

APPENDIX

TRY OUT

No	Name	English speaking aspect										Total			
		Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		R1	R2	All	
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2				
1	A	4	4	4	4	4	4	4	4	4	4	20	20	40	20
2	B	3	3	3	3	4	4	3	3	3	3	16	16	32	16
3	C	4	3	3	4	4	4	4	4	4	3	19	18	37	18.5
4	E	3	3	3	3	3	3	2	3	3	3	14	15	29	14.5
5	F	3	3	4	4	4	4	4	3	4	3	19	17	36	18
6	G	4	4	3	4	4	4	4	3	3	3	18	18	36	18
7	H	3	3	3	3	4	4	4	4	3	3	17	17	34	17
8	I	3	3	3	2	2	3	2	2	3	2	13	12	25	12.5
9	J	3	3	3	3	3	4	3	3	4	3	16	16	32	16
10	K	4	3	3	4	4	4	3	3	3	3	17	17	34	17
11	L	3	3	3	3	4	4	4	3	4	3	18	16	34	17
12	M	3	3	2	3	3	3	3	2	3	3	14	14	28	14
13	N	3	2	2	2	2	3	3	3	3	3	13	13	26	13
14	O	3	3	2	2	2	2	2	2	3	3	12	12	24	12
15	P	4	3	4	3	4	3	4	3	4	3	20	15	35	17.5
	∑ All													482	241
	Mean													32,13	16,067

Question or instruction on Try out:

The researcher request to 15 student's to show in front of class and tell their experience about holiday.

PRE TEST 1

No	Name	English speaking aspect															Total			
		Pronunciation			Grammar			Vocabulary			Fluency			Comprehension			R1	R2	All	
		R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T				
1	A	3	3	6	3	3	6	4	3	7	4	3	7	4	3	7	18	15	33	16.5
2	B	3	4	7	3	3	6	3	4	7	3	3	6	3	3	6	15	17	32	16
3	C	3	2	5	3	3	6	3	3	6	3	2	5	4	2	6	16	12	28	14
4	D	3	3	6	3	2	5	4	3	7	3	3	6	3	2	5	16	13	29	14.5
5	E	3	2	5	3	2	5	3	3	6	2	2	4	3	2	5	14	11	25	12.5
6	F	3	2	5	3	3	6	3	3	6	4	3	7	4	3	7	17	14	31	15.5
7	G	3	4	7	4	4	8	3	4	7	4	3	7	4	4	8	18	19	37	18.5
8	H	3	3	6	3	3	6	3	4	7	4	3	7	4	3	7	17	16	33	16.5
9	I	3	3	6	4	3	7	4	4	8	4	3	7	3	3	6	18	16	34	17
10	J	3	2	5	3	3	6	3	4	7	3	3	6	3	3	6	15	15	30	15
11	K	4	3	7	4	3	7	4	4	8	3	3	6	4	4	8	19	17	36	18
12	L	4	3	7	4	4	8	4	4	8	4	3	7	4	3	7	20	17	37	18.5
13	M	4	3	7	3	4	7	3	3	6	4	3	7	4	3	7	18	16	34	17
14	N	3	2	5	3	2	5	3	3	6	3	2	5	3	2	5	15	11	26	13
15	O	3	3	6	4	3	7	3	3	6	4	4	8	4	2	6	18	15	33	16.5
16	P	4	4	8	4	3	7	4	3	7	4	3	7	4	4	8	20	17	37	18.5
17	Q	3	2	5	3	3	6	3	3	6	3	3	6	4	3	7	16	14	30	15
18	R	3	3	6	4	3	7	4	3	7	3	3	6	3	3	6	17	15	32	16
19	S	3	2	5	3	2	5	3	3	6	3	2	5	3	2	5	15	11	26	13
20	T	3	3	6	3	3	6	3	3	6	3	2	5	3	3	6	15	14	29	14.5
21	U	4	2	6	4	3	7	4	3	7	4	3	7	3	3	6	19	14	33	16.5
22	V	3	3	6	3	3	6	3	4	7	3	3	6	3	3	6	15	16	31	15.5
23	W	3	3	6	3	3	6	4	3	7	4	3	7	4	3	7	18	15	33	16.5
24	X	3	3	6	3	3	6	3	3	6	4	3	7	4	3	7	17	15	32	16
25	Y	3	3	6	3	3	6	4	3	7	4	3	7	4	3	7	18	15	33	16.5
26	Z	3	3	6	2	3	5	3	3	6	2	2	4	2	3	5	12	14	26	13
27	AA	3	3	6	3	3	6	4	4	8	4	3	7	4	3	7	18	16	34	17
28	BB	4	3	7	4	3	7	4	3	7	4	3	7	3	3	6	19	15	34	17
29	CC	4	4	8	4	4	8	4	4	8	4	3	7	3	4	7	19	19	38	19
30	DD	3	3	6	3	3	6	4	3	7	4	3	7	3	3	6	17	15	32	16
TOTAL				183			189			204			190			192	509	449	958	479
RATA - RATA				6,1			6,3			6,8			6,3			6,4	16,97	15	31,93	15,967

