

Syllabus

School name : SMA Islam Al Hikmah Mayong
Subject : English

Year : X
Semester : 1
Academic Year : 2013/2014

Standard of Competence	Basic Competence	Material	Activity	Indicator	Evaluation	Time Allocation	Source/Material Teaching Aid
Listening: 1. Understanding transactional and interpersonal communications in the context of daily life.	1. 1 Responding transactional and interpersonal communication, both formally and informally using simple, accurate, fluent, and acceptable oral language in the context of daily life and involving the functions of: introduction, meeting/parting, accepting offer and invitation, accepting and canceling promise	<ul style="list-style-type: none"> - Introduction, meeting/parting: Example: <i>A: Pleased to meet you!</i> <i>B: Pleased to meet you too.</i> - Accepting offer, invitation: Example: <i>A: Come to my party.</i> <i>B: Thanks for the invitation</i> - Accepting promise: Example: <i>A: I'll get you the book</i> <i>B: It's very kind you.</i> - Canceling promise: <i>A: I'm sorry I can't make it.</i> <i>B: That's OK. We'll do it some other time.</i> 	<ul style="list-style-type: none"> - Classical listening to interpersonal and transactional communication using a tape recorder. - Discussing various kinds of functions that can be used in pairs. - Discussing the respond given to functions listened to by groups. - Discussing vocabulary and grammatical form used in interpersonal and transactional communication 	<ul style="list-style-type: none"> - To identify the meaning of function of introduction - To respond the function of introduction - To identify the meaning of the function of accepting offer and invitation - To respond the function of accepting offer and invitation - To identify the meaning of the function of accepting promise - To respond the function of accepting promise - To identify the function of canceling promise - To respond the meaning of the function of canceling promise 	Quiz Written test (Multiple Choice and Structured Essay Questions) Assignment	4 x 45'	Cassettes CD BSE : Interlanguage Students' Worksheet Look Ahead 1 English Online
	1.2.To respond transactional and interpersonal communication, both formal and informal using simple, accurate, fluent, and acceptable oral language in the context of daily life and involving the functions of: expressing happiness, showing attention, showing sympathy, and giving instruction	<ul style="list-style-type: none"> - To express happiness Example: <i>A: I'm so happy to get a scholarship.</i> <i>B: I'm happy for you.</i> - To show attention Example: <i>A: You look fantastic.</i> <i>B. Thank you.</i> - To show sympathy Example: <i>A: Please accept my condolences.</i> <i>B: Thank you so much.</i> - To give instruction Example: <i>A: Open the window! B: OK</i> 	<ul style="list-style-type: none"> - Individually listening interpersonal and transactional conversations by using a tape recorder - In pairs, discussing the function used in conversation - Discussing the respond given to the function 	<ul style="list-style-type: none"> - To identify the meaning of function of expressing happiness - To respond the function of happiness - To identify the meaning of the function of showing sympathy - To respond the function of showing sympathy - To identify the meaning of the function of showing attention - To respond the function of showing attention - To identify the function of giving instruction - To respond the meaning of the function of giving instruction 		4 x 45'	

Standard of Competence	Basic Competence	Material	Activity	Indicator	Evaluation	Time Allocation	Source/Material Teaching Aid
Listening 2. To understand simple, short, functional texts and simple monologue texts in the genres of recount, narrative, and procedure in the context of daily life.1	2.1.To respond simple, short, functional texts accurately, fluently, and acceptably (e.g. announcement, advertisement, invitation) in the context of daily life	<ul style="list-style-type: none"> - Oral announcements - Vocabularies related to announcements 	<ul style="list-style-type: none"> - Identifying some oral announcements in public places in groups - Classical listening to an announcement from a tape recorder - In groups, discussing the content and the language style used 	<ul style="list-style-type: none"> - To identify the topic of an announcement orally - To identify certain information of an announcement - To identify the purpose of an announcement 	Assignment Quiz Written test (Multiple Choice and Structured Essay Questions)	2 x 45'	Cassettes CDs
	2.2.To respond simple texts accurately, fluently, and acceptably in the genres of recount, narrative, and procedure in the context of daily life	<ul style="list-style-type: none"> - Oral text of recount - Oral text of narrative - Oral text of procedure 	<ul style="list-style-type: none"> - Individually listening to a/an narration/instruction to do something to find various information - In groups, discussing the difference between oral language and written language - In groups, discussing to make up a story and present it in succession. 	<ul style="list-style-type: none"> - To identify the main idea - To identify the characters of the story - To identify the sequence of events in the text - To identify the happenings - To identify the material used in the text of procedure - To identify the purpose of communication of the text 	Quiz Written test (Multiple Choice and Structured Essay Questions) Assignment	2 x 45'	Source: www.Esilab Broadening Skills Teaching Aids: Cassettes CDs

