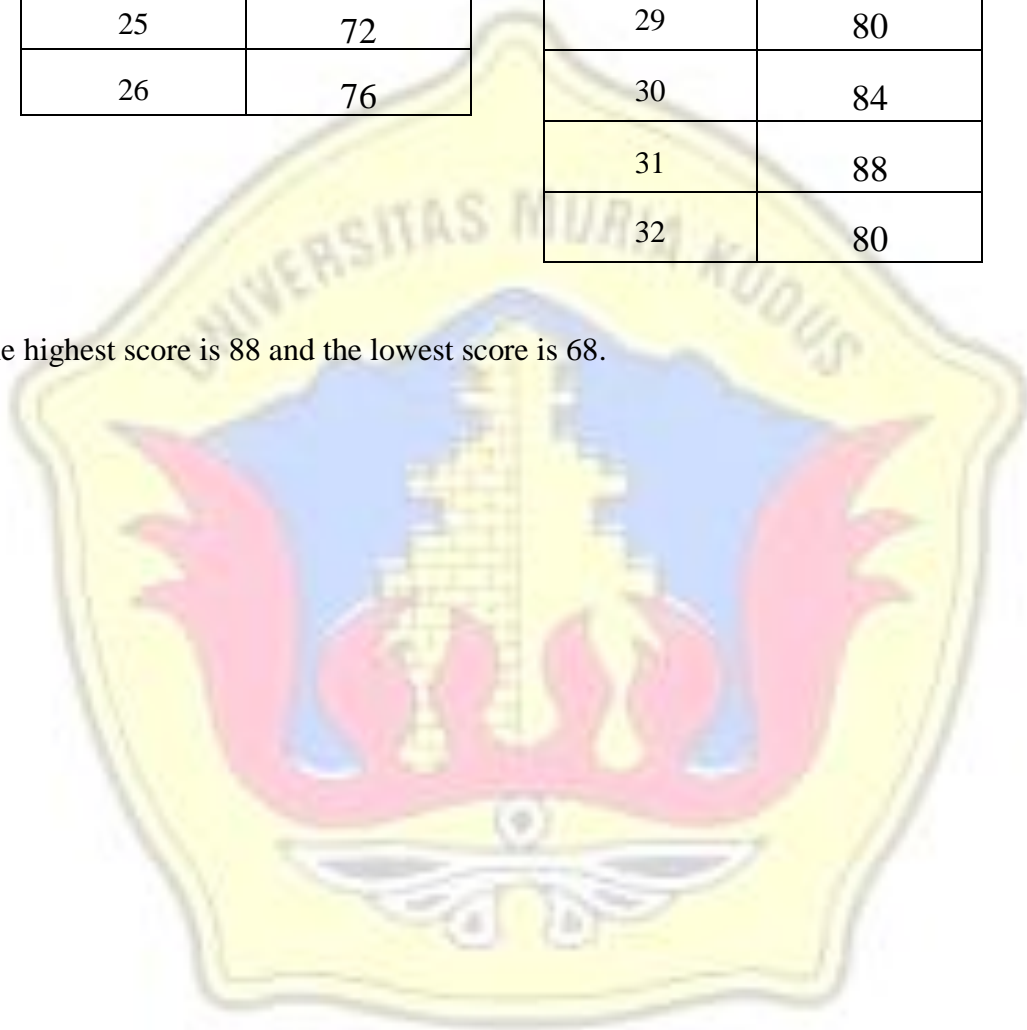
Students Number	Score	Students Number	Score
1	68	11	76
2	80	12	84
3	72	13	80
4	76	14	84
5	80	15	80
6	76	16	76
7	80	17	76
8	80	18	84
9	84	19	80
10	84	20	80

Students	Score
----------	-------

Number	
21	72
22	80
23	84
24	80
25	72
26	76

Students Number	Score
27	84
28	84
29	80
30	84
31	88
32	80

The highest score is 88 and the lowest score is 68.