POST TEST 1

No	Name	English speaking aspect															Total			
		Pronunciation			Grammar			Vocabulary			Fluency			Comprehension			R1	R2	All	
		R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T				
1	A	4	4	8	4	3	7	4	4	8	4	4	8	4	3	7	20	18	38	19
2	B	3	4	7	4	3	7	4	4	8	4	4	8	4	4	8	19	19	38	19
3	C	3	3	6	3	3	6	4	4	8	4	3	7	4	3	7	18	16	34	17
4	D	4	3	7	3	2	5	4	3	7	3	3	6	3	3	6	17	14	31	15.5
5	E	3	2	5	4	3	7	4	3	7	4	3	7	3	3	6	18	14	32	16
6	F	4	3	7	4	3	7	4	4	8	3	3	6	3	3	6	18	16	34	17
7	G	4	4	8	4	4	8	4	4	8	4	4	8	4	4	8	20	20	40	20
8	H	3	3	6	4	4	8	4	4	8	4	3	7	4	3	7	19	17	36	18
9	I	3	4	7	4	4	8	3	4	7	4	3	7	4	3	7	18	18	36	18
10	J	3	3	6	4	4	8	4	4	8	4	4	8	4	3	7	19	18	37	18.5
11	K	4	3	7	4	4	8	4	4	8	4	3	7	4	4	8	20	18	38	19
12	L	4	4	8	4	4	8	4	4	8	4	3	7	4	3	7	20	18	38	19
13	M	4	4	8	4	3	7	3	4	7	4	3	7	4	3	7	19	17	36	18
14	N	4	2	6	3	2	5	4	3	7	4	3	7	4	2	6	19	12	31	15.5
15	O	4	3	7	3	3	6	4	3	7	3	4	7	3	3	6	17	16	33	16.5
16	P	4	4	8	4	3	7	4	4	8	4	3	7	4	3	7	20	17	37	18.5
17	Q	3	4	7	4	3	7	4	4	8	3	3	6	4	3	7	18	17	35	17.5
18	R	3	3	6	3	3	6	3	4	7	4	3	7	4	3	7	17	16	33	16.5
19	S	4	2	6	3	2	5	3	3	6	3	3	6	4	2	6	17	12	29	14.5
20	T	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6	15	15	30	15
21	U	3	3	6	4	3	7	4	3	7	3	3	6	3	3	6	17	15	32	16
22	V	3	4	7	4	3	7	4	4	8	4	3	7	4	3	7	19	17	36	18
23	W	3	4	7	4	3	7	4	3	7	4	4	8	4	3	7	19	17	36	18
24	X	3	3	6	3	3	6	4	4	8	4	3	7	4	3	7	18	16	34	17
25	Y	3	3	6	4	3	7	4	4	8	4	3	7	4	3	7	19	16	35	17.5
26	Z	3	3	6	3	3	6	3	3	6	3	3	6	4	3	7	16	15	31	15.5
27	AA	3	3	6	4	3	7	4	4	8	4	3	7	4	4	8	19	17	36	18
28	BB	4	3	7	4	3	7	4	4	8	4	3	7	4	3	7	20	16	36	18
29	CC	4	4	8	4	4	8	4	4	8	4	3	7	4	4	8	20	19	39	19.5
30	DD	3	3	6	3	3	6	3	4	7	3	3	6	4	3	7	16	16	32	16
TOTAL				201			204			224			207			207	551	492	1043	521.5
RATA - RATA				6,7			6,8			7,47			6,9			6,9	18,37	16,4	34,77	17,383

