

CHAPTER V

CUNCLUSION AND SUGGESTION

The final chapter, Page V, presents the research's results and the conclusions and recommendations that the authors want to share with educators, students, and other researchers in the future..

5.1 Conclusion

So, the conclusion of the research related to It can be inferred from the discussion in chapter IV that SMP N 2 Labuapi eighth-grade students will use phrase repetition strategies during the school year 2021–2022.

1. Sentence reconstruction techniques in learning to write is effective to use because all students are involved in group work so that no group members are noisy and do not disturb friends in one group or another group who are completing the tasks given by the teacher.
2. Data analysis from the calculation results of hypothesis testing with the help of the SPSS 20.00 program to use the Independent Sample T-Test test technique at a significance level of 5%, the arithmetic value of table (6.064 2.024), and the si value was 0.05 (0.000). 0.05). Then there is a significant effect of using reconstruction techniques on the writing of class VIII students of SMPN 2 Labuapi for the 2020/2021 academic year.

5.2 Suggestion

Based on the conclusion, the writer would like offering or posing some suggestions as follows:

To the teacher, as a teacher of English as a foreign language supposes to know the various techniques in teaching and learning so as to choose suitable technique for appropriate materials in implementing them in the classroom. The teacher also can employ this technique as alternative technique in teaching English. The teacher was expected to be more creative presenter in order for increase the students' enjoyment, efficiency, and comfort in the teaching and learning process.

To the student, students must understand that there are two processes involved in learning. that is, learner center and teacher center. It means that it was not only the teacher active in the class but students also. The students have to well-read to have more knowledge. The students also have to use the time as efficient as possible. Discussion was a better way to cope the problem.

To the next researcher, this technique can be used as a previous study to complete the study that was researched. This thesis was also far from the perfection, therefore, critics and advises from the readers were really expected by the writer. The writer finally hoped that this thesis was useful for all of us.

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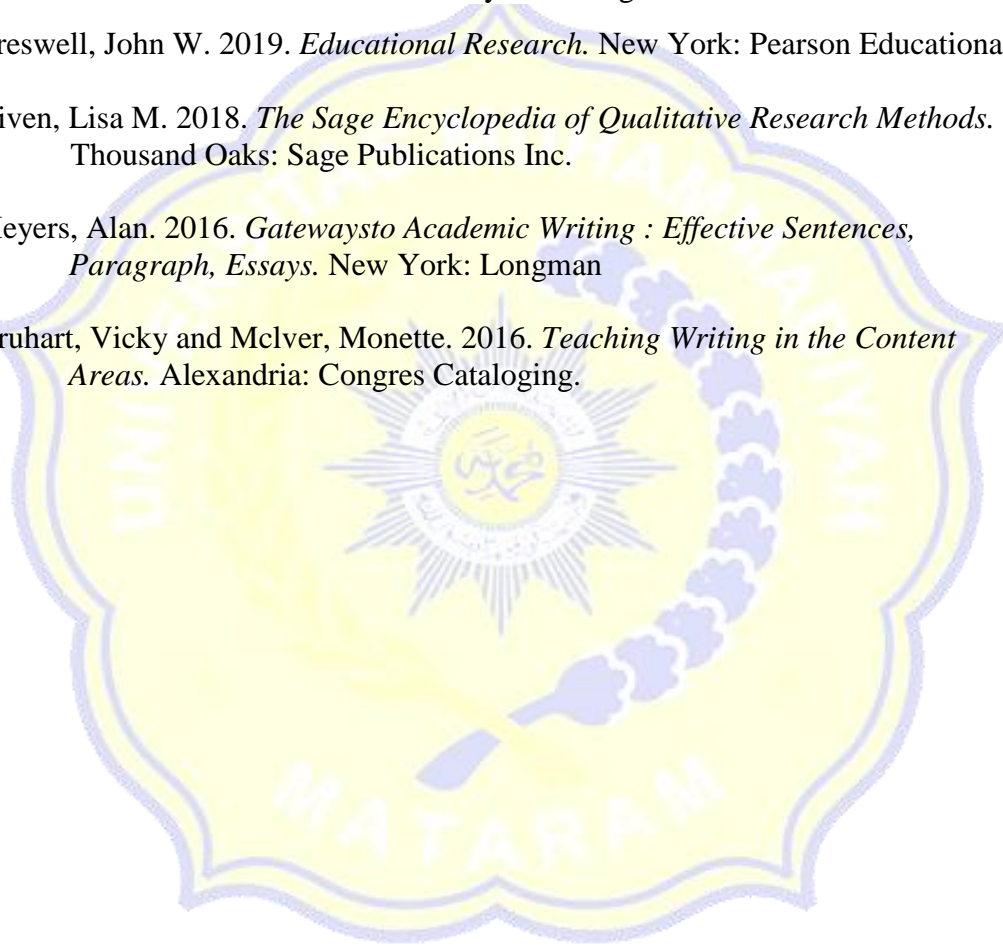
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LAMPIRAN 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : SMP N 2 LABUAPI