Standard of Competence	Basic Competence	Material	Activity	Indicator	Evaluation	Time Allocation	Source/Material Teaching Aid
Speaking 3. Expressing meaning of transactional and interpersonal communications in the context of daily life.	3.1 Expressing meaning in formal and informal transactional and interpersonal conversation using simple spoken language accurately, fluently, and understandably in the form of introducing people, meeting, leaving, accepting invitation/offering, accepting and canceling appointment	<ul style="list-style-type: none"> - Introduction, meeting/parting: Example: <i>A: Pleased to meet you!</i> <i>B: Pleased to meet you too.</i> - Accepting offer, invitation: Example: <i>A: Come to my party.</i> <i>B: Thanks for the invitation</i> - Accepting promise: Example: <i>A: I'll get you the book</i> <i>B: It's very kind you.</i> - Canceling promise: <i>A: I'm sorry I can't make it.</i> <i>B: That's OK. We'll do it some other time.</i> 	<ul style="list-style-type: none"> - Roll playing in pairs - In pairs using the function and respond it. - Roll-playing in groups 	<ul style="list-style-type: none"> - To use the function of introduction - To do interpersonal conversation - To use the functions of accepting an offer and invitation - To use the function of refusing an offer and invitation - To use the function of promising - To use the function of accepting promise - To use the function of canceling promise. 	Quiz Written tests (Multiple Choice and Structured Essay Questions) Assignment	4 x 45'	Cassettes CD BSE : Interlanguage Look Ahead 1
	3. 2 Expressing meaning in formal and informal transactional and interpersonal conversation using simple, accurate, fluent, and acceptable oral language in the context of daily life and involving the functions of: expressing happiness, showing attention, showing sympathy, and giving instruction	<ul style="list-style-type: none"> - To express happiness Example: <i>A: I'm so happy to get a scholarship.</i> <i>B: I'm happy for you.</i> - To show attention Example: <i>A: You look fantastic.</i> <i>B. Thank you.</i> - To show sympathy Example: <i>A: Please accept my condolences.</i> <i>B: Thank you so much.</i> - To give instruction Example: <i>A: Open the window!</i> <i>B: OK</i> 		<ul style="list-style-type: none"> - To use the function of expressing happiness - To use the function of showing sympathy - To use the function of showing attention - To give oral instruction - To interview - To hold a show of drama 	-	4 X 45'	

Standard of Competence	Basic Competence	Material	Activity	Indicator	Evaluation	Time Allocation	Source/Material Teaching Aid
Speaking 4. To express simple, short, functional texts and simple monologue texts in the genres of <i>recount, narrative, and procedure</i> in the context of daily life	4.1.To express simple, short, functional texts accurately, fluently, and acceptably (e.g. announcement, advertisement, invitation) in the context of daily life	<ul style="list-style-type: none"> - Oral announcements - Vocabularies related to announcements 	<ul style="list-style-type: none"> - In pairs, making an announcement and read it in front of the class 	<ul style="list-style-type: none"> - To make an oral announcement - To make an oral invitation - To use an oral language 	Assignment Quiz Performance	2 x 45'	Cassettes CDs BSE : Interlanguage
	4.2 To express simple, monologue texts accurately, fluently, and acceptably in the genres of <i>recount, narrative, and procedure</i> in the context of daily life	<ul style="list-style-type: none"> - Oral text of recount - Oral text of narrative - Oral text of procedure 	Individually, making up a story and present it in front of the class	<ul style="list-style-type: none"> - To use sentences in Past Tense in presenting a recount - To convey a monologue in telling an experience - To convey a monologue in presenting a procedure - To tell stories 	Performance	2 x 45'	Students' Worksheet

