

Appendix 1 Lesson Plan of Hypnoteaching Method

Satuan Pendidikan	: SMPN 1 SIDOARJO
Kelas	: VII
Mata Pelajaran	: Bahasa Inggris
Topik	: Agreement and Disagreement
Alokasi Waktu	: 4 x 40 menit (4 JP)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenWatiraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 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 antar pribadi dengan guru dan teman.
- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 2.1.1. Peserta didik dapat menunjukkan perilaku santun dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.1.2. Peserta didik dapat menunjukkan perilaku peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2.1. Peserta didik dapat mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.2. Peserta didik dapat mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.3. Peserta didik dapat mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 4.2.1. Peserta didik dapat menerapkan ungkapan agreement dan disagreement serta meresponnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Structure to express opinions

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so.

a. Agreeing with an opinion

- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- Of course.

- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so.

b. Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that
- I can't say I agree with this, and here's why....

E. Metode Pembelajaran

Hypnoteaching. Dengan strategi belajar: menyimak, diskusi kelompok, studi pustaka, penugasan kelompok dan individu serta role play.

F. Media/Alat/Sumber Belajar

1. Media
 - a. Power Point Presentation
 - b. Video
 - c. Gambar
2. Alat
 - a. LCD
 - b. Laptop
 - c. Topi karakter dan kantong kain hitam
3. Sumber Belajar

Buku Bahasa Inggris Kemendikbud kelas VII

G. Langkah-Langkah Pembelajaran

1. Pertemuan pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	1. Guru menata lingkungan belajar peserta didik. Yaitu mengkondisikan tempat duduk peserta didik dalam bentuk U.	15'

	<ol style="list-style-type: none"> 2. Guru memberikan salam. 3. Guru mengecek kehadiran peserta didik dan suasana kelas. 4. Guru menarik perhatian peserta didik dengan permainan psikologi. Contoh; Permainan angka : $1+1=11$(satu ditambah satu sama dengan sebelas, karena satu jari ditambah satu jari jika dijadikan satu maka terbentuk angka sebelas). Permainan pikiran: Bentuk bulat antara onde-onde dan lingkaran yang digambar oleh peserta didik di papan tulis apakah sama?(Sama, karena bentuk bulat disesuaikan keadaan objeknya. Lalu guru mengibaratkan bentuk bulat dengan kondisi peserta didik sebagai pelajar) 5. Guru memastikan bahwa peserta didik benar-benar dalam keadaan rileks. 6. Guru menyampaikan gambaran materi agreement dan disagreement dengan mengaitkan pada pengalaman peserta didik. Yang pertama yaitu dengan melakukan percobaan air di dalam kantong plastik yang akan ditusuk dengan pensil yang tajam. Guru menanyakan hari ini tanggal berapa dan akan melakukan percobaan di peserta didik yang nomor absennya sesuai tanggal hari ini. Sebelum melakukan percobaan guru menanyakan kalimat agreement kepada seluruh peserta didik kemudian menunggu jawaban mereka. Setelah itu percobaan air dalam kantong plastik dilakukan. 7. Guru memberikan situasi pada peserta didik untuk tanya jawab mengenai ungkapan agreement dan disagreement. 	
Inti	<ol style="list-style-type: none"> 1. Mengamati <ol style="list-style-type: none"> a. Guru memastikan bahwa peserta didik masih dalam keadaan rileks. b. Peserta didik mengamati slide dalam bentuk powerpoint berisi ungkapan agreement dan disagreement. c. Peserta didik diajak untuk memberikan tanggapan dan opini mereka tentang slide yang telah ditayangkan. 2. Mempertanyakan Guru menanyakan pertanyaan seputar fungsi sosial, struktur kalimat, pola kalimat, tanda baca atau unsur kebahasaan dalam ungkapan agreement dan disagreement kepada peserta didik. Peserta didik dapat menjawab pertanyaan atau mengajukan pertanyaan sesuai dengan pemikiran mereka terhadap ungkapan agreement dan disagreement. Setiap peserta didik yang menjawab pertanyaan diberikan perhatian/ penghargaan dalam bentuk kalimat/ tindakan positif. 3. Mengeksplorasi Peserta didik bersama-sama dengan guru mengidentifikasi ciri-ciri dan unsur kebahasaan dalam ungkapan agreement dan disagreement yaitu fungsi social, struktur teks, pola 	50'

	<p>kalimat, tanda baca dan penerapan.</p> <p>4. Mengasosiasi Peserta didik menyusun berbagai ungkapan untuk menyatakan agreement and disagreement an opinion dalam bahasa Inggris sesuai dengan konsep peserta didik. Dapat berupa mind mapping, poster atau ringkasan.</p> <p>5. Mengkomunikasikan Peserta didik membuat teks lisan sederhana sesuai pengetahuan mereka untuk menyatakan ungkapan agreement dan disagreement beserta responnya. Guru memberikan contoh nyata dalam kehidupan sehari-hari. Setelah itu, peserta didik berlatih menyampaikan ungkapan agreement dan disagreement dengan mengerjakan latihan soal atau ulangan.</p>	
Penutup	<p>1. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran.</p> <p>2. Guru memberikan latihan mengenai ungkapan agreement dan disagreement kepada peserta didik untuk dikerjakan diluar jam pembelajaran.</p> <p>3. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya yaitu bermain peran dalam mengungkapkan agreement dan disagreement pada pemilu DKI Jakarta. Guru membagi kelas dalam beberapa kelompok dengan anggota kelompok 6/7 orang.</p> <p>4. Guru menutup pembelajaran dan mengucapkan salam.</p>	15'

2. Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>1. Guru masuk kelas sambil memberikan salam dengan membawa kantong hitam yang diikat dengan tali berisi topi berbagai warna. Setiap warna topi memiliki arti karakter yang ditentukan yang nantinya akan diperankan peserta didik.</p> <p>2. Guru menata lingkungan belajar peserta didik. Yaitu mengkondisikan tempat duduk peserta didik berbrntuk U. Kemudian mengecek kehadiran peserta didik dan suasana dalam kelas.</p> <p>3. Guru menarik perhatian peserta didik dengan membahas kantong hitam yang dibawa serta mengaitkan dengan materi agreement dan disagreement. Dalam hal ini, guru memanipulasi pikiran peserta didik dengan menggunakan media topi berbagai warna yang bisa mengubah karakter seseorang menjadi orang lain sesuai dengan karakter yang ditentukan disetiap warnanya. Guru memupuk rasa penasaran peserta didik secara berkala.</p>	15'

	4. Guru memastikan keadaan siswa tetap rileks kemudian menyampaikan konsep materi yang dipelajari dengan bahasa yang mudah dipahami peserta didik serta mengaitkan dengan tema yaitu pemilu DKI Jakarta yang sedang marak di televisi.	
Inti	<p>1. Mengamati</p> <p>a. Guru memastikan bahwa peserta didik masih dalam keadaan rileks.</p> <p>b. Peserta didik mengamati video ungkapan agreement dan memberikan komentar.</p> <p>c. Guru memberikan gambaran dan penjelasan untuk role play. Dengan ketentuan masing-masing topi memberikan karakter yang berbeda sesuai yang ditentukan guru. Siswa akan memberikan komentar dalam pemilihan gubernur DKI Jakarta sesuai karakter yang nantinya didapat dengan cara mengambil acak dari kantong hitam.</p> <p>d. Peserta didik diberikan situasi untuk memberikan respon tentang tema yang telah ditentukan.</p> <p>2. Menanyakan</p> <p>Peserta diberikan situasi dengan tema pemilu DKI Jakarta, peserta didik menanyakan hal-hal yang kurang jelas terkait role play atau ungkapan agreement and disagreement.</p> <p>3. Mengeksplorasi</p> <p>Peserta didik berlatih untuk role play dengan tema pemilu DKI Jakarta.</p> <p>4. Mengasosiasi</p> <p>Peserta didik memperoleh balikan (feedback) dari guru berupa rubrik penilaian untuk role play kepada peserta didik dan menjelaskan rubrik tersebut serta mengaitkan dengan fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>5. Mengkomunikasikan</p> <p>Peserta didik yang sudah terbagi dalam kelompok berkesempatan tampil per grup. Setiap siswa mengambil topi secara acak terlebih dahulu, kemudian memainkan perannya. Dalam hal ini, guru tetap harus memastikan bahwa mereka dalam keadaan rileks. Secara aktif, peserta didik berusaha untuk menyampaikan perasaannya/ rasa penasarannya tentang kegiatan bermain peran ini. Setiap kelompok tampil di tempat yang sudah disiapkan. Kelompok lain memperhatikan kelompok yang sedang tampil.</p>	50'
Penutup	1. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran dan kegiatan bermain peran.	15'

	2. Guru memberikan tugas individu terkait dengan agreement and disagreement.	
	3. Guru menutup pembelajaran dan mengucapkan salam.	

H. Penilaian Proses dan Hasil Belajar

1. Spiritual

No.	Aspek Rasa Syukur	Deskripsi	Skor
1.	Aspek rasa syukur dalam wujud semangat belajar bahasa Inggris.	Selalu bersyukur, selalu berdoa sebelum melakukan kegiatan. Peserta didik selalu bersemangat dan antusias untuk mengikuti pelajaran.	3
		Sering bersyukur, sering berdo'a sebelum melakukan kegiatan. Peserta didik kurang bersemangat dan antusias untuk mengikuti pelajaran.	2
		Jarang bersyukur, jarang berdo'a sebelum melakukan kegiatan. Peserta didik tidak bersemangat dan antusias untuk mengikuti pelajaran.	1

Deskriptor

Skor	Predikat
3	A = Sangat baik
2	B = Baik
1	C = Cukup

2. Sikap

No	Butir Sikap	Aspek yang dinilai	Skor
1	Jujur	Selalu dapat dipercaya dalam perkataan, tindakan dan perbuatan dalam pembelajaran Bahasa Inggris.	3
		Cukup dapat dipercaya dalam perkataan, tindakan dan perbuatan dalam pembelajaran Bahasa Inggris.	2
		Jarang dapat dipercaya dalam perkataan, tindakan dan perbuatan dalam pembelajaran Bahasa Inggris.	1
2	Disiplin	Selalu tertib dan patuh terhadap peraturan selama pembelajaran Bahasa Inggris	3
		Cukup tertib dan patuh terhadap peraturan selama pembelajaran Bahasa Inggris	2
		Jarang tertib dan patuh terhadap peraturan selama pembelajaran Bahasa Inggris	1
3	Tanggung jawab	Selalu melaksanakan tugas dan kewajiban terhadap tugas dan tanggung jawab yang diberikan dalam pembelajaran Bahasa Inggris	3
		Cukup bertanggung jawab dalam melaksanakan tugas dan kewajiban terhadap tugas dan tanggung jawab	2

		yang diberikan dalam pembelajaran Bahasa Inggris	
		Jarang bertanggung jawab dalam melaksanakan tugas dan kewajiban terhadap tugas dan tanggung jawab yang diberikan dalam pembelajaran Bahasa Inggris	1
4	Santun	Selalu berperilaku dan bertingkah laku baik serta menjaga kesantunan kepada guru ataupun sesama teman dalam lingkup pembelajaran Bahasa Inggris	3
		Cukup berperilaku dan bertingkah laku baik serta menjaga kesantunan kepada guru ataupun sesama teman dalam lingkup pembelajaran Bahasa Inggris	2
		Jarang berperilaku dan bertingkah laku baik serta menjaga kesantunan kepada guru ataupun sesama teman dalam lingkup pembelajaran Bahasa Inggris	1
5	Percaya diri	Selalu yakin dan percaya diri atas kemampuannya dalam belajar Bahasa Inggris	3
		Cukup yakin dan percaya diri atas kemampuannya dalam belajar Bahasa Inggris	2
		Kurang yakin dan percaya diri atas kemampuannya dalam belajar Bahasa Inggris	1
6	Peduli	Selalu peduli terhadap keadaan lingkungan dalam pembelajaran Bahasa Inggris	3
		Cukup peduli terhadap keadaan lingkungan dalam pembelajaran Bahasa Inggris	2
		Kurang peduli terhadap keadaan lingkungan dalam pembelajaran Bahasa Inggris	1

$$NILAI = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Deskriptor

Skor	Predikat
76 - 100	A = Sangat baik
40 - 75	B = Baik
0 - 39	C = Cukup

3. Pengetahuan

- Teknik penilaian : Tes tertulis
- Bentuk instrument : Pilihan ganda, isian, benar/ salah, jumble text dan uraian bebas
- Tujuan : Peserta didik dapat mengetahui; (1) ungkapan menyatakan agreement dan disagreement, (2) mengidentifikasi ciri-ciri dan unsur kebahasaan dalam ungkapan agreement dan disagreement yaitu fungsi social, struktur teks, pola kalimat, tanda baca dan penerapan tujuan ungkapan agreement dan disagreement.