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII

Materi Pokok : Describing People, Animal and Object

Alokasi Waktu : 6 x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

B. Kompetensi Dasar (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi (IPK)

Pertemuan 1

Describing People

1. Menunjukkan rasa syukur dapat mempelajari bahasa inggris sebagai bahasa internasional
2. Mengembangkan sikap santun dan peduli terhadap guru dan teman
3. Mengidentifikasi nama orang dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
4. Menyebutkan deskripsi orang dengan pengucapan yang benar dan tepat.
5. Menuliskan teks pendek sederhana terkait deskripsi orang menggunakan struktur bahasa yang benar dan ejaan yang tepat.
6. Mempresentasikan teks pendek sederhana terkait deskripsi orang menggunakan struktur bahasa yang benar dan ejaan yang tepat.menggunakan struktur bahasa yang tepat dan pelafalan yang benar

Pertemuan 2

Describing Animal

1. Menunjukkan rasa syukur dapat mempelajari bahasa inggris sebagai bahasa internasional
2. Mengembangkan sikap santun dan peduli terhadap guru dan teman
3. Mengidentifikasi nama binatang dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
4. Menyebutkan deskripsi binatang dengan pengucapan yang benar dan tepat
5. Menuliskan teks pendek sederhana terkait deskripsi binatang menggunakan struktur bahasa yang benar dan ejaan yang tepat.
6. Mempresentasikan teks pendek sederhana terkait deskripsi binatang menggunakan struktur bahasa yang benar dan ejaan yang tepat.menggunakan struktur bahasa yang tepat dan pelafalan yang benar

Pertemuan 3

Describing Object

1. Menunjukkan rasa syukur dapat mempelajari bahasa inggris sebagai bahasa internasional

2. Mengembangkan sikap santun dan peduli terhadap guru dan teman
3. Mengidentifikasi nama benda dan nama bagian-bagiannya yang dipilih untuk di deskripsikan
4. Menyebutkan deskripsi benda dengan pengucapan yang benar dan tepat.
5. Menuliskan teks pendek sederhana terkait deskripsi benda menggunakan struktur bahasa yang benar dan ejaan yang tepat.
6. Mempresentasikan teks pendek sederhana terkait deskripsi benda menggunakan struktur bahasa yang benar dan ejaan yang tepat. menggunakan struktur bahasa yang tepat dan pelafalan yang benar

D. Tujuan Pembelajaran

Pertemuan 1

Melalui proses menyimak, menyebutkan, menulis, dan mempresentasikan, peserta didik mampu mendeskripsikan orang dengan menunjukkan rasa syukur dan sikap santun, peduli terhadap guru dan teman.

Pertemuan 2

Melalui proses menyimak, menyebutkan, menulis, dan mempresentasikan, peserta didik mampu mendeskripsikan binatang dengan menunjukkan rasa syukur dan sikap santun, peduli terhadap guru dan teman.

Pertemuan 3

Melalui proses menyimak, menyebutkan, menulis, dan mempresentasikan, peserta didik mampu mendeskripsikan benda dengan menunjukkan rasa syukur dan sikap santun, peduli terhadap guru dan teman.

E. Materi Pembelajaran

Fungsi sosial

Mendeskripsikan orang, binatang dan benda

Struktur teks

- a. Penyebutan nama orang, binatang, benda
 - b. Penyebutan sifat orang, binatang, benda
 - c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda
- Panjang teks: kurang lebih 6 (enam) kalimat.

Unsur kebahasaan

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan sebagainya.

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Berbagai hal terkait dengan *orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.*

F. Metode Pembelajaran :

Pendekatan : Scientific Learning

Strategi : Observe, Question, Explore, Associate, Communicate

Metode : Discovery and Project-based Learning

G. Media, Alat dan Sumber Pembelajaran

Media : Teks Deskriptif, Pictures

Alat : Laptop, LCD, Active Speaker dan Papan Tulis

Sumber : Guru, internet

H. Langkah – Langkah Pembelajaran

Pertemuan 1

Kegiatan Pendahuluan (10 Menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Guru menyampaikan tujuan pembelajaran terkait describing people
- Guru mengajukan pertanyaan yang mengaitkan pengetahuan yang telah dimiliki peserta didik dengan materi yang akan dipelajari, (who knows the meaning of describing ? how does your brother look like ?)

Kegiatan Inti (60 Menit)

Observing

- Peserta didik mengamati beberapa gambar orang yang cukup besar
- Guru menjelaskan cara mendeskripsikan orang melalui gambar yang diberikan
- Peserta didik menuliskan kosa kata terkait dengan materi describing people
- Peserta didik menyebutkan deskripsi dari orang melalui gambar yang diberikan
- Peserta didik menirukan penyebutan deskripsi orang dengan benar dan menuliskannya dengan ejaan yang benar

Questioning

- Peserta didik diberi kesempatan untuk menanyakan materi describing people yang sedang diajarkan
- Guru menanyakan pemahaman peserta didik terkait materi yang diajarkan berdasarkan critical interaction

Exploring

- Guru memberikan peserta didik contoh percakapan terkait describing people
- Peserta didik berdiskusi dalam kelompok untuk menemukan deskripsi orang berdasarkan nama, sifat dan bagian lainnya secara terbimbing dan terarah

Associating

- Peserta didik menulis teks pendek sederhana terkait orang yang di deskripsikan melalui percakapan yang diberikan oleh guru
- Peserta didik memperoleh balikan (*feedback*) dari guru tentang penggunaan kosa kata yang tepat