Standard of Competence	Basic Competence	Material	Activity	Indicator	Evaluation	Time Allocation	Source/Material Teaching Aid
Reading 5. To understand short, simple, functional essays in the genres of <i>recount</i> , <i>narrative</i> , and <i>procedure</i> in the context of daily life and to access sciences	5.1. To respond an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in accurate, fluent, and acceptable way, in the context of daily life	- Announcement, advertisement, invitation, etc.	- In groups, identifying some written announcements in public places - In groups, discussing the content and the style of the language	- To read aloud a written text with the right pronunciation and intonation - To identify the topic of the text	Quiz Written text (Multiple Choice and Structured Essay Questions)	4 x 45'	-English Online -Broadening Skills -Jakarta Post
	5.2. To respond meanings and steps of written rhetorical essays in accurate, fluent, and acceptable way in the context of daily life to access sciences in the genres of <i>recount</i> , <i>narrative</i> , and <i>procedure</i>	- Written text of recount - Written text of narrative - Written text of procedure	- Individual reading aloud of narrative text - In groups, discussing the various aspects of the texts like content, the structure of the text - Practicing sentences using Past Tense to express events and using imperative to give instruction	- To identify the main idea of a paragraph - To identify the meaning of a word in the text - To identify the meaning of a sentence in a text - To identify the variation of sentence structure in the texts of recount, narrative and procedure - To identify the characters of a story - To identify the arrangements of events in the text - To identify the happenings in the text - To identify the steps of rhetoric essays - To identify the purpose of communication of the text	Quiz Written test (Multiple Choice and Structured Essay Questions) Assignment	14 x 45'	

Standard of Competence	Basic Competence	Material	Activity	Indicator	Evaluation	Time Allocation	Source/Material Teaching Aid
Writing 6. To express short, simple, functional essays in the genres of recount, narrative, and procedure in the context of daily life and to access	6.1. To express an idea in a short functional written text (e.g. announcement, advertisement, invitation, etc.) both formally and informally in accurate, fluent, and acceptable way, in the context of daily life	- Announcement, advertisement, invitation, etc.	- In pairs, making up a written announcement and publicizing it at class/school	- To use structure, vocabularies, punctuation, spelling, and writing rule accurately - To write the main ideas - To elaborate the main ideas - To make drafts, to revise, and to edit - To produce a short functional text	Quiz Written test (Multiple Choice and Structured Essay Questions) Assignment	4 x 45'	English online Broadening Skills The Jakarta Post

Appendix 2

LESSON PLAN (cycle 1)

School : SMA Islam Al Hikmah
Subject Matter : English
Class/Semester : X/1
Materials : Introduction, greeting and parting
Time : 2 x 45 minutes
Meeting : 1st

A. Competency Standard

3. To Express meaning of transactional and interpersonal communications in the context of daily life.

B. Basic Competency

3.1. Expressing meaning in formal and informal transactional and interpersonal conversation using simple spoken language accurately, fluently, and understandably in the form of introducing people, greeting, leaving, invitation/offering, accepting and canceling appointment

C. Indicators

- 1. To do interpersonal/ transactional conversation using expression of introducing people, greeting, leaving
- 2. Answering question by using WH question in introduction, greeting and leaving
- 3. Use the expression about introduction, greeting and leaving
- 4. Respond the expression of introduction, greeting and leaving

D. Teaching material

- 1. Greetings
- 2. Parting
- 3. Introducing yourself
- 4. Introducing someone

E. Learning Activities

No.	Activity	Time
1.	<p>Pre- activity</p> <p>I. Orientation: Prepare the students to study</p> <ul style="list-style-type: none">• Greeting• Checking the attendance list• Taking a pray• Checking the students’ readiness <p>II. Apperception: give the students some questions related to the topic about introduction, greeting, leaving</p> <p>What is your name?</p>	10 minutes

	<p>Where do you live?</p> <p>How are you ?</p> <p>III. Motivation: teacher gives motivation about important thing of using expression about introduction, greeting and parting.</p>	
2.	<p>Whilst teaching / Main activity</p> <p>I. Exploration</p> <p>a. Teacher explains the material about introduction, greeting, leaving.</p> <p>b. Teacher gives an example dialogue and read the dialogue</p> <p>c. Students repeat what the teacher read</p> <p>II. Elaboration</p> <p>a. Teacher ask the students make a group of two students</p> <p>b. Teacher ask student to make dialogue</p> <p>c. Students discuss the dialogue for making role play</p> <p>d. Students show the role play in front of their classmates</p> <p>III. Confirmation</p> <p>a. Give feedback (chance to ask question)</p> <p>b. Students are able to use expression of introduction, greeting, leaving in role play</p>	70 minutes
3.	<p>Post teaching</p> <p>a. Teacher makes a conclusion related to the topic explained, about introduction , greeting, leaving.</p> <p>b. Gives assignment/ homework.</p> <p>c. Parting</p>	10 minutes
	<p>Total</p>	90 minutes