d. Kisi-kisi :

NO	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	Butir Soal
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.	Agreement and Disagreement	<p>a. Peserta didik dapat menganalisis fungsi social ungkapan agreement dan disagreement.</p> <p>b. Peserta didik dapat menganalisis struktur teks ungkapan agreement dan disagreement</p> <p>c. Peserta didik dapat menganalisis unsur kebahasaan ungkapan agreement dan disagreement</p> <p>d. Peserta didik dapat menganalisis fungsi ungkapan agreement dan disagreement</p>	Pilihan ganda	1 2 2 1
2	Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	Agreement and Disagreement	<p>a. Peserta didik dapat membedakan ungkapan agreement dan disagreement dengan ungkapan lain</p> <p>b. Peserta didik dapat menyusun teks ungkapan agreement dan disagreement</p> <p>c. Peserta didik dapat menyatakan ungkapan agreement dan disagreement</p> <p>d. Peserta didik dapat merespon teks ungkapan agreement dan disagreement</p> <p>e. Peserta didik dapat menyusun struktur teks agreement dan disagreement dengan benar</p>	Isian Isian True/False True/False Jumble text	2 2 2 2 1

Penskoran

No. Soal	Kunci Jawaban	Skor
1	1. a. I totally disagree	1
2	2. a. Tani disagrees with Sonya	1
3	3. a. Disagreement	1
4	4. a. I don't think so	1
5	5. a. I'm agree	1
6	6. a. I think so	1
7	7. a. I disagree with you.	2
8	8. a. Disagreement	2
9	9. b. Agreement	2
10	10. a. I completely agree	2
11	11. Asking Agreement	2
12	12. Disagreement	2
13	13. Agreement	2
14	14. Answering Agreement	2
15	15. a. 5-4-3-1-2-6 Lina : I don't feel well. I'm catching a cold. Udin : You should go to the doctor.	3

	<p>Beni : I don't think that's a good idea. What you need is just take a good rest and drink a lot of fresh water.</p> <p>Siti : I agree with Udin. You should go to the doctor. You look very pale. You need to take medicine soon.</p> <p>Edo : I don't agree with you Siti. You must not take too much medicine. You just need a good rest, much fresh water and fruit. Eat only healthy food.</p> <p>Dayu : I think the best way to do is go home, Lina. Your mom and dad know better what you should do.</p>	
JUMLAH SCORE		25

$$NILAI = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

4. Keterampilan

- a. Teknik penilaian : Role play
- b. Bentuk instrument : Rubrik penilaian speaking
- c. Tujuan : Peserta didik dapat menerapkan ungkapan agreement dan disagreement serta meresponnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.

d. Kisi-kisi :

NO	Kompetensi Dasar	Materi	Indikator	Teknik Penilaian
1	Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	Agreement and Disagreement	Peserta didik dapat menerapkan ungkapan agreement dan disagreement serta meresponnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.	Praktik dalam bentuk role play

Penskoran

NO	ASPECTS	RUBRICTS	SCORES
1	Duration	>5 minutes	5
		4 minutes	4
		3 minutes	3
		2 minutes	2
2	Charachters	Very suitable	5
		Suitable	4
		Suitable enough	3
		Unsuitable	2
3	Activeness	Very active	5
		Active	4
		Active enogh	3
		Unactive	2
4	Attractiveness	Very attractive	5
		Attractive	4
		Attractive enough	3
		Unattractive	2

$$NILAI = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Sidoarjo, 16 Mei 2016

Mengetahui,

Kepala SMP Negeri 1 Sidoarjo

Guru Mata Pelajaran,

Drs. Hartoyo, M.Pd

Drs. Hartoyo, M.Pd

LAMPIRAN

1. Lembar penilaian spiritual

Mata Pelajaran : Bahasa Inggris

Kelas : VII

No.	Nama	Skor	Predikat	Deskripsi
1.				
2.				
3.				
4.				

2. Lembar penilaian sikap

No	Nama	Sikap							Jumlah	Predikat
		1	2	3	4	5	6	7		
1										
2										
3										
4										
5										

3. Lembar soal

Answer the following questions!

- Ryan : The government plans to raise the electricity bill next month.
Gita : _____ It will increase the amount of poor people.
 - I agree with you
 - I totally disagree
 - I don't disagree
 - You're right
- Sonya : Tani, I think Cindy is responsible for this case.
Tani : Well, I don't know.
From the dialogue, we may assume that...
 - Tani agrees with Sonya
 - Tani disagrees with Sonya

- c. Tani has no idea about the case
 d. Tani cannot accept the fact
3. Elly : Hey Boy, I heard Dean always takes sleeping pills to solve her problems.
 Boy : That's wrong. It can be dangerous for her health. She should share her problem or go to specialist.
 The underlined expression expresses...
- a. Sympathy
 b. Possibility
 c. Agreement
 d. Disagreement
4. Julia : So, where will we go?
 Jill : How about beach?
 Lany : _____. We have visited a lot of beach this year.
 Julia : Lake? Sumbermanjing sounds interesting, right?
 The suitable expression to complete the dialogue is...
- a. That's so true
 b. I quite agree
 c. I think so too
 d. I don't think so
5. 1. Your friend says, "Lets go out tonight" and you think it's a good idea. You say:
 a. I will go with you
 b. I agree
 c. I'm agree
 d. I think it's a good idea
6. Jade : How about Taman Bungkul? We can stay at there after jogging
 Ville : _____. I will buy rujak cingur
- a. That's so true
 b. I quite agree
 c. I think so
 d. I don't think so
7. X : Is Puncak Pass resort near here?
 Y : Yes, it is.
 Z : _____ it's about 100 kilometers from here.
 X : Oh, really?
- a. I disagree with you.
 b. I quite agree.
 c. I think so too.
 d. It certainly is.
8. Mother : "You know that Tamara always takes sleeping pills to solve her problems".
 Father : "That's wrong. It can be dangerous for her life if she doesn't change her bad habit. She should go to a specialist or share her problems with someone she trusts".

The underlined expression expresses

- a. Sympathy
 - b. Possibility
 - c. Disagreement
 - d. uncertainty
9. Belva : Mom, Is it a Papa birthday? How about to give him a gift?
 Mother : Oh, what should we give for him? A jacket? A new pet?
 Belva : I disagree. He already has so many jackets. How about a bag?
 He wears the same bag everyday to go to office. So, I think it
 would be great if we give him a bag.
 Mother : Hm.. Okay then. Let's buy him a bag today after school.

The underlined expression expresses

- e. Sympathy
 - f. Possibility
 - g. Disagreement
 - h. Agreement
10. Lea : I think Spederman homecoming is amazing. I have watched this film
 last night.
 Sam : _____. It's become a popular film since the first edition. I have all
 of these series.
 What is Sam's opinion towards Lea's?
 a. I completely agree
 b. It is the best film
 c. I don't agree with you
 d. I'm not sure I agree with you

Questions number 11 – 14

Read the opinions below. Based on the context of the statements given below, try to figure out what is being talked about. Match the category in the box with the opinions given in the table below. The first one has been done for you.

Asking Agreement	Agreeing opinion	Answering Agreement	Disagreeing opinion
------------------	------------------	---------------------	---------------------

No.	Opinion	About
11.	The graphics were absolutely awesome. Don't you agree with me?	
12.	I am not sure I agree with you. I would say yellow really suits you.	
13.	You are absolutely right.	
14.	You are right! The artifacts are arranged in the most amazing manner.	

15. Arrange the sentences below into a good dialogue!

(1) Siti : I agree with Udin. You should go to the doctor. You look very pale. You need to take medicine soon.

(2) Edo : I don't agree with you Siti. You must not take too much medicine. You just need a good rest, much fresh water and fruit. Eat only healthy food.

(3) Beni : I don't think that's a good idea. What you need is just take a good rest and drink a lot of fresh water.

(4) Udin : You should go to the doctor.

(5) Lina: I don't feel well. I'm catching a cold.

(6) Dayu : I think the best way to do is go home, Lina. Your mom and dad know better what you should do.

- a. 5-4-3-1-2-6
- b. 5-4-3-2-1-6
- c. 5-4-2-1-3-6
- d. 5-4-3-1-6-2

4. Diskusi interaktif

Displayed a picture of Harry Potter movie, students are asked to write down their opinion whether they agree with the statement on the picture or not. Later, it will be a class discussion.



5. Lembar penilaian speaking Jakarta's Governor Election

GROUP : ...
:

SCORE

Members:

- 1 (No.)
2. (No.)
3. (No.)
4. (No.)
5. (No.)
6. (No.)

ASSESSMENT OF EXPRESSING AGREEMENT & DIS AGREEMENT

NO	ASPECTS	RUBRICTS	SCORES
1	Duration	>5 minutes	5
		4 minutes	4
		3 minutes	3
		2 minutes	2
2	Characters	Very suitable	5
		Suitable	4
		Suitable enough	3
		Unsuitable	2
3	Activeness	Very active	5
		Active	4
		Active enogh	3
		Unactive	2
4	Attractiveness	Very attractive	5
		Attractive	4
		Attractive enough	3
		Unattractive	2

CHARACTERS

1. Black => bad character.
2. Brown => wise character
3. Red => hothead character
4. Pink => coquettish person
5. Blue => unconcerned person
6. Violet => coward person (easy afraid)
7. Strips => goofy person (foolish)

Appendix 2 Agreement and Disagreement Presentation of Hypnoteaching Method

Expressions for Agreeing and Disagreeing

Expressions for Agreeing and Disagreeing

- Asking for an opinion
 - What's your idea?
 - What are your thoughts on all of this?
 - How do you feel about that?
 - Do you have anything to say about this?
 - What do you think?
 - Do you agree?
 - Wouldn't you say?
- Starting an opinion
 - In my opinion...
 - The way I see it...
 - If you want my honest opinion...
 - According to Lisa...
 - As far as I'm concerned...
 - If you ask me...

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- (slang) Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel
- Exactly.
- I'm afraid I agree with James.
- I have to side with Dad on this one.
- No doubt about it.
- (agree with negative statement) Me neither.
- (weak) I suppose so./I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- (strong) No way.
- I'm afraid I disagree.
- (strong) I totally disagree.
- I beg to differ.
- (strong) I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- If I might add something...
- Can I throw my two cents in?
- Sorry to interrupt, but...
- (after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying...
- (after being interrupted) You didn't let me finish.

Settling an argument

- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree.
- (sarcastic) Whatever you say./If you say so.

Who will be the winner?