Communicating

- Peserta didik mempresentasikan hasil pekerjaannya di depan kelas
- Peserta didik memperoleh balikan dari guru dan teman tentang hasil pekerjaan yang dipresentasikan

Kegiatan Penutup (10 Menit)

- Guru memberikan kesan tentang hasil pembelajaran.
- Bersama peserta didik guru menyimpulkan materi yang dipelajari terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan
- Guru melakukan tindakan lanjut dalam bentuk pemberian tugas individual

Pertemuan 2

Kegiatan Pendahuluan (10 Menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Guru memberikan motivasi belajar
- Guru mengajukan pertanyaan yang mengaitkan pengetahuan yang telah dimiliki peserta didik dengan materi yang akan di pelajari (do you have a pet ?, can you describe it ?)
- Guru menuliskan kata-kata kunci yang diucapkan oleh peserta didik di papan tulis

Kegiatan Inti (60 Menit)

Observing

- Guru menunjukkan sebuah gambar yang cukup besar sehingga dapat dilihat oleh peserta didik
- Guru menjelaskan cara mendeskripsikan binatang melalui gambar yang diberikan
- Peserta didik menuliskan kata-kata sulit terkait dengan materi
- Guru memberikan gambar binatang beserta deskripsinya dalam bahasa inggris
- Peserta didik menerjemahkan kosa kata ke dalam bahasa indonesia
- Peserta didik menyebutkan deskripsi dari binatang melalui gambar yang diberikan
- Peserta didik membaca teks deskripsi pendek dari gambar yang diberikan dengan pengucapan yang benar

Questioning

- Peserta didik menanyakan materi describing animal yang sedang di ajarkan
- Guru menanyakan pemahaman peserta didik terkait materi yang di ajarkan

Exploring

- Guru memberikan peserta didik gambar-gambar lainnya untuk di deskripsikan
- Peserta didik berdiskusi dalam kelompok untuk mendeskripsikan gambar berdasarkan nama, sifat dan bagian lainnya

Associating

- Peserta didik menulis teks pendek sederhana terkait binatang yang di deskripsikan melalui gambar yang diberikan oleh guru
- Peserta didik memperoleh balikan (*feedback*) dari guru tentang penggunaan kosa kata yang tepat

Communicating

- Peserta didik mempresentasikan hasil pekerjaannya di depan kelas

Kegiatan Penutup (10 Menit)

- Guru memberikan kesan tentang hasil pembelajaran.
- Bersama peserta didik guru menyimpulkan materi yang dipelajari terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan
- Guru melakukan tindakan lanjut dalam bentuk pemberian tugas individual

Pertemuan 3

Kegiatan Pendahuluan (10 Menit)

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Guru memberikan motivasi belajar
- Guru mengajukan pertanyaan yang mengaitkan pengetahuan yang telah dimiliki peserta didik dengan materi yang akan di pelajari (do you have a doll ?, what does it like ?)
- Guru menuliskan kata-kata kunci yang diucapkan oleh peserta didik di papan tulis

Kegiatan Inti (60 Menit)

Observing

- Guru menunjukkan sebuah teks
- Guru menjelaskan cara mendeskripsikan benda sesuai teks yang diberikan
- Guru menuliskan kosa kata terkait dengan materi
- Peserta didik menerjemahkan ke dalam bahasa Indonesia
- Peserta didik membaca teks dengan pengucapan yang benar

Questioning

- Peserta didik menanyakan materi describing an object yang sedang diajarkan

Exploring

- Guru memberikan peserta didik teks percakapan sederhana terkait describing an object
- Peserta didik menuliskan kata-kata sulit
- Peserta didik berdiskusi dalam kelompok untuk menterjemahkan percakapan tersebut ke dalam bahasa Indonesia

Associating

- Peserta didik menulis teks pendek sederhana terkait benda yang dideskripsikan melalui percakapan yang diberikan oleh guru
- Peserta didik memperoleh balikan (*feedback*) dari guru tentang rentetan unsur penggunaan sesuai struktur teks

Communicating

- Peserta didik mempresentasikan hasil pekerjaannya di depan kelas

Kegiatan Penutup (10 Menit)

- Guru memberikan kesan tentang hasil pembelajaran.
- Bersama peserta didik guru menyimpulkan materi yang dipelajari terkait dengan fungsi sosial, struktur teks dan unsur kebahasaan
- Guru melakukan tindakan lanjut dalam bentuk pemberian tugas individual

I. Penilaian Hasil Pembelajaran

Kriteria Penilaian Kinerja dan Tugas

- Pencapaian fungsi sosial.
- Pencapaian pemahaman penggunaan struktur teks dalam menanyakan dan menyatakan secara benar dan tepat.
- Ketepatan unsur kebahasaan : struktur bahasa, kosakata, ucapan, intonasi.