PRETEST 2

No	Name	English speaking aspect															Total			
		Pronunciation			Grammar			Vocabulary			Fluency			Comprehension						
		R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	All	
1	A	3	3	6	3	3	6	3	4	7	3	4	7	4	4	8	16	18	34	17
2	B	3	4	7	3	4	7	4	4	8	3	4	7	3	3	6	16	19	35	17.5
3	C	3	2	5	3	3	6	4	3	7	4	2	6	3	2	5	17	12	29	14.5
4	D	3	3	6	3	2	5	3	3	6	4	2	6	3	2	5	16	12	28	14
5	E	3	2	5	3	3	6	3	3	6	3	3	6	3	2	5	15	13	28	14
6	V	3	3	6	4	4	8	3	4	7	3	4	7	3	3	6	16	18	34	17
7	G	3	4	7	3	4	7	3	4	7	3	4	7	4	4	8	16	20	36	18
8	H	3	3	6	3	3	6	4	4	8	3	3	6	4	3	7	17	16	33	16.5
9	I	4	3	7	3	3	6	3	3	6	3	3	6	4	3	7	17	15	32	16
10	J	3	2	5	3	3	6	3	3	6	3	3	6	4	3	7	16	14	30	15
11	K	3	3	6	3	3	6	4	3	7	3	4	7	3	3	6	16	16	32	16
12	L	3	4	7	3	4	7	3	4	7	3	4	7	3	3	6	15	19	34	17
13	M	3	3	6	3	3	6	3	4	7	4	3	7	3	3	6	16	16	32	16
14	N	3	2	5	3	3	6	4	3	7	3	2	5	3	2	5	16	12	28	14
15	O	3	3	6	3	3	6	4	3	7	4	4	8	4	3	7	18	16	34	17
16	P	4	3	7	4	3	7	3	3	6	3	3	6	4	3	7	18	15	33	16.5
17	Q	4	3	7	3	3	6	3	3	6	3	3	6	3	3	6	16	15	31	15.5
18	R	3	3	6	3	3	6	3	3	6	3	3	6	4	3	7	16	15	31	15.5
19	S	4	2	6	3	2	5	4	3	7	3	2	5	3	2	5	17	11	28	14
20	T	3	3	6	3	3	6	3	3	6	3	3	6	3	3	6	15	15	30	15
21	U	3	3	6	3	3	6	4	3	7	3	3	6	3	3	6	16	15	31	15.5
22	V	3	4	7	4	3	7	3	3	6	3	3	6	3	3	6	16	16	32	16
23	W	3	3	6	4	3	7	3	4	7	3	4	7	3	3	6	16	17	33	16.5
24	X	3	3	6	4	3	7	3	3	6	4	3	7	3	3	6	17	15	32	16
25	Y	3	3	6	3	3	6	4	3	7	3	3	6	3	3	6	16	15	31	15.5
26	Z	3	2	5	3	3	6	3	3	6	3	2	5	3	3	6	15	13	28	14
27	AA	3	3	6	3	4	7	4	4	8	3	4	7	3	4	7	16	19	35	17.5
28	BB	3	4	7	3	4	7	4	4	8	4	4	8	4	4	8	18	20	38	19
29	CC	3	4	7	4	4	8	4	4	8	4	3	7	4	4	8	19	19	38	19
30	DD	3	2	5	4	3	7	3	3	6	4	2	6	4	2	6	18	12	30	15
TOTAL				183			192			203			192			190	492	468	960	480
RATA-RATA				6,1			6,4			6,7			6,4			6,3	16,33	15,60	32,00	16