Characters:

1. Black => bad character
2. Brown => wise character
3. Red => hothead character
4. Pink => coquettish person
5. Blue => unconcerned person (acuh)
6. Violet => coward person (easy afraid)
7. Strips => goofy person (foolish)

Appendix 3 Hypnoteaching Observation Checklist

Name : Yeshi Suci Nastiti	Date : 24 Juli 2017
Class Observed : VII - 4	Time : 07.00 WIB – 09.40 WIB

NO	HYPNOTEACHING METHOD	YES	NO	FIELD NOTE
1	Intention and Motivation			
	Building Interaction : Teacher			
	- Stand up in front of the class	v		Teacher “ stand up and walk to the front of class. Students look at the teacher
	- Quiet for a moment	v		Teacher quiet for a second while look at the student and giving smile ”, Students keep pay attention
	- Smile	v		Teacher quiet for a second while look at the student and giving smile ” “enter to the class, giving smile and look around the students”, “ quiet for a second while look at the student and giving smile ”, “ smile and make an amuse face”, “ smile and walk to his table”, “Teacher gives a worksheet to the students. He smile and make a joke”. Student keep pay attention
	- Greeting	v		Teacher says, “ Good morning ”, “ Assalamualaikum wr wb. Good morning my students. ”. Students turn down the loudness and answer for greeting, Very well, I’am fine, thanks, Amazing, I am good.
	- Asking for news	v		Teacher asks, “ How are you?, Who is absent? ”, Student answer for news, “ Good morning Sir ”, “ No one Sir. Complete ”
	- Moving around the class	v		Teacher “ Teacher moved to other side ”, “ Teacher speaks slowly and moves around the class ”, “ face convincing while actuate his hand and moving for a step “. Studens don’t do another activity

	<ul style="list-style-type: none"> - Built up a friendship 	v	<p>Teacher sit on the students chair, <i>“He sit on the students chair and sometime asks the students feeling”</i>, get closer with student, <i>“He stand up near the students and pay attention”</i>, call the student with designation, <i>“Good morning my students”</i>, <i>“Okay my dear”</i>, <i>“No, Dear”</i>. Student showed his commonly face expression and answer, <i>“No. Emmm, abit. Hehehehe...”</i></p>
	<p>Making Inspirations : Teacher</p> <ul style="list-style-type: none"> - Saying motivation word - Telling a short motivation story - Strengthen mindset 	<p>v</p> <p>v</p> <p>v</p>	<p>Teacher says, <i>“It’s a nice day to meet you again”</i>, <i>“You should believe with your belief. If you believe that the water won’t stream down, so believe it”</i>, <i>“Your mind is your power. If you believe something to happen, so it will happen”</i>, <i>“Because you were believe on your mind”</i>, <i>“Good Luck!”</i>, <i>“Yakinlah pada kemampuan kalian”</i>, <i>“Believe in yourself. Don’t cheat anyone”</i>, <i>“I hope you always be spirit and still has a good concentration for this activity”</i>. Students are smile, take a breathe, saying spirit and nod, <i>“Kita pasti bisa”</i>.</p> <p>Teacher parabling the story with the progress of learning, <i>“Pisau kalau diasah setiap hari pasti akan tajam. Nah, sama dengan speaking. Kalau tidak dilatih, tidak akan lancar”</i>. Student listen quietly, look at the teacher Student keep pay attention while preparing</p> <p>Teacher says, <i>“I think all of you will be an actor or actress”</i>, <i>“Don’t be shy. We make an error everytimes, but we will correct together and you will be better than before”</i>, <i>“Wish you always happy and on the next meeting, you will be keeping on spirit to learning”</i></p>

			<p>English. “Cindy? Bisa tebak? Kamu kan yang paling jago tebak-tebakan?!”, “Termasuk generasi kalian ini juga disebut generasi Z yang super canggih”, “Ayo, coba calon ustadzah dibacakan hasil pencariannya tadi”, “You are very creative, all”, “I believe that you can play this game”. Student shows their confidence with do water game, “Hyaa.. (cleb). Waaw. It’s not fall down”, and do the task independently,</p>
<p>Built Up Happiness : Teacher</p> <ul style="list-style-type: none"> - Warming up games 	v		<p>Teacher says, “And before that, let’s do something”, “Pay attention, please! If I say yellow, claps your hand for once and if I say green, claps your hands twice. Attention!”, “</p>
<ul style="list-style-type: none"> - Compliment 	v		<p>Teacher says, “Very good”, “Have a sit, Ana. Thank you so much for your help”, “Excellent. Thank you, Gustav”, “Perfect. Thank you, Dinda”. Students smile and nod.</p>
<ul style="list-style-type: none"> - Humor 	v		<p>Teacher says, “Hadiah 17 Agustus. (smile and make an amuse face”, “Latihannya singkat, hanya 15 butir saja. Tapi usahakan 15 butir tidak pecah semua. Semakin banyak yang utuh butirnya maka yang dijual juga banyak. Good Luck!”. Students laughing, “Siswa: (laughing...)”, “</p>
<p>Exploration : Teacher</p> <ul style="list-style-type: none"> - Built up confidence 	v		<p>Teacher asks the student to do something, , “Ana, can you help me to do the eksperimen, please?”, “When the times up, teacher asks some students to read their result”, “Silahkan Naswa (choose Naswa and make a gesture)”, “Next, please? Gustav, come on”, Once more” come on Dinda “To know your comprehensions about the material, we will do an exercise”. Students do immediately.</p>

	- Giving a simple science question	v		Teacher tell, <i>"This is a science experiment about the water. Taraa... Disini ada aqua gelas. Dan ini adalah....sedotan yang ujungnya runcing. Sekarang pertanyaannya adalah, jika saya tusuk kemasannya dan gelasnya dibalik, apakah air akan mengalir keluar? What is your opinion?"</i> . Student think and try to answer, <i>"I think the water will stream down"</i> , <i>"I don't agree. I think the water is stay"</i> .
	- Connect the student's knowledge to the material	v		Teacher says, <i>"The slides show how to expressing agreement and disagreement. When we do an aqua game, I uttered some sentences that expressed agreement..... Ya. Contohnya tadi saya bertanya pada Fazriah, Do you agree with your friends. Dan itu adalah salah satu contohnya."</i> Student nod and think.
	- Ice breaking	v		Teacher says, <i>"Hello..... Hello...., If I say yellow, claps your hand for once and if I say green, claps your hands twice. Attention! Yelloww...Green....Yellow... Green.... Green green yellow... (claps twice)"</i> . Student follows the instructions and laughing together.
	Built Enthusiasm Teacher			
	- Show enthusiasm	v		Teacher explains the material loudly, gazed to the student, distinctive hand motion, <i>"Teacher look zest and walking fast to his table"</i> . Students look at the teacher and pay attention.
	- Custom the student's knowledge to the material	v		Giving feedback questions, <i>"jika saya tusuk kemasannya dan gelasnya dibalik, apakah air akan mengalir keluar? What is your opinion"</i> , <i>"Do you agree with lin opinion?"</i> , <i>"Any other opinion? Hemm. Do you agree with you friends Oky?"</i> Student answer, <i>"I think the water will stream down"</i> , <i>"I don't agree. I think the water is stay"</i> , <i>"No"</i> .
2	Pacing			
	Equalize to the student: Teacher			
	- Clarify the students	v		Teacher, <i>"Teacher quiet for a second while look at the student and giving smile"</i> , <i>"He walks around the students and look at their work"</i> ,

	<ul style="list-style-type: none"> - Gesture - Thinking - Social knowledge - Trend 	<ul style="list-style-type: none"> v v v v 	<p>“He walks around from table to table, look at the students and once time asks for the student’s activity”. Students do their activities</p> <p>Teacher make a joke, “(smile and make an amuse face). Ayo coba tebak. Cindy? Bisa tebak? Kamu kan yang paling jago tebak-tebakan?!”, Teacher does a gesture of asking, raise his hand and shake his eyebrows up and down”.</p> <p>Teacher gives a science questions, asks for opinion. Student answers the questions.</p> <p>Teacher gives a theme about Jakarta’s general election. Students respons it by cognizance, “Yap, Sir...Of course it is hot news.... They always on the news TV program”</p> <p>Teacher permitted students to use smartphone to search the example of another agreement form, his humor implied the proximate event, “Hadiah 17 Agustus”</p>
Language: Teacher	<ul style="list-style-type: none"> - Clear - Understandable - Diction - Intonation - Speed 	<ul style="list-style-type: none"> v v v v v 	<p>Teacher’s voice clearly heard until the back side. Students can hear his voice, “Teacher: Alfa, is it clearly for you?, Alfa: Yes, Sir. Very clear”</p> <p>There are no questions from students about instruction. Student do the instruction truthfully</p> <p>Teacher use a positive word, “We make an error everytimes, but we will correct together and you will be better than before”, “I hope you always be spirit and still....”, use slank, “Kamu kan yang paling jago tebak-tebakan?!”.</p> <p>Teacher speak with rhythmic intonation</p> <p>Teacher speaks in the medium speed, but if needed he turn the speed up or down.</p>
Learning Material: Teacher	<ul style="list-style-type: none"> - Up to date 	<ul style="list-style-type: none"> v 	<p>The theme to rople play is up to date</p>

	<ul style="list-style-type: none"> - Continuous - Easy to understand - Flexible 	v	x	<p>The theme used only for role play in agreement and disagreement</p> <p>Teacher makes sure that students follow the material by asks to the students <i>“Are you following my explanation? Is it clear enough?”</i>, <i>“Alfa, is it clearly for you?”</i>. Students responses well, “Yes, Sir, Yes Mr”, “Yes, Sir. Very clear”.</p> <p>There is a certain theme chosen by the teacher, students follow the rules.</p>
3	Leading			
	Repeat: Teacher <ul style="list-style-type: none"> - Attention - Instruction - Giving order - Repeat selecting word/ the positive word - Summary 	v		<p>Teacher asks the students to pay attention to him, <i>“Pay attention, please!”</i>. Students sit quietly.</p> <p>Teacher says, <i>“We will make groups consist of 6 or 7 members. All of you will play as a different character. The topic is Jakarta’s Governor Election with the candidates Ahok-Jarot and Anis-Sandy”, “Sekarang kalian boleh berlatih singkat. Dihayati, diresapi perannya. Come on!”</i>. Students follow the rules.</p> <p>Teacher, <i>“Now look at the slide”, “Now, stab the bag, now!”</i>. Student do the orders</p> <p>Teacher repeats the positive word, such as <i>“believe, thank you, good”</i>, attention such as, <i>“pay attention, look at..”,</i> thanks, <i>“thank you”</i>. Student smile or nod as a response</p> <p>Teacher explains the summary of the learning activity at the day, <i>“I think all of you will be an actor or actress. There were some errors in your grammar and pronunciation. But it was no problem. Kalian sudah bisa expressed the agreement and disagreement dengan mengaitkan fungsi sosialnya. Serta memilih ungkapan yang tepat untuk mengekspresikannya.”</i></p>
	Guide: Teacher <ul style="list-style-type: none"> - Giving instruction and rule 	v		Teacher gives instruction and rules

	<p>before the acts</p> <ul style="list-style-type: none"> - Timing the activity - Giving example 	<p>v</p> <p>v</p>		<p>before games, exercise and role play. Student follow the instruction truthfully</p> <p>Teacher gives a limit to do the activity, "..., hanya 15 butir saja.... The time is fifteen minutes..", "Okay. Each group will be performing about ten minutes".</p> <p>Teacher gives the students agreement form before explain the material. Student responds spontaneously</p>
4	<p>Use Positive Statement Teacher</p> <ul style="list-style-type: none"> - Optimis - Persuasive - Suggestive - Communicative 	<p>v</p> <p>v</p> <p>v</p> <p>v</p>		<p>Teacher uses positive statement to students, "<i>I believe that you can play this game</i>", "<i>You will be okay. Believe in yourself</i>", "<i>Yakinlah pada kemampuan kalian</i>", "<i>I am very well and always being happy. It's a nice day to meet you</i>". Student believe themselves</p> <p>Teacher invites students, "<i>And before that, let's do something</i>", "<i>Try for several times. You will be okay. Believe in yourself</i>". Students do the the game, student looks better and smile</p> <p>Teacher asks, "<i>Your mind is your power</i>", "<i>You should believe with your belief</i>",</p> <p>Teacher asks to students not only about the material, "<i>He sit on the students chair and sometime asks the students feeling</i>) <i>Guru : Are you nervous?</i> <i>Siswa : No. Emmm, abit. Hehehehe...</i> <i>Guru : Don't worry. Take a deep breathe. Try for several times. You will be okay. Believe in yourself. Okay?</i> <i>Siswa : Okay Sir."</i></p>
5	<p>Giving Compliment: Teacher</p> <ul style="list-style-type: none"> - Real thing/ gift/ certificate/ medals - Gesture 	<p>v</p>	<p>x</p>	<p>Teacher doesn't give things as a gift</p> <p>Teacher gives folded hand after get help, (Give applause), "<i>Okay. Thank you, Ana. Please, have a sit</i>", (folded hand). Students smile and</p>