Kinerja (Praktik)

- *Role Play*, saling bertanya dan memberikan respon terkait dengan materi
- Menyebut, Menulis dan mempresentasikan

Speaking Rubrik

No	Nama (Name)	Pengetahuan (Knowledge)					
		Kosakata (Vocabulary)	Kelancaran (Fluency)	Ketelitian (Accuracy)	Pengucapan (Pronunciation)	Intonasi (Intonation)	Pemahaman Understanding)

Writing Rubrik

No	Nama (Name)	Writing Skill				
		Struktur teks	Keterpaduan n kalimat	Kosa kata	Kerapian tulisan	Pilihan Kata (diction)

Format Penilaian Sikap Peserta Didik

No	Nama (Name))	Sikap (Attitude)					
		Tanggung Jawab (Responsibility)	Kejujuran (Honest)	Santun dalam berkomunikasi (Communicative)	Percaya Diri (Confidence)	Rasa Ingin Tahu (Curiosity)	Nilai Rata- Rata (Total Score)

Keterangan

1 = Kurang

2 = Cukup

3 = Baik

4 = Amat Baik

5 = Sangat Baik

Penugasan

- Mengerjakan latihan yang berkaitan dengan describing people, animal and object
- Membuat *teks pendek sederhana* dengan struktur bahasa yang benar sesuai skema yang diajarkan guru
- Menuliskan sifat menggunakan bahasa inggris secara benar dan tepat sesuai gambar
- Rubrik penilaian:

Jumlah score benar x 10 = total score

Jumlah soal

Narmada,
Mengetahui
Kepala SMP Negeri 2 Labuapi

Guru Bahasa Inggris

Aendi, S.Pd. EVA ARISANDI, S.Pd.

NIP: 19711231 199903 1 049

BAHAN AJAR DAN LKS

Pertemuan 1

Materi tentang "Describing People"

Some expression to describe people (beberapa ekspresi mendeskripsikan orang):

1. How does your brother look like ?
2. What is he look like ?
3. Can you describe him/her ?
4. How tall is he ?
5. How is his personality ?
6. Does he have moustache ?



She's Pink. She's 38 years old. She's from the USA. She's a pop singer. She's got short straight and blonde hair. She's tall, she's got blue eyes.

She's got coloured nails. She's wearing a black dress. She's got earrings. I like her because she's pretty.



He's Cristiano Ronaldo. He's from Portugal. He's 29 years old. He's a football player. He plays in Real Madrid. He's tall and slim. He's got brown eyes and white skin. He's wearing a football t-shirt and shorts.

practice



Untuk menanyakan penampilan fisik (Physical Appearance)

How does she look like? = Seperti apa kah dia?

Untuk menjawab pertanyaan penampilan fisik (Physical Appearance)

She is [tall/ short/ fat/ slim/ thin]. = Dia itu [tinggi/ pendek/ gemuk/ langsing/ kurus].

She has got [short/ long] [stright/ wavy/ curly] hair. = Dia memiliki rambut yang [lurus/ bergelombang/ ikal] [pendek/ panjang].

She has got [oval/ round/ square] face. = Dia memiliki wajah yang [oval/ bundar/ kotak].

She has got a [pointed/ flat] nose. = Dia memiliki hidung yang [mancung/ pesek].

She has got [thick/ thin] lips. = Dia memiliki bibir yang [tebal/ tipis].

She has got [white/ brown] skin. = Dia memiliki kulit yang [putih/ coklat].

She has got [big/ slanting/ small] [black/ brown] eyes. = Dia memiliki mata [hitam/ coklat] yang [besar/ sipit/ kecil]

Untuk menanyakan sifat/ sikap

How is she like? arti = Seperti apakah dia?

Menjawab pertanyaan sifat/ sikap

Untuk menjawab pertanyaan mengenai sifat/ sikap, kita hanya menambahkan adjective (kata sifat) saja. Misalnya:

She is [smart/ kind/ beautiful/ honest/ patient/ talktive/ etc.]. arti = Dia itu [cerdas/ baik/ cantik/ jujur/ sabar/ cerewet/ dll.]

Kata sifat yang memperlihatkan secara fisik dan tidak secara fisik.

1. Age (umur) = Young, Old, Middle - Aged
2. Build (tubuh) = Fat, Thin, Slim, Plump, Well - Build
3. Height (Tinggi) = Tall, Short, Average Height
4. Hair Color (Warna Rambut) = Black, brown dan lain-lain.
5. Hair style (Gaya Rambut) = Long, Short, Straight, Wavy, Curly, Neat
6. Face (Muka) = Long, Round, Oval, Squaro, Thin lips dan lain - lain.
7. Distinguising Features (Pembeda) = Beard, Moustache dan lain-lain.
8. Personality (Kepribadian) = Calm, Moody, Cheerful dan lain - lain.
9. Eyes (Mata) = Blue, Grey, Black, Brown

10. Complexion (Warna Kulit) = Pale, Fair - Skinned, Brown, Black

Vocabularies

Fat : gemuk weak : lemah

Thin : kurus Strong : kuat

Slim : ramping Patient : sabar

Pretty : cantik Girlish : kemayu

Tall : Tinggi Healthy : sehat

Long nose : hidung mancung Smart : Cerdas

Flat nose : hiduung pesek Fussy : cerewet

Curly hair : rambut kriting Greedy : serakah

Straight hair : rambut lurus extravagant : boros

Wavy hair : rambut berombak Stingy : pelit

Bald : gundul/botak Arrogant : sombong

Bright skin : berkulit terang honest : jujur

Dark skinned: berkulit gelap cruel : jahat

Open minded: berpikiran terbuka handsome : tampan

Absent minded: pelupa / pikun High tempered : pemarah

Example :

1. I have a brother. His name is Andra. He is thin and tall. He has long nose and curly hair. He is very patient. He is not stingy. He always buys some snack for me. He has bright skinned and open minded. He gives me gift in every my birthday. He is handsome and kind. I love him so much.
2. I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.