POST TEST 2

No	Name	English speaking aspect															Total			
		Pronunciation			Grammar			Vocabulary			Fluency			Comprehension						
		R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	T	R1	R2	All	
1	A	4	3	7	4	3	7	4	4	8	4	3	7	4	3	7	20	16	36	18
2	B	4	3	7	3	4	7	4	4	8	4	4	8	4	3	7	19	18	37	18.5
3	C	4	3	7	3	3	6	3	3	6	4	3	7	4	3	7	18	15	33	16.5
4	D	4	3	7	3	3	6	4	3	7	4	3	7	3	3	6	18	15	33	16.5
5	E	3	2	5	4	3	7	4	3	7	4	3	7	3	3	6	18	14	32	16
6	F	3	4	7	4	3	7	4	4	8	4	4	8	4	4	8	19	19	38	19
7	G	4	4	8	4	4	8	4	4	8	4	4	8	4	4	8	20	20	40	20
8	H	4	4	8	3	4	7	4	4	8	4	4	8	4	4	8	19	20	39	19.5
9	I	3	3	6	4	4	8	4	4	8	3	3	6	4	3	7	18	17	35	17.5
10	J	3	3	6	4	4	8	4	4	8	4	3	7	3	3	6	18	17	35	17.5
11	K	3	3	6	4	3	7	4	4	8	4	4	8	4	3	7	19	17	36	18
12	L	4	4	8	4	4	8	4	4	8	4	4	8	4	4	8	20	20	40	20
13	M	4	4	8	3	4	7	4	4	8	3	4	7	4	3	7	18	19	37	18.5
14	N	3	2	5	4	3	7	4	3	7	4	3	7	4	3	7	19	14	33	16.5
15	O	4	4	8	4	3	7	3	4	7	4	4	8	4	3	7	19	18	37	18.5
16	P	4	4	8	4	3	7	4	4	8	4	3	7	4	3	7	20	17	37	18.5
17	Q	3	4	7	4	3	7	4	4	8	3	3	6	4	3	7	18	17	35	17.5
18	R	3	3	6	4	3	7	4	4	8	4	3	7	4	3	7	19	16	35	17.5
19	S	3	2	5	4	2	6	3	3	6	4	3	7	3	2	5	17	12	29	14.5
20	T	3	2	5	4	3	7	4	3	7	4	3	7	3	3	6	18	14	32	16
21	U	3	3	6	4	3	7	4	4	8	3	4	7	3	3	6	17	17	34	17
22	V	3	4	7	4	3	7	4	3	7	4	4	8	4	3	7	19	17	36	18
23	W	3	4	7	4	4	8	4	4	8	4	4	8	4	3	7	19	19	38	19
24	X	3	3	6	4	3	7	4	4	8	4	3	7	4	3	7	19	16	35	17.5
25	Y	4	3	7	4	4	8	4	4	8	4	3	7	4	3	7	20	17	37	18.5
26	Z	3	3	6	3	3	6	4	3	7	4	2	6	4	3	7	18	14	32	16
27	AA	3	4	7	4	4	8	4	4	8	4	4	8	4	4	8	19	20	39	19.5
28	BB	3	4	7	4	4	8	4	4	8	4	4	8	4	4	8	19	20	39	19.5
29	CC	4	4	8	4	4	8	4	4	8	4	4	8	4	4	8	20	20	40	20
30	DD	3	3	6	4	3	7	4	3	7	4	3	7	4	3	7	19	15	34	17
TOTAL				201			215			228			219			210	563	510	1073	536.5
RATA - RATA				6,7			7,17			7,6			7,3			7	18,77	17	35,77	17,883

PRETEST - POSTTEST 1

No	Pretest	Posttest	Posttest - pretest	posttest - pretest
	X_1	X_2	D	D^2
1	33	38	+5	25
2	32	38	+6	36
3	28	34	+6	36
4	29	31	+2	4
5	25	32	+7	49
6	31	34	+3	9
7	37	40	+3	9
8	33	36	+3	9
9	34	36	+2	4
10	30	37	+7	49
11	36	38	+2	4
12	37	38	+1	1
13	34	36	+2	4
14	26	31	+5	25
15	33	33	+0	0
16	37	37	+0	0
17	30	35	+5	25
18	32	33	+1	1
19	26	29	+3	9
20	29	30	+1	1
21	33	32	-1	1
22	31	36	+5	25
23	33	36	+3	9
24	32	34	+2	4
25	33	35	+2	4
26	26	31	+5	25
27	34	36	+2	4
28	34	36	+2	4
29	38	39	+1	1
30	32	32	-0	0
	$X_1 = 31,93$	$X_2 = 34,77$	$D = 85$	$D^2 = 377$

PRETEST - POSTTEST 2

No	Pretest	Posttest	Posttest – pretest	posttest - pretest
	X ₁	X ₂	D	D ²
1	34	36	+1	1
2	35	37	+2	4
3	29	33	+4	16
4	28	33	+5	25
5	28	32	+4	16
6	34	38	+4	16
7	36	40	+4	16
8	33	39	+6	36
9	32	35	+3	9
10	30	35	+5	25
11	32	36	+4	16
12	34	40	+6	36
13	32	37	+5	25
14	28	33	+5	25
15	34	37	+3	9
16	33	37	+4	16
17	31	35	+4	16
18	31	35	+4	16
19	28	29	+1	1
20	30	32	+2	4
21	31	34	+3	9
22	32	36	+4	16
23	33	38	+5	25
24	32	35	+3	9
25	31	37	+6	36
26	28	32	+4	16
27	35	39	+4	16
28	38	39	+1	1
29	38	40	+2	4
30	30	34	+4	16
	X ₁ = 32,00	X ₂ = 35,77	D = 112	D ² = 476