	<ul style="list-style-type: none"> - Point 	v		smiling with heart eyes
	<ul style="list-style-type: none"> - Compliment 	v		Teacher gives a point for the students who do the instruction orally, “Ana, can you help me to do the eksperimen, please? ”, “Ana: Of course, Sir. ”,” (give applause) Okay. Thank you, Ana. Please, have a sit. (folded hand) ”.
				Teacher says, “ Thank you so much for your help ”, “ Okay. Thank you. Give a big applause for the first group ”. Student smile and feel happy.
6	Modeling:			
	Performance Teacher			
	<ul style="list-style-type: none"> - Dress 	v		Orderly, use school-teacher uniform, black shoes, formal trousers, identity
	<ul style="list-style-type: none"> - Physical gesture 	v		Distinct, masculine, authorities, walk by fast
	<ul style="list-style-type: none"> - Expression 	v		Always smile, look at the students, stand up when explain, get closer with the students, walking around the class, easy to talk, nice
	Education: Teacher			
	<ul style="list-style-type: none"> - Telling the truth 	v		Teacher tells about the real thing, “Pisau kalau diasah setiap hari pasti akan tajam. Nah, sama dengan speaking. Kalau tidak dilatih, tidak akan lancer”.
	<ul style="list-style-type: none"> - Knowledge 	v		Teacher explain about the material, how to express agreement and disagreement
	<ul style="list-style-type: none"> - Insight 	v		Choose theme about general election, Jakarta’s governor election
	<ul style="list-style-type: none"> - Interesting 	v		Do a role play with a certain character based on the hats colors
	Attitude Teacher			
	<ul style="list-style-type: none"> - Confidence 	v		Teacher walks fast, stand up in front of class, speak loudly, speak fluently
	<ul style="list-style-type: none"> - Positive response 	v		He gives a reactions for the student’s answer immediately
	<ul style="list-style-type: none"> - Enthusiasm 	v		Speak continuously
	<ul style="list-style-type: none"> - Innovative 	v		Use hats as a role play media

- Perceptive	v	Choose a student to answer the question
- Respective	v	Teacher quiet during the role play
- Appreciative	v	Giving applause, nod, thumbs up and point to the student
- Inspiring	v	Always says positive, "I hope...", "I believe...", "you can do", "believe in yourself"
- Motivate	v	Giving motivational story
- Sympathy	v	Asking for news
- Emphaty	v	Asking for students feeling
- Ekspressive	v	Giving a mimic for each situations of learning
- Care	v	Confirming the situation to the students, asking for the student's feeling

Comment :

There are some points didn't do by the teacher; these are in the pacing and giving compliment step. Teacher used the theme Jakarta's governor election only in the role play section. It means, it was not the continuous and flexible material.

Sidoarjo, 26 Juli 2017

Observer,

Teacher,

Yeshi Suci Nastiti

Drs. Hartoyo, M.Pd

Appendix 4 Lesson Plan Checklist

Satuan Pendidikan : SMPN 1 SIDOARJO
Kelas : VII
Mata Pelajaran : Bahasa Inggris
Topik : Agreement and Disagreement
Alokasi Waktu : 4 x 40 menit (4 JP)

Metode Pembelajaran Hypnoteaching

NO	Jenis Kegiatan	Dilakukan	Tidak dilakukan	NOTE
1	Menyimak	v		Teacher said attention to the student at the beginning then the student start to stop their activities such as talking to their classmate, play their smartphone, face up, look at the back side, listening music or else. They see the teacher in front of the class and pay attention the teacher. Students pay attention while the teacher explain the material on slide
2	Diskusi Kelompok	v		Teacher asks student to find another example of agreement disagreement form with their classmate Students follow the rules
3	Studi Pustaka		x	It doesn't apply because the activities in this time is practices
4	Penugasan Kelompok	v		Students does a role play in a groups and follow the instruction
6	Tugas Individu	v		Students does a worksheet
7	Role Play	v		Students does a role play in a groups and follow the instruction

Langkah-Langkah Pembelajaran

3. Meeting I

Kegiatan	Deskripsi Kegiatan	Dilakukan	Tidak Dilakukan	NOTE
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Pendahuluan	<p>8. Guru menata lingkungan belajar peserta didik. Yaitu mengkondisikan tempat duduk peserta didik dalam bentuk U.</p> <p>9. Guru memberikan salam.</p> <p>10. Guru mengecek kehadiran peserta didik dan suasana kelas.</p> <p>11. Guru menarik perhatian peserta didik dengan permainan psikologi. Contoh; Permainan angka : $1+1=11$(satu ditambah satu sama dengan sebelas, karena satu jari ditambah satu jari jika dijadikan satu maka terbentuk angka sebelas). Permainan pikiran: Bentuk bulat antara onde-onde dan lingkaran yang digambar oleh peserta didik di papan tulis apakah sama?(Sama, karena bentuk bulat disesuaikan keadaan objeknya. Lalu guru mengibaratkan bentuk bulat dengan kondisi peserta didik sebagai pelajar)</p> <p>12. Guru memastikan bahwa peserta didik benar-benar dalam keadaan rileks.</p> <p>13. Guru menyampaikan gambaran materi agreement dan disagreement dengan mengaitkan pada pengalaman peserta didik. Yang pertama yaitu dengan melakukan percobaan air di dalam kantong plastik yang akan ditusuk dengan pensil yang tajam. Guru menanyakan hari ini tanggal berapa dan akan melakukan percobaan di peserta didik yang nomor absennya sesuai tanggal hari ini. Sebelum melakukan percobaan guru menanyakan kalimat agreement kepada seluruh peserta didik kemudian menunggu jawaban mereka. Setelah itu percobaan air dalam kantong plastik dilakukan.</p> <p>14. Guru memberikan situasi pada peserta didik untuk tanya jawab mengenai ungkapan agreement dan disagreement.</p>	v v v v v v v		
Inti	<p>6. Mengamati</p> <p>d. Guru memastikan bahwa peserta didik masih dalam keadaan rileks.</p> <p>e. Peserta didik mengamati slide dalam bentuk powerpoint berisi ungkapan agreement dan disagreement.</p> <p>f. Peserta didik diajak untuk memberikan tanggapan dan opini mereka tentang slide yang telah ditayangkan.</p> <p>7. Mempertanyakan</p> <p>Guru menanyakan pertanyaan seputar fungsi sosial, struktur kalimat, pola kalimat, tanda baca atau unsur kebahasaan dalam ungkapan agreement dan disagreement kepada peserta didik. Peserta didik dapat menjawab pertanyaan atau mengajukan pertanyaan sesuai dengan pemikiran mereka terhadap ungkapan agreement dan disagreement. Setiap peserta didik yang menjawab pertanyaan diberikan perhatian/ penghargaan dalam bentuk kalimat/ tindakan positif.</p>	v v v v		

	<p>8. Mengeksplorasi Peserta didik bersama-sama dengan guru mengidentifikasi ciri-ciri dan unsur kebahasaan dalam ungkapan agreement dan disagreement yaitu fungsi social, struktur teks, pola kalimat, tanda baca dan penerapan.</p> <p>9. Mengasosiasi Peserta didik menyusun berbagai ungkapan untuk menyatakan agreement and disagreement an opinion dalam bahasa Inggris sesuai dengan konsep peserta didik. Dapat berupa mind mapping, poster atau ringkasan.</p> <p>10. Mengkomunikasikan Peserta didik membuat teks lisan sederhana sesuai pengetahuan mereka untuk menyatakan ungkapan agreement dan disagreement beserta responnya. Guru memberikan contoh nyata dalam kehidupan sehari-hari. Setelah itu, peserta didik berlatih menyampaikan ungkapan agreement dan disagreement dengan mengerjakan latihan soal atau ulangan.</p>	v		
Penutup	<p>5. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran.</p> <p>6. Guru memberikan latihan mengenai ungkapan agreement dan disagreement kepada peserta didik untuk dikerjakan diluar jam pembelajaran.</p> <p>7. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya yaitu bermain peran dalam mengungkapkan agreement dan disagreement pada pemilu DKI Jakarta. Guru membagi kelas dalam beberapa kelompok dengan anggota kelompok 6/7 orang.</p> <p>8. Guru menutup pembelajaran dan mengucapkan salam.</p>	v v v v		

4. Meeting II

Kegiatan	Deskripsi Kegiatan	Dilakukan	Tidak Dilakukan	NOTE
Pendahuluan	<p>5. Guru masuk kelas sambil memberikan salam dengan membawa kantong hitam yang diikat dengan tali berisi topi berbagai warna. Setiap warna topi memiliki arti karakter yang ditentukan yang nantinya akan diperankan peserta didik.</p> <p>6. Guru menata lingkungan belajar peserta didik. Yaitu mengkondisikan tempat duduk peserta didik berbentuk U. Kemudian mengecek kehadiran peserta didik dan suasana dalam kelas.</p> <p>7. Guru menarik perhatian peserta didik dengan membahas kantong hitam yang dibawa serta</p>		X X X	Change with a break time

	<p>mengaitkan dengan materi agreement dan disagreement. Dalam hal ini, guru memanipulasi pikiran peserta didik dengan menggunakan media topi berbagai warna yang bisa mengubah karakter seseorang menjadi orang lain sesuai dengan karakter yang ditentukan disetiap warnanya. Guru memupuk rasa penasaran peserta didik secara berkala.</p> <p>8. Guru memastikan keadaan siswa tetap rileks kemudian menyampaikan konsep materi yang dipelajari dengan bahasa yang mudah dipahami peserta didik serta mengaitkan dengan tema yaitu pemilu DKI Jakarta yang sedang marak di televisi.</p>	v		
Inti	<p>6. Mengamati</p> <p>e. Guru memastikan bahwa peserta didik masih dalam keadaan rileks.</p> <p>f. Peserta didik mengamati video ungkapan agreement dan memberikan komentar.</p> <p>g. Guru memberikan gambaran dan penjelasan untuk role play. Dengan ketentuan masing-masing topi memberikan karakter yang berbeda sesuai yang ditentukan guru. Siswa akan memberikan komentar dalam pemilihan gubernur DKI Jakarta sesuai karakter yang nantinya didapat dengan cara mengambil acak dari kantong hitam.</p> <p>h. Peserta didik diberikan situasi untuk memberikan respon tentang tema yang telah ditentukan.</p> <p>7. Menanyakan</p> <p>Peserta diberikan situasi dengan tema pemilu DKI Jakarta, peserta didik menanyakan hal-hal yang kurang jelas terkait role play atau ungkapan agreement and disagreement.</p> <p>8. Mengeksplorasi</p> <p>Peserta didik berlatih untuk role play dengan tema pemilu DKI Jakarta.</p> <p>9. Mengasosiasi</p> <p>Peserta didik memperoleh balikan (feedback) dari guru berupa rubrik penilaian untuk role play kepada peserta didik dan menjelaskan rubrik tersebut serta mengaitkan dengan fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>10. Mengkomunikasikan</p> <p>Peserta didik yang sudah terbagi dalam kelompok berkesempatan tampil per grup. Setiap siswa mengambil topi secara acak terlebih dahulu, kemudian memainkan perannya. Dalam hal ini, guru tetap harus memastikan bahwa mereka dalam keadaan rileks. Secara aktif, peserta didik berusaha untuk menyampaikan perasaannya/ rasa penasarannya tentang kegiatan bermain peran ini.</p>	v v v v v v v	X	Teacher predict the time is not enough if this section do

	Setiap kelompok tampil di tempat yang sudah disiapkan. Kelompok lain memperhatikan kelompok yang sedang tampil.			
Penutup	4. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran dan kegiatan bermain peran.	v		
	5. Guru memberikan tugas individu terkait dengan agreement and disagreement.	v		
	6. Guru menutup pembelajaran dan mengucapkan salam.	v		

Comment :

Teacher didn't do the first three steps because the meetings are scheduled in a day. Teacher didn't do discussing a video because the time is not enough to do a role play. The researcher found that the students were getting tired in a long meeting, so the teacher give them a break time for several minutes. They permitted to drink.