Percakapan Bahasa Inggris

On School Canteen

Edi : Hi, Ton. What's up Bro?

Tony : Hi Ed.

Edi : How was your Mathematics?

Tony : I got good mark. But it was not enough to beat my classmate rival. How about you? Did you get good mark too on Mathematics?

Edi : No, I didn't. But thanks God. I didn't get the remedial.

Tony : Owh, that was great. Anyway do you know Sella? The new students in VII grade. My classroom mates always talk about her. How does he look like?

Edi : She is tall. She is slim. She has got long black stright hair. She has got a pointed nose. She has got thin lips. She has got round face. She has got slanting black eyes. She is beautiful.

Tony : Owh my God. She seems prefect. How about her personality? How is she like?

Edi : She is totally beautiful. She is smart. And She seems kind. Every men on this school hunt for her love.

Tony : Do you have her number, dude?

Edi : Owh come on. Don't say that you hunt for her love too.

Tony : Yeah, I am one of the men on this school too.

Edi : Hahaha. Hey Ton, Look. She is over there, near the exit door.

Tony : Wow, that is definitely beautiful.

Pertemuan 2

Materi tentang “Describing Animal”

On This Page

- *Adjectives to describe animals*
- *Animal parts*
- *Other vocabulary*
- *Animals picture description*

Adjectives for Describing Animals

furry
ferocious
dangerous
poisonous
tame
agile
clever
aggressive
tiny
domestic
wild
herbivorous
carnivorous



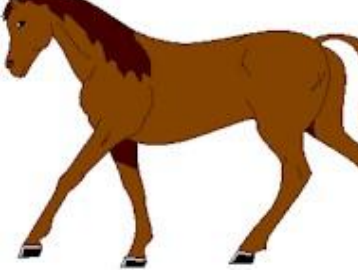
Animals Parts



fur
mane
snout
paw
hoof
tail
whiskers

- claw
- beak
- wing
- feathers
- scales
- horn

Practice

Match the description with the animal.

<i>Click on the description</i>		<i>Then click on the animal.</i>
<p>This is a large animal. It has a long mane, short fur, and a long tail. People often ride these animals.</p>		
<p>This animal is a domestic animal. It has fur and whiskers and a long tail.</p>		
<p>This animal has scales and lives in the water. Sometimes people keep them in an aquarium.</p>		


<p>This animal has feathers all over its body and wings but can't fly long distances. It lives on a farm.</p>		
<p>This animal is the only mammal that can fly. Living in a damp and dark cave. It has a sharp hearing.</p>		




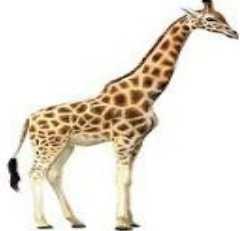
Other Vocabulary

know singer fish aquarium farne neiighborhood quiz
 whale shark mammal ostrich affectionate playful protect
 cuddle quiet cage mouse guinea pigmale female hunt chimpanzee DNA
 percentage same breathe stay worship ancient






Practice

Describing animal
 Read and translate into Indonesian !

No	animal	description
1	<p style="text-align: center;">Bat</p> 	<p>This animal is the only mammal that can fly. Living in a damp and dark cave. It has a sharp hearing.</p> <p>Merupakan satu-satunya mamalia yang dapat terbang. Hidup di gua yang lembab dan gelap. Memiliki daya pendengaran yang tajam.</p>
2	<p style="text-align: center;">Lizard</p>	<p>It Can be crawling on the wall. To defend itself from the enemy, it cut its tail with the aim to deceive the enemy. Its tail can grow back.</p> <p>Dapat merayap di dinding. Untuk mempertahankan diri dari musuh, cicak</p>

		<p>memutuskan ekornya dengan tujuan untuk mengelabui musuhnya. Ekor cicak tersebut dapat tumbuh kembali</p>
3	<p style="text-align: center;">Catfish</p> 	<p>This animal live in the water. Do not use the eyes to find food at the hidden place in the bottom of the muddy and dark. Use whiskers (misai) which is a special sense organs.</p> <p>Hidup di air tawar. Tidak mengandalkan mata untuk mencari makan yang tersembunyi di dasar sungai yang berlumpur dan gelap. Mengandalkan kumis (misai) yang merupakan organ indra khusus.</p>
4	<p style="text-align: center;">Chameleon</p> 	<p>This animal can change its body colour, have an eyes that can rotate and can see in all direction. It has the ability to disguise and avoid the enemy sight</p> <p>Dapat mengubah warna tubuhnya. Memiliki mata yang dapat berputar dan dapat melihat ke segala arah.</p> <p>Kemampuan untuk menyamar dan menghindari pandangan musuh.</p>
5	<p style="text-align: center;">Giraffe</p> 	<p>It is the highest animal in the world. It has a long neck, can drink with his head bowed and It has the small horn, brown leather</p> <p>Memiliki leher yang panjang. Dapat minum dengan menundukkan kepalanya. Memiliki tanduk kecil. Kulit berwarna coklat</p>

Describe the animal below !