QUESTIONNAIRE

No	Pertanyaan																									TOTAL	
	1					2					3					4					5						
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	5	
2	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	5
3	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	5
4	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	5
5	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	5
6	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	5
7	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	5
8	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	5
9	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	5
10	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	5
11	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	5
12	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	5
13	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	5
14	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	5
15	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	5
16	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	5
17	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	5
18	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	5
19	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	5
20	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	5
21	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	5
22	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	5
23	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	5
24	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	5
25	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	5
26	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	5
27	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	5
28	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	5
29	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	5
30	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	5
TOTAL	0	0	4	20	6	0	2	9	16	3	0	6	11	9	4	0	0	10	12	8	0	0	2	20	8	150	

Assertion for Percentage for each total score: Total score 0 = 0%

Total Score 2 = 6,67%

Total Score 4 = 13,33%

Total Score 6 = 20,00%

Total Score 9 = 30,00%

Total Score 20 = 66,67%

Total Score 10 = 33,33%

Total Score 11 = 36,67%

Total Score 8 = 26,67%

Table of Pearson Product Moment Correlation

180 *Appendix 1*

Table A9 The Pearson product-moment correlation coefficient

The table gives the critical values of the Pearson product-moment correlation coefficient, r , for different numbers of pairs of observations, N . For significance, the calculated value of r must be *greater than or equal to* the critical value.

N	<i>Significance level: two-tailed/non-directional</i>			
	0.20	0.10	0.05	0.01
N	<i>Significance level: one-tailed/directional</i>			
	0.10	0.05	0.025	0.005
3	0.951	0.988	0.997	1.000
4	0.800	0.900	0.950	0.990
5	0.687	0.805	0.878	0.959
6	0.608	0.729	0.811	0.917
7	0.551	0.669	0.754	0.875
8	0.507	0.621	0.707	0.834
9	0.472	0.582	0.666	0.798
10	0.443	0.549	0.632	0.765
11	0.419	0.521	0.602	0.735
12	0.398	0.497	0.576	0.708
13	0.380	0.476	0.553	0.684
14	0.365	0.458	0.532	0.661
15	0.351	0.441	0.514	0.641
16	0.338	0.426	0.497	0.623
17	0.327	0.412	0.482	0.606
18	0.317	0.400	0.468	0.590
19	0.308	0.389	0.456	0.575
20	0.299	0.378	0.444	0.561
21	0.291	0.369	0.433	0.549
22	0.284	0.360	0.423	0.537
23	0.277	0.352	0.413	0.526
24	0.271	0.344	0.404	0.515
25	0.265	0.337	0.396	0.505
26	0.260	0.330	0.388	0.496
27	0.255	0.323	0.381	0.487
28	0.250	0.317	0.374	0.479
29	0.245	0.311	0.367	0.471
30	0.241	0.306	0.361	0.463
40	0.207	0.264	0.312	0.403
50	0.184	0.235	0.279	0.361
60	0.168	0.214	0.254	0.330
70	0.155	0.198	0.235	0.306
80	0.145	0.185	0.220	0.286
90	0.136	0.174	0.207	0.270
100	0.129	0.165	0.197	0.256
200	0.091	0.117	0.139	0.182

Table of T-distribution

172 Appendix I

Table A3 The *t*-distribution

The table gives critical values of *t* for significance at various levels, in a two-tailed/non-directional or a one-tailed/directional test, for different numbers of degrees of freedom. These critical values are the values beyond which lies that proportion of the area under the curve which corresponds to the significance level.

Degrees of freedom	Significance level: two-tailed/non-directional				
	0.20	0.10	0.05	0.02	0.01
	Significance level: one-tailed/directional				
	0.10	0.05	0.025	0.01	0.005
1	3.078	6.314 _∞	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
40	1.303	1.684	2.021	2.423	2.704
60	1.296	1.671	2.000	2.390	2.660
120	1.289	1.658	1.980	2.358	2.617
∞	1.282	1.645	1.960	2.326	2.576

The picture during this research







English Version:

**VALIDATION SHEET
RPP (LESSON PLAN)**

School Name : Muhammadiyah 1 Senior High School of Surabaya
 Lesson : English
 Semester : Even
 Material : To talk in Recount Text
 Validator's Name :
 Profession :

To this validation sheet, I beg to the validator to evaluate the RPP (Lesson Plan) that was already arranged to be surveyed the validation from some aspects.