Sidoarjo, 26 Juli 2017

Observer,

Teacher,

Yeshi Suci Nastiti

Drs. Hartoyo, M.Pd

Appendix 5 Transcript of Hypnoteaching Method in Learning Speaking at SMPN 1 SIDOARJO

MEETING 1

1. (Teacher enter to the class, giving smile and look around the students for a while. The students who are not sitting on their own chair, back to their own. Teacher look zest and walking fast to his table)

Guru : Good morning.

Siswa : Morning Sir

2. (Teacher quiet for a second while look at the student and giving smile. Teacher put the black bag on the table and has a sit. He prepares the attendance, PC and LCD. Teacher stand up and walk to the front of class)

Guru : Assalamualaikum wr wb. Good morning my students. How are you?

Siswa : Good morning Sir. Very well...I'am fine, thanks...Amazing.... I am good. How about you?

Guru. : Ouw. I am very well and always being happy. It's a nice day to meet you again. And a.. I will check your presence. Who is absent? Ada yang tidak hadir hari ini?

Siswa : No one Sir. Complete.

Guru : Owww. Okay. That's make me happy.

3. (Teacher moved to other side)

Guru : Today we are going to discuss about new material. And before that, let's do something.

4. (Teacher put the black bag from his table and take something from it. Teacher show it to the students)

Guru : Ada yang tahu didalam kantong ini isinya apa?

(Students are look at each other. Teacher does a gesture of asking, raise his hand and shake his eyebrows up and down. Students ask each other)

Siswa : Kelinci ya Pak? ...Apa ya? Badut. Hehehehehe

Guru : Hadiah 17 Agustus. (smile and make an amuse face). Ayo coba tebak.

Cindy? Bisa tebak? Kamu kan yang paling jago tebak-tebakan?!

Cindy : Itu kantong sulap Pak.

Guru : Ya, benar. Mau tahu isinya apa? This is a science experiment about the water. Taraa... Disini ada aqua gelas. Dan ini adalah....sedotan yang ujungnya runcing. Sekarang pertanyaannya adalah, jika saya tusuk kemasannya dan gelasnya dibalik, apakah air akan mengalir keluar? What is your opinion?

Siswa : I think the water will stream down.

Guru : Do you agree with Iin opinion?

Siswa : I don't agree. I think the water is stay.

Guru : Okay, to know the fact. Let's do the experiment. Ana, can you help me to do the eksperimen, please?

Ana : Of course, Sir.

5. (He gives the experiments tools to student. Teacher step back and say something to the student)

Guru : You should believe with your belief. If you believe that the water won't stream down, so believe it.

Ana : Okay.

6. (Teacher accompany student to do the experiment. And say something)

Guru : Your mind is your power. If you believe something to happen, so it will happen. Now, stab the bag, now!

Ana : Hyaa.. (cleb). Waaw. It's not fall down.

7. (Teacher gives motivation by telling the fact of the experiment into the material that they want to discuss)

Guru : Why the water was not steam down? Anyone knows?

Siswa : Emmmm. It's magig..... Because the water is shy... I don't know...

Guru : Any other opinion? Hemm. Do you agree with you friends Oky?

Oky : No.

Guru : No? Other?.... Okay I will tell you the fact. Have a sit, Ana. Thank you so much for your help.

8. (Teacher face convincing while actuate his hand and moving for a step)

Guru : It's so simple. Because you were believe on your mind. Something you believe is something will happen. It's same as to speak English. When you believe you can speak English, you will do. The end (smile and walk to his table)

Guru : Now look at the slide. (Operate the PC) Today we are going to discuss new material.

9. (Teacher shows the material about agreement and disagreement in PowerPoint)

Guru : The slides show how to expressing agreement and disagreement. When we do an aqua game, I uttered some sentences that expressed agreement. Do you know that?

Siswa : Iya ta Mr....

Guru : Ya. Contohnya tadi saya bertanya pada Fazriah, Do you agree with your friends. Dan itu adalah salah satu contohnya.

10. (Teacher walks to the right side. And continue to explain the next slide)

Guru : Are you following my explanation? Is it clear enough?

Siswa : Yes, Sir.....Yes Mr.....

Guru : Ok Good.

11. (Teacher gives instruction to the student)

Guru : Nah, sekarang kan jamannya sudah canggih. Termasuk generasi kalian ini juga disebut generasi Z yang super canggih. Oleh karena itu, silahkan cari contoh lain mengenai ungkapan agreement dan disagreement. (step back to the table) 5 minutes, is it enough?

Siswa : Haaa??... Too mefet Sir... It's okay...Enough Sir...

Guru : Cari satu saja. Atau dua. Discuss with your classmate and find 2 until three another example.

Siswa : Maksimal tiga ya Sir?

Guru : Ya. It's okay.

12. (While the students looking for another example, teacher stay a moment on his table. He walks around the students and look at their work)

Guru : Nah, itu juga bisa. Coba cari lebih banyak. Dengan bentuk kalimat yang lain ya

Siswa : Yes, Sir.

13. (When the times up, teacher asks some students to read their result. He stand up near the students and pay attention)

Guru : Ayo, coba calon ustadzah dibacakan hasil pencariannya tadi. Silahkan Naswa (choose Naswa and make a gesture)

Naswa : I believe and I agree with Dean.

Guru : Very Good. Thank you, Naswa. Next, please? Gustav, come on.

Gustav : I disagree with your statement about that.

Guru : Excellent. Thank you, Gustav. Once more, come on Dinda.

Dinda : You are wrong! It's not like your assuming.

Guru : Perfect. Thank you, Dinda. Okay my dear. You are very creative, all. Give applause to them.

14. (Teacher quiet for a second and see the students. Then teacher asks the student. Teacher gives instruction)

Guru : Okay. To know your comprehensions about the material, we will do an exercise. Are you ready?

Siswa : What?? Is it a test?

Guru : No, Dear. It's just an exercise. Just do. It is a simple questions about how to expressing agreement and disagreement.

Siswa : Ouw. Okay Sir.

15. (Teacher gives a worksheet to the students. He smile and make a joke. Teacher say motivation to students and express his spirit to deliver it)

Guru : Latihannya singkat, hanya 15 butir saja. Tapi usahakan 15 butir tidak pecah semua. Semakin banyak yang utuh butirnya maka yang dijual juga banyak. The time is fifteen minutes. Good Luck!

Siswa : Hehehehe... Is it egg?.... We will sell eggs?... Wkwkwkwkwk island... Sssh...

16. (Teacher gives directions and suggestion to students)

Guru : Yakinlah pada kemampuan kalian. Even just an exercise, okay?. Kalaupun hasilnya belum maksimal, bisa berlatih lagi. Believe in yourself. Don't cheat anyone.

17. (Teacher sits down and gives the students time to do the worksheet. He walks around from table to table, look at the students and once time asks for the student's activity)

Guru : Siapa yang bertugas untuk piket hari ini?

Siswa : Kelompok 4 Pak.

Guru : Wah, pasti dirumah sering bantu Ibunya ini. Lantainya kinclong bersih dari debu. Bisa buat berkaca juga.

Gustav : Hehehehehe... Naswa yang nyapu Pak.

Guru : Ooo pantesan. Calon ibu rumah tangga yang baik ini ya. Sering bantu ibunya ndak, Gustav?

Gustav : Serring Pak. Sering ngilang kalau disuruh. Heheheheh

Guru : Lllloh. Kok gitu? Ya dibantu dong. Oke, silahkan dilanjut. Waktunya kurang beberapa menit lagi. Tidak perlu terburu-buru.

18. (Students have finished their work. Teacher asks them to collect it and put to the teachers table. Teacher gives a break time for a minute.)

Guru : Silahkan, boleh minum dulu ya. Supaya tidak dehidrasi.

Siswa : Ada aqua?... Hehehehehe.... Adanya ponari sweet nih...

19. (While a break time, teacher tells a short glance about the next activity. He speaks loudly when the situation is rather noisy. Teacher asks to the student who sits on the back side)

Guru : For the next, we have to do a role play.

Siswa : Role play?? ... Actung actung..... Weew.... Hoyeee...

Guru : Yap. We will make groups consist of 6 or 7 members. All of you will play as a different character. The topic is Jakarta's Governor Election with the candidates Ahok-Jarot and Anis-Sandy. I'm sure you are familiar with the candidates. Is it right?

Siswa : Yap, Sir...Of course it is hot news.... They always on the news TV program....

Guru : Alfa, is it clearly for you?

Alfa : Yes, Sir. Very clear.

Guru : Oke Good. I believe that you can play this game. You are the best actor in my class and I think it will funny.

MEETING II

20. (Teacher stand up in front of the class and asks to the student)

Guru : Have you done? We will continue to the next activity.

Siswa : Done.... Yes Sir.

Guru : Helloo..... Helloo...

Siswa : Hi..... Hi.....

Guru : Pay attention, please! If I say yellow, claps your hand for once and if I say green, claps your hands twice. Attention! Yelloww...Green...Yellow... Green.... Green green yellow... (claps twice)

Siswa : (laughing...).

Guru : Very good. I hope you always be spirit and still has a good concentration for this activity

21. (Teacher reviews the materials and check the students comprehension by asks to the student)

Guru : If your friends get the bad score in the class, I will give punishment to him. Do you agree with my opinion?

Siswa : Exactly, I agree. Punishment to clean up toilet. Hehehehhe.

Siswa : Absolutely no. I don't agree... No no no..... (answer continuously)

Guru : Okay. Ada yang menjawab agree dan disagree. Tentunya dengan gaya kalian masing-masing. Now we will play with colorful hats here

22. (Teacher takes the black bag and brings it to the students. Teacher explains the character of each colors of the hat and gives instructions to do with the hat. Teacher speaks slowly and moves around the class)

Guru : Ini adalah seni peran. You have to able to play your character. Coba lihat di slide untuk macam-macam karakternya. Each color refers to different character. Ada jahat, pendiam, pemarah, dan sebagainya. Nah, sekarang masing-masing silahkan mengambil topi untuk mengetahui perannya (students choose the hat to determine their acting)

Guru : Done? Sekarang kalian boleh berlatih singkat. Dihayati, diresapi perannya. Come on!

23. (Teacher sits down and prepares the assessment. He looks at the student and gives a response when the student's asks him. At the time, teacher says the time comes)

Siswa : Are you ready, guys?

Siswa : We are ready. Bismillah. Good luck guys

Siswa : Kita pasti bisa

Guru : Okay. Each group will be performing about ten minutes.

24. (Teacher gives a short story)

Guru : Pisau kalau diasah setiap hari pasti akan tajam. Nah, sama dengan speaking. Kalau tidak dilatih, tidak akan lancar. Buatlah kesalahan sebanyak-banyaknya, supaya kalian juga lebih banyak ingat betulnya.

25. (Teacher asks students to start the role play)

Guru : Can we start?

Siswa : Yes, Sir

Guru : The first group, please! For another group, please attention to your friend's performance.

26. (First group perform and teacher pay attention to them. He also asks to the other groups to pay attention)

Guru : Okay. Good luck

Brown : (Stand up and come to her group) Good morning everyone

Red, Violet, blue, violet, strips : Morning Dinda (sambil melambaikan tangan)

Brown : Where is Cindy and Faizah

Purple : May...Maybe she walk with her new boyfriend

Violet : What? What? What? What? What?

Purple : Maybe she walk with her new boyfriend (dengan mengepal tangan seperti orang mau memukul)

Violet : If they are not come here I want to kill them. (Strips melihat dengan alis mengernyit sambil mengamati sekelilingnya)

Blue : Dia datang..