1	<p>Tupai</p> 	
2	<p>Paus</p> 	
3	<p>Burung Hantu</p> 	
4	<p>Unta</p> 	
5	<p>Penguin</p> 	

Pertemuan 3

Materi tentang “Describing an Object”

Basic Sentences

Asking for the object’s appearance and information, ungkapan dan kata-kata yang digunakan untuk bertanya tentang bentuk atau informasi suatu objek.

What does (the object) look like? = Seperti apakah rupa (benda itu)?

What is (the object) made of? = Terbuat dari apakah (benda itu)?

What is (the object) used for? = Digunakan untuk apakah (benda itu)?

What is (the object’s) color? = Berwarna apakah (benda itu)?

How big is (the object)? = Seberapa besar (benda itu)?

Can (the object) fly to the sky? = Bisakah (benda itu) terbang ke angkasa?

Is (the object) smooth when you touch it? = Apakah (benda itu) halus saat Anda menyentuhnya?

What is the name of (the object)? = Apakah nama (benda itu)?

Where did you see (the object)? = Dimanakah tadinya Anda melihat (benda itu)

Vocabularies

Size : ukuran soft : lembut Weigh : berat

Shape : bentuk hard : keras Thin : tipis

Colour : warna wide : lebar Long : panjang

Big : besar large : luas Thick : tebal

Small : kecil medium : sedang

Short : pendek circle : bulat / bundar

I have a doll. The shape is like bear. The colorur is brown. That is medium and very soft. I like it so much. It always accompanies me when I am sleeping. It has long feet and hands. It ears are small. Its nose is long and it eyes are circle. It doesn’t have tail.

Describing the object

It looks like a star = Rupanya seperti sebuah bintang

It is like a big car = Rupanya seperti sebuah mobil besar

It’s made of strong steel = Benda itu terbuat dari baja yang kuat

It’s made of wood = Benda itu terbuat dari kayu

It's used for cutting big tree = Benda itu digunakan untuk menebang pohon-pohon besar

It's used to clean the monitor = Benda itu digunakan untuk membersihkan layar monitor

It could be used as self-defense weapon = Benda itu bisa digunakan sebagai senjata pertahanan diri ('could be used as' digunakan bila Anda tidak terlalu yakin benda tersebut digunakan untuk apa)

It is really huge = Benda itu sangat besar

Conversation about Asking and Describing objects

It's an UFO!

Ferdi : Guys! Guys! Listen up! I have great news to tell you!

Yopi : Oh, really? I hope you are not coming with another lie anymore

Erlita : Wow, you look so serious. What kind of news is that?

Ferdi : Oh, please... I'm telling real news right now. Last night, I saw a mysterious flying object on the night sky. You may be familiar by calling it UFO

Yopi : See... here you go with your lies again

Erlita : UFO? Do you mean it's like an alien's spacecraft?

Ferdi : Yes...! Yes...! Oh, come on! I am not joking around, Yopi. It's real. I saw it clearly with both of my eyes.

Erlita : Well, what did it look like?

Ferdi : Just like you've ever seen in movies, it looked like a spacecraft. It floated around the sky. There were many colorful lights on it.

Erlita : Did it move so fast? How could you see it with your bare eyes?

Ferdi : No, it didn't move so fast. Therefore, I could see it clearly with my both eyes.

Erlita : Was it huge?

Ferdi : I am not really sure. But, I think it was a little bigger than a helicopter.

Erlita : Did it emit sound?

Ferdi : No, I guess. It was so silent.

Yopi : You could have been mistaken. Maybe it was an airplane. Did you use any tool to see it? Like telescope or binocular?

Ferdi : I am extremely sure that it wasn't an airplane. I know exactly how an airplane looks like. It was really a different one. No, I didn't use my binocular. It was clear enough to see with bare eyes.

Yopi : Did you take a photo of that flying object?

Ferdi : Unfortunately, when I was going to grab my digital camera, it disappeared.

Yopi : Well, with no strong proof I cannot fully believe in your story

Ferdi : Oh, come on, Yopi.

Erlita : I don't know if it was a real UFO or not but you are lucky to see it, Ferdi.

Ferdi : Thank, Erlita. I wish I could see it again someday.

Vocabularies

Listen up! = Dengarkan!

Lie = kebohongan, bualan n.

You look so serious = Anda terlihat begitu serius

Mysterious = misterius adj.

Flying object = benda terbang

Familiar = familiar, tidak asing adj.

UFO (Unidentified Flying Object) = Benda Terbang Tak Teridentifikasi

Alien = makhluk asing yang tinggal di luar angkasa n.

Spacecraft = kapal luar angkasa n.

Come on! = Ayolah!

joke around = bercanda v.

Real = asli, sungguhan adj.

Clearly = dengan jelas advrb.

float = mengambang, melayang v.

Colorful = penuh warna adj.

Lights = lampu-lampu, sinar n.

Bare eyes = mata telanjang

Therefore = oleh karena itu

Huge = besar sekali adj.

A little bigger than... = sedikit lebih besar dari...

emit = mengeluarkan v.

Mistaken = keliru adj.

Airplane = pesawat udara n.

Telescope = teleskop n.