F. Methods

- 1. Discussion
- 2. Role Play

G. Sources and Media

** Source:*

- Inter-Language Kelas X
- Look Ahead 1 , English for Better Life

** Media:*

- 1. Whiteboard
- 2. Board marker

3. Students' worksheet

H. Evaluation / Assessment

* *Technique*

Performance:

- Measuring the students' performance when they presented their work in front of class.
- Measuring the students' participation during the class.

* *Instrument*

- Oral test

Jepara, October 2013

Teaching Practice Participant

Researcher

English Subject Teacher

Turmundhi

Sulikan, S.Pd



Instrument of Test

A. Direction

1. Make a group consist of two students!
2. Make a dialogue based on the situation below!

You are a new students in your school. In the first dayof school you introduce with your friend.

3. Practice the dialogue in front of your classmates!

B. An example of Dialogue.

Iqbal : Excuse me, I am Iqbal, May I know your name?

Tomy : I am Tomy. How do you do

Iqbal : How do you do

Nice to meet you Tomy

Tomy : Nice to meet you too

Iqbal : Where are you from?

Tomy : I am from Kudus and you

Iqbal : I am from Jepara

Where do you live ?

Tomy : I live at Mijen Kaliwungu

Iqbal : I live at Mayong

Do you like playing football Tomy?

Tomy : Yes, It is my hobby

Iqbal : Ok Tom, see you on Sunday

Tomy : See you



The Table Student's Score of English Speaking Test in cycle 1

NO.	NAMA	Score					
		Pron.	Gram.	Voc.	Flu.	Comp.	rata2
1	Abdur Rizal Yafi	3	4	4	3	3	68
2	Abdur Rohman	3	4	3,5	3,5	3,5	70
3	Agnes Lutfi N.	3	4	3,5	4	3	70
4	Ahmad Syaiful	3	4	3,5	3,5	3,5	70
5	Anik Kiswati Sarifah	3,5	3,5	3,5	3,5	3,5	70
6	Chandra Enfan Fait	3	4	4	3,5	3	70
7	Dewi Khodijah	3	4	4	3	3,5	70
8	Effi Afinda	3	3	4	3	3	64
9	Endang Kusmayanti	3	4	4	3,5	4	74
10	Eny Fatkhiyah	3	4	4	3	3	68
11	Fahrudin	3	3	4	3	3	64
12	Fahrul Aziz	3	3,5	3,5	3	3	64
13	Fahrur Ronzi	3	3,5	3,5	3	3	64
14	Farah Farkatin	3	3,5	4	3	3	66
15	Fathul Huda Nur	3	4	4	3,5	3	70
16	Galan Dwi Antoyo	3	4	4	3	3	68
17	Herli	3,5	4	4	3	3,5	72
18	Intan Sari	3	4	4	4	3,5	74
19	Lulu' Intan Faiqoh	4	4	4	3,5	3,5	76
20	Mailani Safitri	3	3,5	4	3,5	3,5	70
21	Maya Oktaviani	3	4	4	3,5	3,5	72
22	Mochammad Chozin	3	4	3,5	3,5	3,5	70
23	Muhammad Faizin	3	4	3	3	3	64
24	Rafik Udin Nur Taufiq	3	3,5	3	3,5	3	64
25	Raynnida Milla H.	3	3,5	4	4	3	70
26	Rizki Nor Qomariyah	3	3	3,5	3	3	62
27	Royyan Kafiyy	3	4	3	4	4	72
28	Siti Musarofah	3,5	3	3,5	3,5	3	66
29	Tri Damayanti	3	3	4	3,5	4	70
30	Uliya Lutfiyah	3	3,5	4	3,5	3,5	70
	Average						68,7

LESSON PLAN (cycle 2)

School : SMA Islam Al Hikmah
Subject Matter : English
Class/Semester : X/1
Materials : Introduction, greeting and parting
Time : 2 x 45 minutes
Meeting : 2nd