(Pink dan Hitam datang)

Pink : Aaauw. Ijah can you be careful

Hitam : Oh My God

Pink : Aaaaa, not it. Sambil memakai lipstik

(Pink dan Hitam duduk bergabung dengan yang lain)

Strips : Sinday (Cindy), you're so beautiful.

Pink : Thank you

Strips : Like Kendol Jenon

Pink : Ouw Thank you

Violet : Beautiful? (memandang strips lalu beralih memandang pink) your face is full of lipstick

Pink : Really Dinda?

Brown : Yes, your face is full of lipstick. And I have it for you (memberikan tissue kepada pink)

Pink : Thank you (sambil membersihkan wajahnya yang penuh lipstick)

(Teman-teman yang lain tertawa)

Purple : Please don't fake again. I'am afraid guys. Let's talk about Jakarta's general election.

Brown : Oh yes. More exactly, Jakarta general election and who's your choose?

Cindy?

Pink : I, I choose...aa I choose Sandy

Brown : Why you choose Sandy?

Pink : Because Sandy is handsome. Anis is handsome and Sandy is cool. Look this (menunjukkan gambar Anis dan Sandy)

Strips : Anis handsome?

Pink : Yes

Strips : Anis is woman.

Pink : No

Strips : Anis beautiful.

Violet : Anis is man. Not woman. Look.

Strips : Anis? Man? (sambil melihat foto Anis)

Violet : Man. Oke. He's so handsome. Cool. Oke?

Strips : Ok. Up to you

Violet : Okay. The next?

Brown : And how about you, Riza?

Blue : I don't care about that.

Violet : Why are you don't care?

Blue : Because, that's no one problem.

Black : Ssssh..(sambil menyenggol blue)

Brown : Do not swing

Violet : Why are you don't care Riza? Why are you don't care Riza? (getting angry)

Strips : (screaming loudly. And the situation become noisy)

(Semua berhamburan dan suasana mulai gaduh)

Brown : Stop. Stop guys.

Pink : Sit down. Sit down.

Brown : Okay, forget about that. And how about you Divani?

Violet : Hemm. I choose Ahok. Because aa, the program is great and Ahok is smart and creative. I'a sure he can retreat Jakarta

Black : No no no no. I disagree.

Violet : Why are you disagree?

Black : Anis is better than Ahok

Strips : O ya. Anis Anis Anis

Violet : Ahok is the best

Pink : No. Anis

Black :Anis

Violet : The program is so great.

Black : Wait. What is the partner?

Strips : Ouww. Gatot.

Pink :Yes, Gatot. (sambil tertawa)

Violet : Jarot Danar. Jarot. Not Gatot

Strips : Gatot or Jarot?

Violet : Jarot. Ja rot. Not Gatot

Strips : Gatot

Violet : Ja rot

Strips : Tot gatot

Violet : Ahok and Jarot. Not Ahok and Gatot

Strips : Why not Gatot?

Violet : Because Jarot

Strips : Why Jarot?

Violet : Because not Gatot?

Strips : Done

Violet : Up to you. Yes, Gatot. Ahok and Gatot OK. I choose Ahok and Gatot

Black : No no Anis. Don't you forget

Strips : Wait wait wait. Who is aa finds of Anis?

Black : Sandyaga uno

Strips : Uno? Card?

Violet : Card card card

Black : Whatever whatever

Strips : Let's we play uno

Violet : Can I continue? Why are you choose Anis?

All : Okay

Black : Wait. Don't you forget? Ahok has a bit her reason for Islam. And it's make a splits.

Violet : But, Ahok although Ahok program is so great.

Black : Whats the program?

Violet : Endure education and friendly city. Ahok is the best

Strips : Hoo ya, Ahok is the best

Black : No no. Anis Anis.

Violet : What is the Anis program?

Black : I don't know but I know. Uno is so reach. And I can take his money

Violet : Your answer is very confusing

Brown : Okay guys. Stop it. Why you choose Ahok? (strips)

Strips : Because Divani..(memeluk Violet)

Violet : Up step you. Hiiiiihhhh.

Brown : Sit down. And the last is Julaikha. What is your choose?

Purple : I don't know

Violet : Why are you don't know?

Purple : If I choose Ahok, I'm afraid when he will he will deserve Jakarta. And if I choose Anis, I afraid because when Jakarta will not converted.

Strips : Wait wait. Why you afraid?

Violet : Aaaargggh!

Strips : Why she afraid? Sindy(Cindy)?

Black : Why she afraid?

Purple : Because I love you

Strips : Sindy Sindy. She love you

Pink : What??? Iiih. Euwww

Brown : Okay guys. This is enough. And I think Ahok, Ahok is the winner because I think Ahok can leads Jakarta. Any question?

Violet : And winner..and winner...

Black : Whatever!

Violet : I am winner

Black : Bye

Brown : Okay I will close this meeting and thank you

Purple : Whatever...

Strips : Thank you.

Pink : Bye..

Strips : Sindy sindy. Let's Selfie selfie

(First group takes a selfie photos and they laughing together)

Guru : Okay. Thank you. Give a big applause for the first group.

27. (During the role play, teacher observes the students' individually performance. He says anything and be quiet. He sit on the students chair and sometime asks the students feeling)

Guru : Are you nervous?

Siswa : No. Emmm, abit. Hehehehe...

Guru : Don't worry. Take a deep breathe. Try for several times. You will be okay. Believe in yourself. Okay?

Siswa : Okay Sir.

Guru : The next group, please.

28. (All groups perform. Teacher does a same treatment for each group. He said thank you for each turn over times)

29. (Teacher evaluates the student's performances. He informs the comment for the activity and gives a feedback and their accomplishment)

Guru : Okay. Thank you for your performance. I think all of you will be an actor or actress. There were some errors in your grammar and pronunciation. But it was no problem. Kalian sudah bisa expressed the agreement and disagreement dengan mengaitkan fungsi sosialnya. Serta memilih ungkapan yang tepat untuk mengekspresikannya. Don't forget to practice your English everyday. Don't be shy. We make an error everytimes, but we will correct together and you will be better than before.

Guru : Ouw. I have a lot of story to you but the time is too short. I am so thankful for today, you are my lovely students. Wish you always happy and on the next meeting, you will be keeping on spirit to learning English. I think enough. Good morning. Wassalamualaikum Wr. Wb.

30. (Teacher ends the class and giving smile to the students. Teacher steps back and clean up his table. Teacher leaves the class)

Sidoarjo, 26 Juli 2017

Observer,

Teacher,

Yeshi Suci Nastiti

Drs. Hartoyo, M.Pd

Appendix 6 Interview with the Teacher

Date : 24 Juli 2017

Place : SMPN 1 SIDOARJO

Informant : Drs. Hartoyo, M.Pd

1. What is the meaning of hypnoteaching based on your opinion?

Hypnoteaching is the teaching strategy purposed to make the students enjoy the learning at class using their unconscious mind. It means the students are in manipulating mind, not sleep as we seen on the magic TV program.

2. Why have you are interested to apply this method in your English speaking class?

Because the learning method is always innovate. I think that hypnoteaching is the new one and it is acceptable to apply in my speaking class.

3. How long you applied this method on your speaking class?

I have applied this method on my speaking class since 2012.

4. What are the steps in applying hypnoteaching method in your speaking class?

There are some steps in applying hypnoteaching method. The first step is intention and motivation. Intention used to interest the student and get their attention by explaining the concept. This step is the time to know the student's curiosity. Then, i give the students a motivation to arise their self-confidence because they will do a role play. After that, I use apperception to clarify student's knowledge about the material. I ask them a simple question to get their previous study. I also do brainstorming to collect their data about the material. The next step is the main activity. I start to inspire them by telling them a short motivation story. Then I use some kinds of hat as a media to bring them in unconscious mind. I give the instruction to do a role play with the hats. The students allow to practice before perform in front of the class. The next activity is doing a role play. Students in a group perform in the class and the

others pay attention. In the end of the role play, I give them appreciations. I give them a conclusion of the activity. Generally, the steps of hypnoteaching are not doing in order but by the timing. Because when one step is failed to do, it should be restart.

5. What are the problems in applying hypnoteaching method in your speaking class and how does your strategies to solve these problems?

There are some problems in applying this method. The problems were not enough time to do the entire lesson plan and the steps of hypnoteaching were not done by organized. To solve the first problem I skip discussion video section and to solve the second problem I adjusted the time with the next activities. In the other sides, the student's problem was they were demotivated to learning speaking. As the solver, I used hypnoteaching by role play with the theme Jakarta's Governor election.

6. What is your suggestion to another teacher who will apply this method?

To applying this method, teacher should belief in them. Teacher must believe that the students are capable. It is very important to understanding the student's characteristics. Hypnoteaching will successful to do if the teachers are perceptive, especially in time management. Avoid the nWatitive word or act in the class. Hypnoteaching is not like a fun learning which is using the cognitive games. It is the mind game on the learning speaking. So, we need to heedful to the student intensively.

Sidoarjo, 26 Juli 2017

Observer,

Teacher,

Yeshi Suci Nastiti

Drs. Hartoyo, M.Pd

Appendix 7 Interview with the Student

Participant : 10 (3 students with score 100-80, 3 students with score 80-60, 4 students with score 60-40)

Tempat : SMPN 1 SIDOARJO

1. Apakah Anda menyukai mata pelajaran Bahasa Inggris?
2. Apakah Anda percaya diri dalam belajar Bahasa Inggris?
3. Apakah Anda optimis dapat berhasil dalam belajar Bahasa Inggris?
4. Apakah Anda memiliki motivasi pribadi untuk belajar Bahasa Inggris?
5. Apakah kelas Bahasa Inggris Anda menyenangkan di sekolah?
6. Apakah Anda selalu fokus saat pembelajaran Bahasa Inggris?
7. Sebelum role play, apakah Anda yakin bisa berbicara dalam Bahasa Inggris?
8. Setelah role play, apakah Anda yakin bisa berbicara dalam Bahasa Inggris??
9. Apakah Anda selalu merasa rindu untuk belajar Bahasa Inggris di kelas?
10. Apakah motivasi Anda untuk belajar Bahasa Inggris menguat setelah role play?

RESULT

No	Answers	YES	NO
1	Like English	8	2
2	Confidence	6	4
3	Optimist	5	5
4	English Fun at School	7	3
5	Self-motivation	7	3
6	English Fun at School	7	3
7	Focus	7	3
8	Believe before RP	7	3
9	Believe after RP	10	0
10	Motivation risen up	10	0

Sidoarjo, 26 Juli 2017

Observer,

Teacher,

Yeshi Suci Nastiti

Drs. Hartoyo, M.Pd

Appendix 8 Observation Pictures

1. Duration = 5 minutes	5 — 5
	4 — 4
	3 — 3
2. Characters =	- suitable — 5
	- suitable enough — 4
	- unsuitable — 3
3. Active	- very active — 5
	- active — 4
	- active enough — 3
	- unactive — 2
4. Attractive	- very attractive — 5
	- attractive — 4
	- attractive enough — 3
	- unattractive — 2







RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMPN 1 SIDOARJO
Kelas	: VII
Mata Pelajaran	: Bahasa Inggris
Topik	: Agreement and Disagreement
Alokasi Waktu	: 4 x 40 menit (4 JP)

A. Kompetensi Inti

- KI 1 : Mengahayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli, (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 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 antar pribadi dengan guru dan teman.

- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 1.1.1. Peserta didik dapat menunjukkan semangat mengikuti pembelajaran bahasa Inggris.
- 2.1.1. Peserta didik dapat menunjukkan perilaku santun dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 2.1.2. Peserta didik dapat menunjukkan perilaku peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
- 3.2.1. Peserta didik dapat mengidentifikasi tujuan teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.2. Peserta didik dapat mengidentifikasi struktur teks ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 3.2.3. Peserta didik dapat mengidentifikasi unsur kebahasaan ungkapan menyatakan pendapat dan pikiran beserta responnya dengan benar.
- 4.2.1. Peserta didik dapat menerapkan ungkapan agreement dan disagreement serta meresponnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

1. Structure to express opinions

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.