Appendix 9

The Calculation (Mean and Standard Deviation) of The Speaking Ability of The Tenth Grade Students of SMA 2 BAE Kudus in The Academic Year 2013/2014 before being Taught by using Community Language Learning (CLL)

1. The maximum score : 68

2. The minimum score : 44

$$\begin{aligned}
 3. \text{ Number of Interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 32 \\
 &= 1 + (3.3) 1.505 \\
 &= 1 + 4.96 \\
 &= 5.96 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 4. \text{ Interval width (i)} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{Number of Interval}} \\
 &= \frac{68 - 44}{6} \\
 &= \frac{24}{6} \\
 &= 4
 \end{aligned}$$

Frequency Distribution Table

Score	F	x	Fx	x'	fx'	(x') ²	f (x') ²
44-48	5	48	240	2	10	4	20
49-53	5	52	260	1	5	1	5
54-58	11	56	616	0	0	0	0
59-63	5	64	320	-1	-5	1	5
64-68	6	68	408	-2	-12	4	24
Total (Σ)	32		1844		-2		54

a. Mean (\bar{X})

$$= \frac{\sum f x}{N}$$

$$= \frac{1844}{32}$$

$$= 57.63$$

b. Standard Deviation (SD)

$$= i \sqrt{\frac{\sum f . x'^2}{N} - \left(\frac{\sum f . x'}{N} \right)^2}$$

$$= 4 \sqrt{\frac{54}{32} - \left[\frac{-2}{32} \right]^2}$$

$$= 4 \sqrt{1.69 - (-0.063)^2}$$

$$= 4 \cdot 1.3 - 0.0039$$

$$= 4 \cdot 1.261$$

$$= 5.044$$

From the calculation above, the Mean of the Pre-test measuring the speaking ability of the tenth grade students of SMA 2 BAE Kudus in the Academic Year 2013/2014 before and after taught by using Community Language Learning (CLL) is **57.63** and the Standard Deviation is **5.044**.



Appendix 10

The Calculation (Mean and Standard Deviation) of The Speaking Ability of The Tenth Grade Students of SMA 2 BAE Kudus in The Academic Year 2013/2014 After Taught by using Community Language Learning (CLL)

1. The maximum score : 88

2. The minimum score : 68

$$\begin{aligned}
 3. \text{ Number of Interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 32 \\
 &= 1 + (3.3) 1.505 \\
 &= 1 + 4.96 \\
 &= 5.96 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 4. \text{ Interval width (i)} &= \frac{\text{the highest score} - \text{the lowest score}}{\text{Number of Interval}} \\
 &= \frac{88 - 68}{6} \\
 &= \frac{20}{6} \\
 &= 3.3 = 3
 \end{aligned}$$

Frequency Distribution Table

Score	F	x	Fx	x'	fx'	(x') ²	f (x') ²
68-72	4	72	228	2	8	4	16
73-77	6	76	304	1	6	1	4
78-82	12	80	960	0	0	0	0
83-87	9	84	756	-1	-9	1	9
88-92	1	88	88	-2	-2	4	4
Total (Σ)	32		2548		3	10	33

c. Mean (\bar{X})

$$= \frac{\sum f x}{N}$$

$$= \frac{2548}{32}$$

$$= 79.62$$

d. Standard Deviation (SD)

$$= i \sqrt{\frac{\sum f . x'^2}{N} - \left(\frac{\sum f . x'}{N} \right)^2}$$

$$= 3 \sqrt{\frac{33}{32} - \left[\frac{3}{32} \right]^2}$$

$$= 3 \sqrt{1.03 - (0.093)^2}$$

$$= 3 \cdot 1.014 - 0.1$$

$$= 3 \cdot 0.914$$

$$= 2.742$$

$$= 2.74$$

From the calculation above, the Mean of the Post-test measuring the speaking ability of the tenth grade students of SMA 2 BAE Kudus in the Academic Year 2013/2014 before and after taught by using Community Language Learning (CLL) is **79.62** and the Standard Deviation is **2.74**.