Binocular = teropong binokuler n.

take a photo = mengambil foto v.

Unfortunately = sayangnya

grab = mengambil v.

disappear = menghilang v.

Proof = bukti n.

Fully = sepenuhnya advrb.

believe in = percaya pada v.

Someday = suatu hari (nanti) advrb.

Practice

Randall : Do you know what a grandfather clock is?

Horace : Yes, of course.

Randall : I assume it is a kind of clock, but what does it look like?

Horace : **Well, they're usually big, about an average person's height, and maybe 20 to 24 inches wide.**

Randall : And.

Horace : The clock face is at the top, usually a round face, and many have Roman Numerals.

Randall : Go on.

Horace : **Below the face is a pendulum which hangs from a chain, or something similar, which swings back and forth as the clock ticks.**

Randall : I'm sorry, what's a pendulum?

Horace : A weight hanging from a chain, cable, or string.

Randall : I see.

Horace : **In all the grandfather clocks I have ever seen, the cabinets were made out of wood, usually stained brown.**

Randall : Why are they called grandfather clocks?

Horace : I don't know. Maybe because they are an old style of clock that was common in our grandfathers' days.

Randall : The clock in your father's office is a grandfather clock, isn't it?

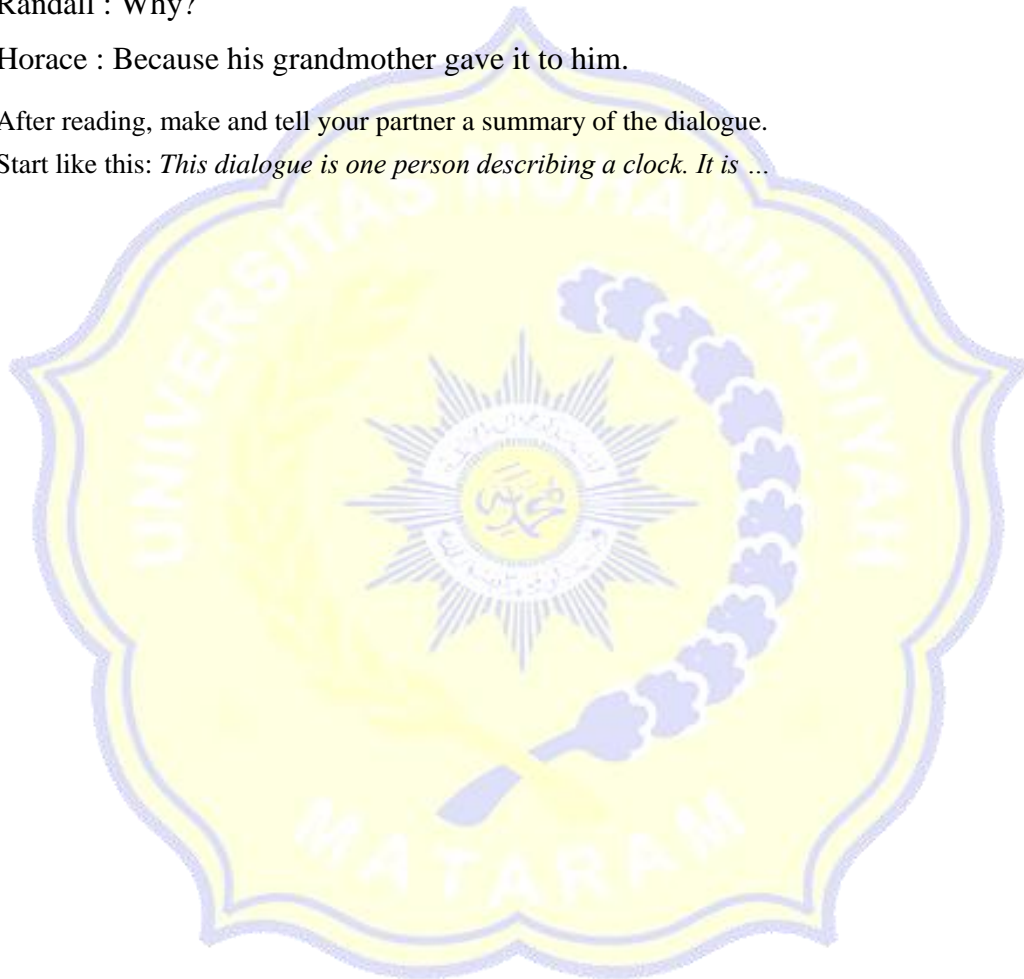
Horace : Yes, but he calls it his grandmother's clock.

Randall : Why?

Horace : Because his grandmother gave it to him.

After reading, make and tell your partner a summary of the dialogue.