We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so.

a. Agreeing with an opinion

- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- Of course.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so.

b. Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that
- I can't say I agree with this, and here's why....

E. Metode Pembelajaran

Hypnoteaching. Dengan strategi belajar: menyimak, diskusi kelompok, studi pustaka, penugasan kelompok dan individu serta role play.

F. Media/Alat/Sumber Belajar

1. Media
 - a. Power Point Presentation
 - b. Video
 - c. Gambar
2. Alat
 - a. LCD
 - b. Laptop
 - c. Topi karakter dan kantong kain hitam
3. Sumber Belajar

Buku Bahasa Inggris Kemendikbud kelas VII

G. Langkah-Langkah Pembelajaran

1. Pertemuan pertama

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru menata lingkungan belajar peserta didik. Yaitu mengkondisikan tempat duduk peserta didik dalam bentuk U.2. Guru memberikan salam.3. Guru mengecek kehadiran peserta didik dan suasana kelas.4. Guru menarik perhatian peserta didik dengan permainan psikologi. Contoh; Permainan angka : $1+1=11$(satu ditambah satu sama dengan sebelas, karena satu jari ditambah satu jari jika dijadikan satu maka terbentuk angka sebelas). Permainan pikiran: Bentuk bulat antara onde-onde dan lingkaran yang digambar oleh peserta didik di papan tulis apakah sama?(Sama, karena bentuk bulat disesuaikan keadaan objeknya. Lalu guru mengibaratkan bentuk bulat dengan kondisi peserta didik sebagai pelajar)5. Guru memastikan bahwa peserta didik benar-benar dalam keadaan rileks.6. Guru menyampaikan gambaran materi agreement dan disagreement dengan mengaitkan pada pengalaman peserta didik. Yang pertama yaitu dengan melakukan percobaan air di dalam kantong plastik yang akan ditusuk dengan pensil yang tajam. Guru menanyakan hari ini tanggal berapa dan akan melakukan percobaan di peserta didik yang nomor absennya sesuai tanggal hari ini. Sebelum melakukan percobaan guru menanyakan kalimat agreement kepada seluruh peserta didik kemudian menunggu jawaban mereka. Setelah itu percobaan air dalam kantong plastik dilakukan.7. Guru memberikan situasi pada peserta didik untuk tanya jawab mengenai ungkapan agreement dan disagreement.	15'
Inti	<ol style="list-style-type: none">1. Mengamati<ol style="list-style-type: none">a. Guru memastikan bahwa peserta didik masih dalam keadaan rileks.	50'

	<p>b. Peserta didik mengamati slide dalam bentuk powerpoint berisi ungkapan agreement dan disagreement.</p> <p>c. Peserta didik diajak untuk memberikan tanggapan dan opini mereka tentang slide yang telah ditayangkan.</p> <p>2. Mempertanyakan Guru menanyakan pertanyaan seputar fungsi sosial, struktur kalimat, pola kalimat, tanda baca atau unsur kebahasaan dalam ungkapan agreement dan disagreement kepada peserta didik. Peserta didik dapat menjawab pertanyaan atau mengajukan pertanyaan sesuai dengan pemikiran mereka terhadap ungkapan agreement dan disagreement. Setiap peserta didik yang menjawab pertanyaan diberikan perhatian/ penghargaan dalam bentuk kalimat/ tindakan positif.</p> <p>3. Mengeksplorasi Peserta didik bersama-sama dengan guru mengidentifikasi ciri-ciri dan unsur kebahasaan dalam ungkapan agreement dan disagreement yaitu fungsi social, struktur teks, pola kalimat, tanda baca dan penerapan.</p> <p>4. Mengasosiasi Peserta didik menyusun berbagai ungkapan untuk menyatakan agreement and disagreement an opinion dalam bahasa Inggris sesuai dengan konsep peserta didik. Dapat berupa mind mapping, poster atau ringkasan.</p> <p>5. Mengkomunikasikan Peserta didik membuat teks lisan sederhana sesuai pengetahuan mereka untuk menyatakan ungkapan agreement dan disagreement beserta responnya. Guru memberikan contoh nyata dalam kehidupan sehari-hari. Setelah itu, peserta didik berlatih menyampaikan ungkapan agreement dan disagreement dengan mengerjakan latihan soal atau ulangan.</p>	
Penutup	<p>1. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran.</p> <p>2. Guru memberikan latihan mengenai ungkapan agreement dan disagreement kepada peserta didik untuk dikerjakan diluar jam pembelajaran.</p> <p>3. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya yaitu bermain peran dalam mengungkapkan agreement dan disagreement pada pemilu DKI Jakarta. Guru membagi kelas dalam beberapa kelompok dengan anggota kelompok 6/7 orang.</p> <p>4. Guru menutup pembelajaran dan mengucapkan salam.</p>	15'

2. Pertemuan Kedua

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>1. Guru masuk kelas sambil memberikan salam dengan membawa kantong hitam yang diikat dengan tali berisi topi berbagai warna. Setiap warna topi memiliki arti karakter yang ditentukan yang nantinya akan diperankan peserta didik.</p> <p>2. Guru menata lingkungan belajar peserta didik. Yaitu mengkondisikan tempat duduk peserta didik berbrntuk U. Kemudian mengecek kehadiran peserta didik dan suasana dalam kelas.</p> <p>3. Guru menarik perhatian peserta didik dengan membahas</p>	15'

	<p>kantong hitam yang dibawa serta mengaitkan dengan materi agreement dan disagreement. Dalam hal ini, guru memanipulasi pikiran peserta didik dengan menggunakan media topi berbagai warna yang bisa mengubah karakter seseorang menjadi orang lain sesuai dengan karakter yang ditentukan disetiap warnanya. Guru memupuk rasa penasaran peserta didik secara berkala.</p> <p>4. Guru memastikan keadaan siswa tetap rileks kemudian menyampaikan konsep materi yang dipelajari dengan bahasa yang mudah dipahami peserta didik serta mengaitkan dengan tema yaitu pemilu DKI Jakarta yang sedang marak di televisi.</p>	
Inti	<p>1. Mengamati</p> <p>a. Guru memastikan bahwa peserta didik masih dalam keadaan rileks.</p> <p>b. Peserta didik mengamati video ungkapan agreement dan memberikan komentar.</p> <p>c. Guru memberikan gambaran dan penjelasan untuk role play. Dengan ketentuan masing-masing topi memberikan karakter yang berbeda sesuai yang ditentukan guru. Siswa akan memberikan komentar dalam pemilihan gubernur DKI Jakarta sesuai karakter yang nantinya didapat dengan cara mengambil acak dari kantong hitam.</p> <p>d. Peserta didik diberikan situasi untuk memberikan respon tentang tema yang telah ditentukan.</p> <p>2. Menanyakan</p> <p>Peserta diberikan situasi dengan tema pemilu DKI Jakarta, peserta didik menanyakan hal-hal yang kurang jelas terkait role play atau ungkapan agreement and disagreement.</p> <p>3. Mengeksplorasi</p> <p>Peserta didik berlatih untuk role play dengan tema pemilu DKI Jakarta.</p> <p>4. Mengasosiasi</p> <p>Peserta didik memperoleh balikan (feedback) dari guru berupa rubrik penilaian untuk role play kepada peserta didik dan menjelaskan rubrik tersebut serta mengaitkan dengan fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p>5. Mengkomunikasikan</p> <p>Peserta didik yang sudah terbagi dalam kelompok berkesempatan tampil per grup. Setiap siswa mengambil topi secara acak terlebih dahulu, kemudian memainkan perannya. Dalam hal ini, guru tetap harus memastikan bahwa mereka dalam keadaan rileks. Secara aktif, peserta didik berusaha untuk menyampaikan perasaannya/ rasa penasarannya tentang kegiatan bermain peran ini. Setiap kelompok tampil di tempat yang sudah disiapkan. Kelompok lain memperhatikan kelompok yang sedang tampil.</p>	50'
Penutup	<p>1. Peserta didik bersama-sama dengan guru menyimpulkan hasil pembelajaran dan kegiatan bermain peran.</p> <p>2. Guru memberikan tugas individu terkait dengan agreement and disagreement.</p> <p>3. Guru menutup pembelajaran dan mengucapkan salam.</p>	15'

H. Penilaian Proses dan Hasil Belajar

1. Spiritual

No.	Aspek Rasa Syukur	Deskripsi	Skor
1.	Aspek rasa syukur dalam wujud semangat belajar bahasa Inggris.	Selalu bersyukur, selalu berdoa sebelum melakukan kegiatan. Peserta didik selalu bersemangat dan antusias untuk mengikuti pelajaran.	3
		Sering bersyukur, sering berdo'a sebelum melakukan kegiatan. Peserta didik kurang bersemangat dan antusias untuk mengikuti pelajaran.	2
		Jarang bersyukur, jarang berdo'a sebelum melakukan kegiatan. Peserta didik tidak bersemangat dan antusias untuk mengikuti pelajaran.	1

Deskriptor

Skor	Predikat
3	A = Sangat baik
2	B = Baik
1	C = Cukup

2. Sikap

No	Butir Sikap	Aspek yang dinilai	Skor
1	Jujur	Selalu dapat dipercaya dalam perkataan, tindakan dan perbuatan dalam pembelajaran Bahasa Inggris.	3
		Cukup dapat dipercaya dalam perkataan, tindakan dan perbuatan dalam pembelajaran Bahasa Inggris.	2
		Jarang dapat dipercaya dalam perkataan, tindakan dan perbuatan dalam pembelajaran Bahasa Inggris.	1
2	Disiplin	Selalu tertib dan patuh terhadap peraturan selama pembelajaran Bahasa Inggris	3
		Cukup tertib dan patuh terhadap peraturan selama pembelajaran Bahasa Inggris	2
		Jarang tertib dan patuh terhadap peraturan selama pembelajaran Bahasa Inggris	1
3	Tanggung jawab	Selalu melaksanakan tugas dan kewajiban terhadap tugas dan tanggung jawab yang diberikan dalam pembelajaran Bahasa Inggris	3
		Cukup bertanggung jawab dalam melaksanakan tugas dan kewajiban terhadap tugas dan tanggung jawab yang diberikan dalam pembelajaran Bahasa Inggris	2
		Jarang bertanggung jawab dalam melaksanakan tugas dan kewajiban terhadap tugas dan tanggung jawab yang diberikan dalam pembelajaran Bahasa Inggris	1
4	Santun	Selalu berperilaku dan bertingkah laku baik serta menjaga kesantunan kepada guru ataupun sesama teman dalam lingkup pembelajaran Bahasa Inggris	3
		Cukup berperilaku dan bertingkah laku baik serta menjaga kesantunan kepada guru ataupun sesama	2

		teman dalam lingkup pembelajaran Bahasa Inggris	
		Jarang berperilaku dan bertingkah laku baik serta menjaga kesantunan kepada guru ataupun sesama teman dalam lingkup pembelajaran Bahasa Inggris	1
5	Percaya diri	Selalu yakin dan percaya diri atas kemampuannya dalam belajar Bahasa Inggris	3
		Cukup yakin dan percaya diri atas kemampuannya dalam belajar Bahasa Inggris	2
		Kurang yakin dan percaya diri atas kemampuannya dalam belajar Bahasa Inggris	1
6	Peduli	Selalu peduli terhadap keadaan lingkungan dalam pembelajaran Bahasa Inggris	3
		Cukup peduli terhadap keadaan lingkungan dalam pembelajaran Bahasa Inggris	2
		Kurang peduli terhadap keadaan lingkungan dalam pembelajaran Bahasa Inggris	1

$$NILAI = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Deskriptor

Skor	Predikat
76 - 100	A = Sangat baik
40 - 75	B = Baik
0 - 39	C = Cukup

3. Pengetahuan

- Teknik penilaian : Tes tertulis
- Bentuk instrument : Pilihan ganda, isian, benar/ salah, jumble text dan uraian bebas
- Tujuan : Peserta didik dapat mengetahui; (1) ungkapan menyatakan agreement dan disagreement, (2) mengidentifikasi ciri-ciri dan unsur kebahasaan dalam ungkapan agreement dan disagreement yaitu fungsi social, struktur teks, pola kalimat, tanda baca dan penerapan tujuan ungkapan agreement dan disagreement.
- Kisi-kisi :