A. Guidance

1. Evaluation Criteria is as follow; 1(Not valid), 2(Less valid), 3(Valid), 4(Very valid).
2. To evaluate every aspect, give a sign \surd on evaluation column .
3. As validation result put sign \surd to evaluation column (validation) in general, as followed; A (Very good), B (Good), C (Enough), D (Not good)
4. If there is a suggestion or commentary, write on the last column after every aspect evaluation.

B. Every aspect evaluation

No.	Detail	Validation			
		1	2	3	4
1	RPP's Format				
	1. The Format is based on KTSP syllaby 2. RPP is showed simple and neat				
2	Material/ RPP's Content				
	1. There is a suitability and clarity concept with Standard Competence (SK) and Base Competence (KD) 2. The indicator or aim of learning process is explained clear and orderly 3. There is an explanation material with method that was used 4. The learning steps was formulated clearly and easily to understand				
3	Language and Written				
	1. Using Indonesian language based on EYD (Ejaan yang di sempurnakan) 2. The written language is easily to understand 3. The language is communicative				

C. S u g g e s t i o n	4	Time				
		1. There is a suitability and clarity of learning process with estimation time which is provided.				
	5	Method				
		1. There is supporting methods to accomplish the indicators clearly 2. There is supporting strategy to accomplish the indicators				
	6	Tools				
		1. There are appropriate tools with learning material				
	7	Evaluation (Validation) in general	A	B	C	D
	1. Evaluation of RPP (Lesson Plan)					

n and Commentary

Surabaya, April 2016
Validator

(_____)

English Version:

LESSON PLAN (RPP)
MUHAMMADIYAH 1 SENIOR HIGH SCHOOL OF SURABAYA

Lesson : English
Class/ Semester : X-5/ 2
Allocation Time : 4 x 45 minute (2 meeting)
Topic : Recount text

A. Standard Competence (SK)

Speaking

4. To express the meaning in short functional text and monolog such as recount, narrative, and simple procedure in everyday life context.

Basic Competence (KD)

- 4.2 To express the meaning in simple monolog's text by using kind of spoken language accurately, fluent, and to be accepted in various context everyday life in text like recount.

B. The Indicator of competence Accomplishment

1. To arrange text according to element and recount structure.
2. To train speaking skill according to element and recount structure
3. To present the speaking skill by tell a story according to element and recount structure.

C. Culture Value and Nation Character

- Religious, honest, tolerance, discipline, work hard, stand alone, democratize, curiosity, spirit of nationality love the country, appreciate the achievement, friendly, love peace, love to read, care environment, social care, responsibility.

D. Entrepreneurship

1. Confident (heart Firmness, optimist)
2. Orientate to task (to motivate, diligent, determined, and energetic)
3. Risk Taker (like challenging, able to lead)
4. Orientation to future (has perspective to future)

E. Aim of learning

In the end of learning section expected to be able:

1. To arrange a story were according to *generic structure* and *language feature Recount text*
2. To know the usage of *Past tense* in recount text
3. To tell a story by using comic media of webtoon
4. To present the speaking skill in tell a story according to *generic structure* and *language feature Recount text*

F. Material

1. Attached

G. Learning Method/ Technique:

1. The Cooperative learning Method STAD's type (Student Team Achievement Division).
 - This method is usually used in teaching a method new and group that consist of student that have good ability, enough, and less, the aim is to help/ the other students who is difficult.

H. Learning Strategy

First meeting

- Listen to the teachers presentation about recount's element and structure in speaking
- To discuss the structure in recount
- To ask answer about talk recount

Structured

- With group, students were ordered to use their hand phone and search comic webtoon series that already examiner suggested
- To recite and discuss the content of chosen comic with group
- With group to discuss unsure and the structure that used in recount
- With group to retell about the plot in comic webtoon that used.