Start like this: *This dialogue is one person describing a clock. It is ...*



LAMPIRAN 2

HITUNGAN SPSS

1. HASIL UJI VALIDITAS

		Correlations					
		Soal1	Soal2	Soal3	Soal4	Soal5	Total
Soal1	Pearson Correlation	1	.486*	.566**	.280	.455*	.658**
	Sig. (2-tailed)		.030	.009	.232	.044	.002
	N	20	20	20	20	20	20
Soal2	Pearson Correlation	.486*	1	.707**	.816**	.471*	.834**
	Sig. (2-tailed)	.030		.000	.000	.036	.000
	N	20	20	20	20	20	20
Soal3	Pearson Correlation	.566**	.707**	1	.577**	.545*	.751**
	Sig. (2-tailed)	.009	.000		.008	.013	.000
	N	20	20	20	20	20	20
Soal4	Pearson Correlation	.280	.816**	.577**	1	.524*	.717**
	Sig. (2-tailed)	.232	.000	.008		.018	.000
	N	20	20	20	20	20	20
Soal5	Pearson Correlation	.455*	.471*	.545*	.524*	1	.632**
	Sig. (2-tailed)	.044	.036	.013	.018		.003
	N	20	20	20	20	20	20
Total	Pearson Correlation	.658**	.834**	.751**	.717**	.632**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.003	
	N	20	20	20	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

2. HASIL UJI REABILITAS

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.835	5

Item Statistics

	Mean	Std. Deviation	N
Soal1	3.30	.733	20
Soal2	3.60	.503	20
Soal3	3.75	.444	20
Soal4	3.50	.513	20
Soal5	3.65	.489	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Soal1	14.50	2.684	.526	.860
Soal2	14.20	2.905	.774	.766
Soal3	14.05	3.103	.757	.778
Soal4	14.30	3.063	.645	.800
Soal5	14.15	3.187	.605	.810

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.80	4.484	2.118	5

3. HASIL UJI NORMALITAS

Descriptives

		Statistic	Std. Error
Pretest Eksperimen	Mean	61.90	1.815
	95% Confidence Interval for Mean	Lower Bound 58.10	
		Upper Bound 65.70	
	5% Trimmed Mean	62.11	
	Median	60.00	
	Variance	65.884	
	Std. Deviation	8.117	
	Minimum	46	
	Maximum	74	
	Range	28	
	Interquartile Range	11	
	Skewness	-.170	.512
	Kurtosis	-.579	.992
	Mean	66.20	1.728
Posttest Eksperimen	95% Confidence Interval for Mean	Lower Bound 62.58	
		Upper Bound 69.82	
	5% Trimmed Mean	66.11	
	Median	64.00	
	Variance	59.747	
	Std. Deviation	7.730	
	Minimum	54	
	Maximum	80	
	Range	26	
	Interquartile Range	14	
	Skewness	.208	.512
	Kurtosis	-1.055	.992
	Mean	70.60	1.789
	Pretest Kontrol	95% Confidence Interval for Mean	Lower Bound 66.85
		Upper Bound 74.35	
5% Trimmed Mean		70.89	
Median		70.00	
Variance		64.042	
Std. Deviation		8.003	
Minimum		50	
Maximum		86	

	Range		36	
	Interquartile Range		10	
	Skewness		-.601	.512
	Kurtosis		1.306	.992
	Mean		80.40	1.580
	95% Confidence Interval for Mean	Lower Bound	77.09	
		Upper Bound	83.71	
	5% Trimmed Mean		80.11	
	Median		80.00	
	Variance		49.937	
Posttest Kontrol	Std. Deviation		7.067	
	Minimum		70	
	Maximum		96	
	Range		26	
	Interquartile Range		8	
	Skewness		.675	.512
	Kurtosis		.082	.992

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Prestest Eksperimen	.157	20	.200*	.939	20	.226
Posttest Eksperimen	.162	20	.178	.955	20	.454
Prestest Kontrol	.170	20	.132	.961	20	.561
Posttest Kontrol	.173	20	.121	.936	20	.201

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

4. HASIL UJI HOMOGENITAS

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Keterampilan Berbicara	Eksperimen	20	100.0%	0	0.0%	20	100.0%
	Kontrol	20	100.0%	0	0.0%	20	100.0%

Descriptives

		Kelas	Statistic	Std. Error
Keterampilan Berbicara	Eksperimen	Mean	80.40	1.580
		95% Confidence Interval for Mean		
		Lower Bound	77.09	
		Upper Bound	83.71	
		5% Trimmed Mean	80.11	
		Median	80.00	
		Variance	49.937	
		Std. Deviation	7.067	
	Minimum	70		
	Maximum	96		
	Range	26		
	Interquartile Range	8		
	Skewness	.675	.512	
	Kurtosis	.082	.992	
	Kontrol	Mean	66.20	1.728
		95% Confidence Interval for Mean		
Lower Bound		62.58		
Upper Bound		69.82		
5% Trimmed Mean		66.11		
Median		64.00		
Variance		59.747		
Std. Deviation		7.730		
Minimum	54			
Maximum	80			
Range	26			

	Interquartile Range	14	
	Skewness	.208	.512
	Kurtosis	-1.055	.992

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
Keterampilan Berbicara	Based on Mean	1.001	1	38	.323
	Based on Median	.664	1	38	.420
	Based on Median and with adjusted df	.664	1	38.000	.420
	Based on trimmed mean	1.086	1	38	.304



5. HSIL UJI HIPOTESA

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Keterampilan Berbicara	Eksperimen	20	80.40	7.067	1.580
	Kontrol	20	66.20	7.730	1.728

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Keterampilan Berbicara	Equal variances assumed	1.001	.323	6.064	38	.000	14.200	2.342	9.459	18.941
	Equal variances not assumed			6.064	37.698	.000	14.200	2.342	9.458	18.942