Appendix 11

The Calculation of t-observation (t_o) of The Speaking Ability of The Tenth Grade Students of SMA 2 BAE Kudus in Academic Year 2013/2014 before and after being Taught by using Community Language Learning (CLL)

Students Number	Pre-test Score	Post-test Score	D	D ²
1	52	68	+16	256
2	56	80	+24	576
3	52	72	+20	400
4	60	76	+16	256
5	68	80	+12	144
6	52	76	+24	576
7	64	80	+16	256
8	56	80	+24	576
9	68	84	+16	256
10	56	84	+28	784
11	48	76	+28	784
12	64	84	+20	400
13	64	80	+16	256
14	56	84	+28	784
15	56	80	+24	576
16	48	76	+28	784
17	52	76	+24	576
18	68	84	+16	256
19	68	80	+12	144
20	56	80	+24	576
21	44	72	+28	784
22	56	80	+24	576
23	56	84	+28	784
24	64	80	+16	256
25	48	72	+24	576
26	44	76	+32	1024
27	56	84	+28	784
28	68	84	+16	256
29	56	80	+24	576
30	64	84	+20	400
31	68	88	+20	400
32	56	80	+24	576
			$\Sigma D = 692$	$\Sigma D^2 = 16208$

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

$$= \frac{\frac{692}{32}}{\sqrt{\frac{16208 - \frac{(692)^2}{32}}{32(32-1)}}$$

$$= \frac{19.7}{\sqrt{\frac{16208 - \left(\frac{478864}{32}\right)}{992}}$$

$$= \frac{19.7}{\sqrt{\frac{16208 - 14964.5}{992}}}$$

$$= \frac{19.7}{\sqrt{\frac{1243.5}{992}}}$$

$$= \frac{19.7}{\sqrt{1.253}}$$

$$= \frac{19.7}{1.11}$$

$$= 17.7$$

Based on the calculation above, the writer concludes that is found t-observation **17.7** in the level of significance (α) is **0.05** and the degree of freedom (df) 31 which is gained from N-1 t-table is 2.04 there is a significant difference between the speaking ability of the tenth grade students of SMA 2 BAE Kudus in the academic year 2013/2014 before and after taught by using Community Language Learning (CLL).



Appendix 12

Table of Significance at 5% and 1% Level of Significance
The Value of t-table for any Number Degree of Freedom

Degree of Freedom	Value of 't' on the level of significance	
	5%	1%
1	12.7	63.66
2	4.30	9.92
3	3.18	5.84
4	2.78	4.60
5	2.57	4.03
6	2.45	3.71
7	2.36	3.50
8	2.31	3.36
9	2.26	3.25
10	2.23	3.17
11	2.20	3.11
12	2.18	3.06
13	2.16	3.01
14	2.14	2.98
15	2.13	2.95
16	2.12	2.92
17	2.11	2.88
18	2.10	2.89
19	2.09	2.86
20	2.09	2.84
21	2.09	2.83
22	2.08	2.82
23	2.07	2.81
24	2.07	2.80
25	2.06	2.79
26	2.06	2.78
27	2.06	2.77
28	2.05	2.76
29	2.05	2.76
30	2.04	2.75
35	2.04	2.72
40	2.03	2.71
45	2.02	2.69
50	2.02	2.68
60	2.01	2.65
70	2.00	2.65
80	1.99	2.64

90	1.99	2.63
100	1.98	2.63
125	1.98	2.62
150	1.98	2.61
200	1.97	2.60
300	1.97	2.59
400	1.97	2.59
500	1.96	2.59
1000	1.96	2.58

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

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

(Pengantar Statistik Pendidikan)



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KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini:

nama : Titis Sulistyowati, SS, M.Pd
NIP/NIS : 19810402-200501-2-001
Jabatan : Pembimbing I
nama : Drs. Supriyadi, M.Pd
NIP/NIS : 19570616-198403-1-015
Jabatan : Pembimbing II
menerangkan bahwa

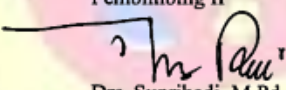
nama : Annisa Vivka Yeremia
NIM/Semester : 200932147/X
program studi : Pendidikan Bahasa Inggris

telah menyelesaikan bimbingan skripsi dengan judul:

THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS OF SMA 2
BAE KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING
COMMUNITY LANGUAGE LEARNING (CLL)

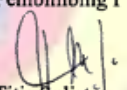
Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan
ujian terakhir.