A. Competency Standard

3. To Express meaning of transactional and interpersonal communications in the context of daily life.

B. Basic Competency

3.1. Expressing meaning in formal and informal transactional and interpersonal conversation using simple spoken language accurately, fluently, and understandably in the form of introducing people, greeting, leaving, accepting invitation/offering, accepting and canceling appointment

C. Indicators

- 1. To do interpersonal/ transactional conversation using expression of introducing people, greeting, leaving
- 2. Answering question by using WH question in introduction, greeting and leaving
- 1. Use the expression about introduction, greeting and leaving
- 2. Respond the expression of introduction, greeting and leaving

D. Teaching material

- 1. Greetings
- 2. Parting
- 3. Introducing yourself
- 4. Introducing someone

E. Learning Activities

No.	Activity	Time
1.	<p>Pre- activity</p> <p>I. Orientation: Prepare the students to study</p> <ul style="list-style-type: none">• Greeting• Checking the attendance list• Taking a pray• Checking the students’ readiness <p>II. Apperception: give the students some questions related to the topic about introduction, greeting, leaving</p> <p>What is your father’s name?</p>	10 minutes

	<p>What does he do?</p> <p>Where does he works ?</p> <p>I. Motivation: teacher gives motivation about important thing of using expression about introduction, greeting and parting.</p>	
2.	<p>Whilst teaching / Main activity</p> <p>II. Exploration</p> <p>a. Teacher explains the material about introduction, greeting, leaving.</p> <p>b. Teacher gives an example dialogue and read the dialogue</p> <p>c. Students repeat what the teacher read</p> <p>III. Elaboration</p> <p>a. Teacher ask the students make a group of three or four students</p> <p>b. Teacher ask student to make dialogue</p> <p>c. Students discuss the dialogue for making role play</p> <p>d. Students show the role play in front of their classmates</p> <p>IV. Confirmation</p> <p>a. Give feedback (chance to ask question)</p> <p>b. Students are able to use expression of introduction, greeting, leaving in role pay</p>	70 minutes
3.	<p>Post teaching</p> <p>a. Teacher makes a conclusion related to the topic explained, about introduction, greeting, leaving.</p> <p>b. Gives assignment/ homework.</p> <p>c. Parting</p>	10 minutes
	Total	90 minutes

F. Methods

- 1. Discussion
- 2. Role Play

G. Sources and Media

*** Source:**

- Inter-Language Kelas X
- Look Ahead 1 , English for Better Life

*** Media:**

Whiteboard

Board marker

Students' worksheet

H. Evaluation / Assessment

*** *Technique***

Performance:

- Measuring the students' performance when they presented their work in front of class.
- Measuring the students' participation during the class.

*** *Instrument***

- Oral test



Jepara, October 2013

Teaching Practice Participant

English Subject Teacher

Researcher

Turmundhi

Sulikan, S.Pd

Instrument of Test

A. Direction

1. Make a group consist of three students!
2. Make a dialogue based on the situation below!

You and your friend are going to mall. On the way, you meet the other friend.

You want your friends introduce each other. So, you introduce your friend to other friend.

3. Practice the dialogue in front of your classmates!

B. An example of Dialogue.

Andi : Good morning Denies.

Denis : Good morning Andi

Andi : How are you

Denies : I am fine thank you, And you?

Andi : I am fine too, thanks.

Denies where are you going?

Denies : I am going to swimmingpool

Andi : Oh yeah.. I am going to go there, Let's go together.

Denies, This is Adib

Denies : Hi, Adib. How do you do?

Adib : How do you do, Nice to meet you

Denis : Nice to meet you too Adib

Adib : By the way, do you like swimming?