NO	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	Butir Soal
1	Menganalisis fungsi sosial,	Agreement and	a. Peserta didik dapat menganalisis fungsi social	Pilihan ganda	1

	struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.	Disagreement	ungkapan agreement dan disagreement. b. Peserta didik dapat menganalisis struktur teks ungkapan agreement dan disagreement c. Peserta didik dapat menganalisis unsur kebahasaan ungkapan agreement dan disagreement d. Peserta didik dapat menganalisis fungsi ungkapan agreement dan disagreement		2 2 1
2	Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	Agreement and Disagreement	a. Peserta didik dapat membedakan ungkapan agreement dan disagreement dengan ungkapan lain b. Peserta didik dapat menyusun teks ungkapan agreement dan disagreement c. Peserta didik dapat menyatakan ungkapan agreement dan disagreement d. Peserta didik dapat merespon teks ungkapan agreement dan disagreement e. Peserta didik dapat menyusun struktur teks agreement dan disagreement dengan benar	Isian Isian True/False True/False Jumble text	2 2 2 2 1

Penskoran

No. Soal	Kunci Jawaban	Skor
1	1. a. I totally disagree	1
2	2. a. Tani disagrees with Sonya	1
3	3. a. Disagreement	1
4	4. a. I don't think so	1
5	5. a. I'm agree	1
6	6. a. I think so	1
7	7. a. I disagree with you.	2
8	8. a. Disagreement	2
9	9. b. Agreement	2
10	10. a. I completely agree	2
11	11. Asking Agreement	2
12	12. Disagreement	2
13	13. Agreement	2
14	14. Answering Agreement	2
15	15. a. 5-4-3-1-2-6 Lina : I don't feel well. I'm catching a cold. Udin : You should go to the doctor. Beni : I don't think that's a good idea. What you need is just take a good rest and drink a lot of fresh water. Siti : I agree with Udin. You should go to the doctor. You look very pale. You need to take medicine soon. Edo : I don't agree with you Siti. You must not take too much medicine. You just need a	3

	<p>good rest, much fresh water and fruit. Eat only healthy food.</p> <p>Dayu : I think the best way to do is go home, Lina. Your mom and dad know better what you should do.</p>	
JUMLAH SCORE		25

$$NILAI = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

4. Keterampilan

- a. Teknik penilaian : Role play
- b. Bentuk instrument : Rubrik penilaian speaking
- c. Tujuan : Peserta didik dapat menerapkan ungkapan agreement dan disagreement serta meresponnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.

d. Kisi-kisi :

NO	Kompetensi Dasar	Materi	Indikator	Teknik Penilaian
1	Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	Agreement and Disagreement	Peserta didik dapat menerapkan ungkapan agreement dan disagreement serta meresponnya dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar dan sesuai konteks.	Praktik dalam bentuk role play

Penskoran

NO	ASPECTS	RUBRICTS	SCORES
1	Duration	>5 minutes	5
		4 minutes	4
		3 minutes	3
		2 minutes	2
2	Charachters	Very suitable	5
		Suitable	4
		Suitable enough	3
		Unsuitable	2
3	Activeness	Very active	5
		Active	4

		Active enogh	3
		Unactive	2
4	Attractiveness	Very attractive	5
		Attractive	4
		Attractive enough	3
		Unattractive	2

$$NILAI = \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

Sidoarjo, Mei 2016

Mengetahui,

Kepala SMP Negeri 1 Sidoarjo

Guru Mata Pelajaran,

Drs. Hartoyo, M.Pd

Drs. Hartoyo, M.Pd

Lampiran

1. Lembar penilaian spiritual

Mata Pelajaran : Bahasa Inggris

Kelas : VII

2										
3										
4										
5										

3. Lembar soal

Answer the following questions!

1. Ryan : The government plans to raise the electricity bill next month.

Gita : _____ It will increase the amount of poor people.

- a. I agree with you
- b. I totally disagree
- c. I don't disagree
- d. You're right

2. Sonya : Tani, I think Cindy is responsible for this case.

Tani : Well, I don't know.

From the dialogue, we may assume that...

- a. Tani agrees with Sonya
- b. Tani disagrees with Sonya
- c. Tani has no idea about the case
- d. Tani cannot accept the fact

3. Elly : Hey Boy, I heard Dean always takes sleeping pills to solve her problems.

Boy : That's wrong. It can be dangerous for her health. She should share her problem or go to specialist.

The underlined expression expresses...

- a. Sympathy
- b. Possibility
- c. Agreement
- d. Disagreement

4. Julia : So, where will we go?

Jill : How about beach?

Lany : _____. We have visited a lot of beach this year.

Julia : Lake? Sumbermanjing sounds interesting, right?

The suitable expression to complete the dialogue is...

- a. That's so true
- b. I quite agree
- c. I think so too
- d. I don't think so

5. 1. Your friend says, "Lets go out tonight" and you think it's a good idea. You say:

- a. I will go with you
- b. I agree

- c. I'm agree
d. I think it's a good idea
6. Jade : How about Taman Bungkul? We can stay at there after jogging
Ville : _____. I will buy rujak cingur
- a. That's so true
b. I quite agree
c. I think so
d. I don't think so
7. X : Is Puncak Pass resort near here?
Y : Yes, it is.
Z : _____ it's about 100 kilometers from here.
X : Oh, really?
- a. I disagree with you.
b. I quite agree.
c. I think so too.
d. It certainly is.
8. Mother : "You know that Tamara always takes sleeping pills to solve her problems".
Father : "That's wrong. It can be dangerous for her life if she doesn't change her bad habit. She should go to a specialist or share her problems with someone she trusts".
The underlined expression expresses
- a. Sympathy
b. Possibility
c. Disagreement
d. uncertainty
9. Belva : Mom, Is it a Papa birthday? How about to give him a gift?
Mother : Oh, what should we give for him? A jacket? A new pet?
Belva : I disagree. He already has so many jackets. How about a bag? He wears the same bag everyday to go to office. So, I think it would be great if we give him a bag.
Mother : Hm.. Okay then. Let's buy him a bag today after school.

The underlined expression expresses

- e. Sympathy
- f. Possibility
- g. Disagreement
- h. Agreement

10. Lea : I think Spederman homecoming is amazing. I have watched this film last night.

Sam : _____. It's become a popular film since the first edition. I have all of these series.

What is Sam's opinion towards Lea's?

- a. I completely agree
- b. It is the best film
- c. I don't agree with you
- d. I'm not sure I agree with you

Questions number 11 – 14

Read the opinions below. Based on the context of the statements given below, try to figure out what is being talked about. Match the category in the box with the opinions given in the table below. The first one has been done for you.

Asking Agreement Agreeing opinion Answering Agreement Disagreeing opinion

No.	Opinion	About
11.	The graphics were absolutely awesome. Don't you agree with me?	
12.	I am not sure I agree with you. I would say yellow really suits you.	
13.	You are absolutely right.	
14.	You are right! The artifacts are arranged in the most amazing manner.	

15. Arrange the sentences below into a good dialogue!

(1) Siti : I agree with Udin. You should go to the doctor. You look very pale. You need to take medicine soon.

(2) Edo : I don't agree with you Siti. You must not take too much medicine. You just need a good rest, much fresh water and fruit. Eat only healthy food.

(3) Beni : I don't think that's a good idea. What you need is just take a good rest and drink a lot of fresh water.

(4) Udin : You should go to the doctor.

(5) Lina : I don't feel well. I'm catching a cold.

(6) Dayu : I think the best way to do is go home, Lina. Your mom and dad know better what you should do.

- a. 5-4-3-1-2-6
- b. 5-4-3-2-1-6
- c. 5-4-2-1-3-6
- d. 5-4-3-1-6-2

4. Diskusi interaktif

Displayed a picture of Harry Potter movie, students are asked to write down their opinion whether they agree with the statement on the picture or not. Later, it will be a class discussion.



5. Lembar penilaian speaking Jakarta's Governor Election

GROUP : ...
.....

SCORE :

Members:

- 1 (No.)
- 2 (No.)
- 3 (No.)
- 4 (No.)
- 5 (No.)
- 6 (No.)

ASSESSMENT OF EXPRESSING AGREEMENT & DIS AGREEMENT

NO	ASPECTS	RUBRICTS	SCORES
1	Duration	>5 minutes	5
		4 minutes	4
		3 minutes	3
		2 minutes	2
2	Charachters	Very suitable	5
		Suitable	4
		Suitable enough	3
		Unsuitable	2
3	Activeness	Very active	5
		Active	4
		Active enogh	3
		Unactive	2
4	Attractiveness	Very attractive	5
		Attractive	4
		Attractive enough	3
		Unattractive	2

CHARACTERS

1. Black => bad character.
2. Brown => wise character
3. Red => hothead character
4. Pink => coquettish person
5. Blue => unconcerned person
6. Violet => coward person (easy afraid)
7. Strips => goofy person (foolish)



Expressions for Agreeing and Disagreeing

Expressions for Agreeing and Disagreeing

■ Asking for an opinion

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

■ Starting an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion....
- According to Lisa...
- As far as I'm concerned...
- If you ask me...

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- **(slang)** Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel
- Exactly.
- I'm afraid I agree with James.
- I have to side with Dad on this one.
- No doubt about it.
- **(agree with negative statement)** Me neither.
- **(weak)** I suppose so./I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I'd say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- If I might add something...
- Can I throw my two cents in?
- Sorry to interrupt, but...
- **(after accidentally interrupting someone)** Sorry, go ahead. **OR** Sorry, you were saying...
- **(after being interrupted)** You didn't let me finish.

Settling an argument

- Let's just move on, shall we?
- Let's drop it.
- I think we're going to have to agree to disagree.
- **(sarcastic)** Whatever you say./If you say so.

Who will be
the winner?

Jakarta's governor candidates



Jakarta's governor candidates



Characters:

1. Black ==> bad character
2. Brown ==> wise character
3. Red ==> hothead character
4. Pink ==> coquettish person
5. Blue ==> unconcerned person (acuh)
6. Violet ==> coward person (easy afraid)
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UNIVERSITAS MUHAMMADIYAH SURABAYA

PUSAT BAHASA

Jl. Sutorejo 59 Surabaya 60113 Telp. 031-3811966, 3811967 Ext (130) Gd. A Lt 2

Email: pusba.umsby@gmail.com

ENDORSEMENT LETTER


290/PB-UMS/EL/VIII/2017

This letter is to certify that the abstract of the thesis below

Title : The Implementation of Hypnoteaching in EFL Classroom of Junior High School Students in SMPN I Sidoarjo.
Student's name : Yeshi Suci Nastiti
Reg. Number : 20131111072
Department : S1 Pendidikan Bahasa Inggris

has been endorsed by Pusat Bahasa *UMSurabaya* for further approval by the examining committee of the faculty.

Surabaya, 10 August 2017

Chair

Waode Hamsia, M.Pd.

BIODATA



Yesi Suci Nastiti lahir pada tanggal 20 Februari 1995 di Sidoarjo, Jawa Timur, anak pertama dari dua bersaudara. Pendidikan dasar dan menengah ditempuh di Sidoarjo. Tamat sekolah dasar tahun 2008, SMP tahun 2010 dan SMA tahun 2013. Yesi SN menempuh studinya dengan ridha Allah SWT dan keyakinannya akan ilmu yang bermanfaat didunia maupun akhirat. Yesi SN telah dinyatakan lulus dan mendapat gelar Sarjana Pendidikan (S1) program studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Surabaya pada tahun 2017.