Pembimbing II


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

Kudus, 4th March 2014

Pembimbing I


Titis Sulistyowati, SS, M.Pd
NIS. 19810402-200501-2-001

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PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan dibawah ini:

nama : Annisa Vivka Yeremia
NIM/Semester : 200932147/X
program studi : Pendidikan Bahasa Inggris


mengajukan permohonan menempuh ujian skripsi.

Bersama ini kami lampirkan hal-hal sebagai berikut.

1. Surat pernyataan mahasiswa tentang orisinilitas skripsi
2. Surat keterangan bimbingan skripsi
3. Naskah skripsi 4 eksemplar
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0.

Mengetahui,

Ka. Prodi Pendidikan Bahasa Inggris



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

Kudus, 4th March 2014

Pemohon



Annisa Vivka Yeremia
NIM. 200932147

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangrejo Bae Kudus Po Box 53 phone/fax.0291-438229

BERITA ACARA BIMBINGAN

Nama : Annisa . Vika . Jeremia
Nim/semester : 2009 - 32 - 147 / 3 (sembilan)
Program studi : Bahasa Inggris
Pembimbing : 1. TITIS SURIYAWATI, SS, M.Ed
2. Drs. SUPRIHADI, M.Ed

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
1.	Rabu/ 20 Nov '13	proposal			Referensi. program
2.	Senin/ 25 Nov '13	proposal			Referensi. program
3.	Kamis/ 28 Nov '13	propo sol			Referensi. program

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
4.	Kamis/ 12 Des '13	propo sol			Referensi. program
		Referensi. program			Referensi. program
5.	Kamis/ 19 Des '13	proposal			Referensi. program
6.	23/12/13	proposal			Referensi. program
7.	30/12/13	proposal			Referensi. program
8.	12/01/14	chapter IV - V			Referensi. program
9.	18/01/14	chapter IV - V			Referensi. program
10.	29/01/14	IV - V			Referensi. program

No.	Hari/ Tanggal	Bagian/Bab/Hasil Yang Dikonsultasikan	Tanda Tangan		Keterangan
			Pembimbing	Mahasiswa	
11.	24/12/24	IV - VI	<i>[Signature]</i>	<i>[Signature]</i>	Cara menging pembelajaran
12.	1/3	All Draft	<i>[Signature]</i>	<i>[Signature]</i>	Heri
13.	7/3/2024	All Draft-1	<i>[Signature]</i>	<i>[Signature]</i>	Ace
14.		sll draft	<i>[Signature]</i>		Pim
		<i>[Signature]</i>	<i>[Signature]</i>		an

[illegible]

Form A2



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 Kampus UMK Gondangmanis Bae Kudus PO Box 53 ☎ 0291-438229

PENETAPAN PEMBIMBING SKRIPSI

Nomor : 1010/FKIP.UMK/PBI-SEMESTER GASAL/XI/2013.

Dengan hormat, kami memberikan tugas kepada:

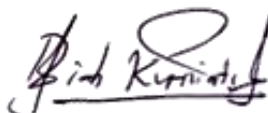
1. Nama Dosen	:	Titis Sulistyowati, SS, M.Pd
NIP/NIS	:	19810402-200501-2-001
Jabatan/Pangkat/Golongan	:	Asisten Ahli / Penata Muda / IIIb
2. Nama Dosen	:	Drs. Supriyadi, M.Pd
NIP/NIS	:	19570616-198403-1-015
Jabatan/Pangkat/Golongan	:	Lektor Kepala / Pembina Tk. I / IVb
Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa :		
Nama	:	Annisa Vivka Yeremia
NIM/Semester	:	2009-32-147/IX
Jumlah SKS Diperoleh / IPK	:	
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Tema/Judul	:	The Speaking Ability of The Tenth Grade Students of SMA 2 Bae Kudus in Academic Year 2013-2014 Taught by Using Community Language Learning (CLL)

Sehubungan dengan hal tersebut, mohon usulan tersebut dapat disetujui.