Denies : Yes, I like it and I do it once a week

Andi : That's very nice if we go there every Sunday

Adib : Yes, it is enjoyable

The Table Student's Score of English Speaking Test in cycle 2

NO.	NAMA	Score					
		Pron.	Gram.	Voc.	Flu.	Comp.	rata2
1	Abdur Rizal Yafi	3,5	4	4	3	3	70
2	Abdur Rohman	3,5	4	4	3,5	3,5	74
3	Agnes Lutfi N.	3,5	4	4	4	3	74
4	Ahmad Syaiful	3,5	4	3,5	3,5	3,5	72
5	Anik Kiswati Sarifah	3,5	4	3,5	3,5	3,5	72
6	Chandra Enfan Fait	3,5	4	4	3,5	3	72
7	Dewi Khodijah	3,5	4	4	4	3,5	76
8	Effi Afinda	3,5	4	4	3,5	3	72
9	Endang Kusmayanti	4	4	4	4	4	80
10	Eny Fatkhiyah	3,5	4	4	3,5	3	72
11	Fahrudin	3	4	4	3	3	68
12	Fahrul Aziz	3	4	3,5	3,5	3	68
13	Fahrur Ronzi	3	4	3,5	3,5	3	68
14	Farah Farkatin	3,5	3,5	4	4	3	72
15	Fathul Huda Nur	3,5	4	4	4	3	74
16	Galan Dwi Antoyo	3	4	4	3	3	68
17	Herli	4	4	4	3,5	3,5	76
18	Intan Sari	3,5	4	4	4	3,5	76
19	Lulu' Intan Faiqoh	4	4	4	4	4	80
20	Mailani Safitri	4	4	4	3,5	3,5	76
21	Maya Oktaviani	4	4	4	4	4	80
22	Mochammad Chozin	3,5	4	3,5	3,5	3,5	72
23	Muhammad Faizin	3	4	3,5	3	3,5	68
24	Rafik Udin Nur Taufiq	3,5	4	3	3,5	3	68
25	Raynnida Milla H.	3,5	4	4	4	3	74
26	Rizki Nor Qomariyah	3	3,5	3,5	3,5	3,5	68
27	Royyan Kafiyy	4	4	4	4	4	80
28	Siti Musarofah	3,5	3,5	3,5	3,5	3	68
29	Tri Damayanti	3,5	4	4	4	4	78
30	Uliya Lutfiyah	3,5	4	4	3,5	3,5	74
	Average						73,0

Appendix 4

LESSON PLAN (cycle 3)

School : SMA Islam Al Hikmah
Subject Matter : English
Class/Semester : X/1
Materials : Introduction, greeting and parting
Time : 2 x 45 minutes
Meeting : 3rd

A. Competency Standard

3. To Express meaning of transactional and interpersonal communications in the context of daily life.

B. Basic Competency

3.1. Expressing meaning in formal and informal transactional and interpersonal conversation using simple spoken language accurately, fluently, and understandably in the form of introducing people, greeting, leaving, accepting invitation/offering, accepting and canceling appointment

C. Indicators

- 1. To do interpersonal/ transactional conversation using expression of introducing people, greeting, leaving
- 2. Answering question by using WH question in introduction, greeting and leaving
- 3. Use the expression about introduction, greeting and leaving
- 4. Respond the expression of introduction, greeting and leaving

D. Teaching material

- 1. Greetings
- 2. Parting
- 3. Introducing yourself
- 4. Introducing someone

E. Learning Activities

No.	Activity	Time
1.	<p>Pre- activity</p> <p>I. Orientation: Prepare the students to study</p> <ul style="list-style-type: none">• Greeting• Checking the attendance list• Taking a pray• Checking the students’ readiness <p>II. Apperception: give the students some questions or expression related to the topic about introduction, greeting, leaving</p>	10 minutes

	<div>1. How old are you?</div> <div>2. What is your hobby?</div> <div>3. Nice to meet you!</div> <div>III. Motivation: teacher gives motivation about important thing of using expression about introduction, greeting and parting.</div>	
2.	<div>Whilst teaching / Main activity</div> <div>IV. Exploration</div> <div><div>a. Teacher explains the material about introduction, greeting, leaving.</div><div>b. Teacher gives an example dialogue and read the dialogue</div><div>c. Students repeat what the teacher read</div></div> <div>V. Elaboration</div> <div><div>a. Teacher ask the students make a group of six students</div><div>b. Teacher ask student to make dialogue</div><div>c. Students discuss the dialogue for making role play</div><div>d. Students show the role play in front of their classmates</div></div> <div>VI. Confirmation</div> <div><div>a. Give feedback (chance to ask question)</div><div>b. Students are able to use expression of introduction, greeting, leaving in role pay</div></div>	70 minutes
3.	<div>Post teaching</div> <div><div>a. Teacher makes a conclusion related to the topic explained, about introduction, greeting, leaving.</div><div>b. Gives assignment/ homework.</div><div>c. Parting</div></div>	10 minutes
	Total	90 minutes

F. Methods

1. Discussion
- a. Role Play

G. Sources and Media

* *Source:*

- Inter-Language Kelas X
- Look Ahead 1 , English for Better Life

* *Media:*

- i. Whiteboard
- ii. Board marker

iii. Students' worksheet

H. Evaluation / Assessment

*** *Technique***

Performance:

- Measuring the students' performance when they presented their work in front of class.
- Measuring the students' participation during the class.