Menyetujui:

Dr. Siliweri Utomo, M.Pd
 NIP. 19621219 198703 1 001

Kudus, 6 Nopember 2013
 Ka.Progdi PBI,


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



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UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Ondangmanis Bae, Kudus PO. BOX 53, Telepon (0291) 438229, Fax. (0291) 437198

No. : 156/FKIP.UMK/B.09.06/I/2014
 Lamp. : -
 Hal : Permohonan Ijin Penelitian

24 Januari 2014

124

Yth. Kepala
SMA NEGERI 2 BAE KUDUS
 di -
 KUDUS

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

Nama : ANNISA VIVKA YEREMIA
 NIM : 2009 - 32 - 147
 Fakultas/Prodi : KIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul :
**"THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS OF
 SMA NEGERI 2 BAE KUDUS IN THE ACADEMIC YEAR 2013/2014
 TAUGHT BY USING COMMUNITY LANGUAGE LEARNING"**

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu untuk berkenan memberikan ijin mahasiswa diatas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak, kami sampaikan terima kasih.

A.n. Dekan,
 Pembantu Dekan I



Dr. Sri Utaminingsih, M.Pd
 NIS. 0610701000001218



PEMERINTAH KABUPATEN KUDUS
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA 2 BAE

Gondangmanis Kotak Pos 52 Telepon 431895 – Fax. (0291) 4252060 Kudus 59301
www.sma2baekudus.sch.id E-mail: sma2bae_kudus@yahoo.com

SURAT - KETERANGAN

Nomor : 421 / 083 / 14.07.6 / 2014

Kepala SMA Negeri 2 Bae Kudus menerangkan bahwa Mahasiswa UNIVERSITAS MURIA KUDUS Program Studi Ilmu Pendidikan dan Keguruan Jurusan Bahasa Inggris yang namanya tersebut di bawah ini :

Nama : ANNISA VIVKA YEREMIA
 N I M : 2009-32-147
 Program Studi : Ilmu Pendidikan dan Keguruan Jurusan Bahasa Inggris

benar-benar pada bulan Pebruari 2014 telah Melaksanakan Penelitian di SMA 2 Bae Kudus, Untuk menyusun skripsi/tugas akhir dengan Judul : "THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS OF SMA 2 BAE KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING COMMUNITY LANGUAGE LEARNING (CLL)".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kudus, 13 Pebruari 2014

Kepala Sekolah

 Drs. SRI HARYOKO
 Pembina
 NIP. 19600710 198501 1 004



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Kampus UMK Gondangmanis Bae Kudus PO. Box 53 Phone/Fax.0291-438229

STATEMENT

name : Annisa Vivka Yeremia
NIM : 200932147/X
study program : English Education Department
skripsi title : THE SPEAKING ABILITY OF THE TENTH GRADE
STUDENTS OF SMA 2 BAE KUDUS IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING COMMUNITY LANGUAGE LEARNING (CLL)

state that this skripsi is indeed the scientific work of mine, not that of others. I only
make some certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement

Kudus, 4th March 2014

The writer



Annisa Vivka Yeremia

CURRICULUM VITAE



Annisa Vivka Yeremia was born on June 21st 1991 in Kudus. She lives in Barongan Village RT 06 RW 05 Kudus. She is the children of Mr. Joko Suroso and Mrs. Idayani Rahayu. Yeremia is the first child.

She graduated from SDN Kramat Kudus in 2003, and then continued in SMPN 3 Kudus in 2006, after that she entered SMA Muhammadiyah Kudus took IPS as her choice. She graduated in 2009.

In 2009, she joined in English Educational Department, Teacher Training and Education Faculty, Muria Kudus University. After she finished her Undergraduate-degree, she hopes her knowledge and experience will be usefull.