*** *Instrument***

- Oral test

Jepara, October 2013

Teaching Practice Participant

Reseacher

English Subject Teacher

Turmundhi

Sulikan, S.Pd



Instrument of Test

A. Direction

1. Make a group consist of six students!
2. Make a dialogue by choosing one of the title about Malin Kundang, Joko Tarub, or Sangkuriyang!
3. Use some expression of introducing in your conversation
4. Practice the dialogue in front of your classmates!

B. An example of Dialogue.

In the next day, prince and his guards looked for the owner of that glass shoes. But, no one can use that shoe. Then they came to Cinderella's house.

The Guard 1 : Excuse me....excuse me...excuse me...

Step mother : wait...wait...I'm coming. Oh, prince why do you come here?

The Guard 2 : Prince look for the owner of it. Prince will marry with the owner. Did your daughter come to the party last night?

Step mother : Yes, they came to the party

The Guard 1 : Call them now

Step mother : Alice...Julie...come here

Step sister : Why do you call me mom? Oh prince...

The Guard 2 : Ok , try it

Julie : Oh yah, I am first, Alice.(Julie couldn't use it)

Alice : Look at you, The prince is me (Alice couldn't use it)

(something felt in the kitchen)

Prince : What is that? Let me check it
Hey, Who are you?

Cinderella : I'm Cinderella

Prince : Who is she?

Step mother : She is a....servant

Prince : try it

Step mother : But, prince, she is just a servant

Prince : I don't care

(Cinderella try to use the shoe)

The Guard 2 : Wonderful!!!

The Guard 1 : Prince, She is your lady

Prince : Cinderella, will you marry me?

Cinderella : Sure.

Prince : Ok. Let's go to castle

Cinderella : Yaaa.....but

Prince : Hmmm, okay, if in your depend it's good for you, why not?

Cinderella : Thanks prince

Prince : I'll do something for you

Cinderella, let's go

Cinderella : Yes Prince



The Table Student's Score of English Speaking Test in cycle 3

NO.	NAMA	Score					
		Pron.	Gram.	Voc.	Flu.	Comp.	rata2
1	Abdur Rizal Yafi	4	4	4	4	4	80
2	Abdur Rohman	4	4	4	4	4	80
3	Agnes Lutfi N.	4	4	4	4	4	80
4	Ahmad Syaiful	4	4	4	4	3,5	78
5	Anik Kiswati Sarifah	3,5	4	4	4	3,5	76
6	Chandra Enfan Fait	3,5	4	4	4	3	74
7	Dewi Khodijah	3,5	4	4	4	3,5	76
8	Effi Afinda	3,5	4	4	4	3,5	76
9	Endang Kusmayanti	4	4	4	4	4	80
10	Eny Fatkhiyah	3,5	4	4	4	3,5	76
11	Fahrudin	3	4	4	3,5	3,5	72
12	Fahrul Aziz	3	4	4	3,5	3,5	72
13	Fahrur Ronzi	3,5	4	4	3,5	3,5	74
14	Farah Farkatin	3,5	4	4	4	3,5	76
15	Fathul Huda Nur	3,5	4	4	4	3,5	76
16	Galan Dwi Antoyo	3	4	4	3,5	3,5	72
17	Herli	4	4	4	4	4	80
18	Intan Sari	3,5	4	4	4	3,5	76
19	Lulu' Intan Faiqoh	4	4	4	4	4	80
20	Mailani Safitri	4	4	4	4	4	80
21	Maya Oktaviani	4	4	4	4	4	80
22	Mochammad Chozin	3,5	4	3,5	3,5	3,5	72
23	Muhammad Faizin	3	4	3,5	3	3,5	68
24	Rafik Udin Nur Taufiq	3,5	4	3	3,5	3	68
25	Raynnida Milla H.	3,5	4	4	4	3,5	76
26	Rizki Nor Qomariyah	3	4	4	4	3,5	74
27	Royyan Kafiyy	4	4	4	4	4	80
28	Siti Musarofah	3,5	4	4	3,5	3,5	74
29	Tri Damayanti	3,5	4	4	4	4	78
30	Uliya Lutfiyah	3,5	4	4	4	3,5	76
	Average						76,0