Stand alone

- Student presents individually in front of the class to tell about recount

I. The steps of learning Activity

1. First Meeting

Beginning Activity of teacher (5')	Beginning Activity of student (5')
<ul style="list-style-type: none"> • Enter the classroom, greeting, and introduce herself (well mannered and care value) • Check the student's attending list 	<ul style="list-style-type: none"> • Greeting (well mannered and care value) • Listen and respect the teacher

<p>(discipline and diligent value)</p> <ul style="list-style-type: none"> • Explain the Aim of learning that will be taught according to material in RPP • Ask student to introduce themselves and to tell about their vacation use their front camera for about 1 until 3 minutes, as a beginning evaluation. 	<ul style="list-style-type: none"> • Record their introduction and tell about vacation individually by using their phone for about 1 until 3 minutes.
<p>Main Activity of teacher (20')</p>	<p>Main activity of students (20')</p>
<ul style="list-style-type: none"> • To present the material about telling in recount text according to element and the structure • To divide the students into 5 groups that consist of 6 students • To give a chance to a student ask the material that was already presented by teacher by using comic webtoon • To ask 2 student's of each group to use their hand phone and to search link webtoon (m.webtoon.com/en), then choose comedy genre and choose the series <i>a better sweet</i> episode 132 with title <i>the end of the year</i>. • To ask the student to discuss about comic webtoon content in group and the teacher helps student in using comic webtoon in telling recount. • To ask student in group to retell the content of comic webtoon according to element and structure of recount text by turns • To do observation with English teacher 	<ul style="list-style-type: none"> • To listen the material explanation that is delivered by teacher • The student asks again if he/she confused explanation individually to the teacher • 2 Student uses hand phone to read comic webtoon's with their friend and the work sheet that give by teacher • Students discuss with group to tell the comic content according to element and structure of recount • Student tells about the comic content according to element and structure of recount text by turns and continually
<p>Main Activity of teacher (60')</p>	<p>Main Activity of students (60')</p>
<ul style="list-style-type: none"> • To ask student to present in front of class individually and tell about their new year experience according to structure and element of recount text for about 1 until 3 minutes as an evaluation. 	<ul style="list-style-type: none"> • Student's prepare plot of their new year experiences to present it in front of class in telling recount text for about 1 until 3 minute. • Students presents individually in front of class by turns

<ul style="list-style-type: none"> • Teacher is assisted by her partner in doing recording. • To give it evaluation with the English teacher 	
Closing Activity of teacher(5')	Closing Activity of students (5')
<ul style="list-style-type: none"> • To do feedback to student about the material that already explained • To discuss with students about their difficulty and present in front of class • To extend the next meeting lesson plan 	<ul style="list-style-type: none"> • To response/ to answer the teacher questions • Greeting

2. Second Meeting

Beginning Activity of teacher (5')	Beginning Activity of student (5')
<ul style="list-style-type: none"> • Enter the classroom, greeting, and introduce herself (well mannered and care value) • Check the student's attending list (discipline and diligent value) • Explain the Aim of learning that will be taught according to material in RPP • Ask student to introduce themselves and to tell about their vacation use their front camera for about 1 until 3 minutes, as a beginning evaluation. 	<ul style="list-style-type: none"> • Greeting (well mannered and care value) • Listen and respect the teacher • Record their introduction and tell about vacation individually by using their phone for about 1 until 3 minutes.
Main Activity of teacher (20')	Main activity of students (20')
<ul style="list-style-type: none"> • To present the material about telling in recount text according to element and the structure • To divide the students into 5 groups that consist of 6 students • To give a chance to a student ask the material that was already presented by teacher by using comic webtoon • To ask 2 student's of each group to use their hand phone and to search link webtoon (m.webtoon.com/en), then choose comedy genre and choose the series <i>as per usual</i> episode 13 with title <i>High School</i>. • To ask the student to discuss 	<ul style="list-style-type: none"> • To listen the material explanation that is delivered by teacher • The student asks again if he/ she confused explanation individually to the teacher • 2 Student uses hand phone to read comic webtoon's with their friend and the work sheet that give by teacher • Students discuss with group to tell the comic content according to element and structure of recount • Student tells about the comic content according to element and structure of recount text by turns and continually

<p>about comic webtoon content in group and the teacher helps student in using comic webtoon in telling recount.</p> <ul style="list-style-type: none"> • To ask student in group to retell the content of comic webtoon according to element and structure of recount text by turns • To do observation with English teacher 	
Main Activity of teacher (60')	Main Activity of students (60')
<ul style="list-style-type: none"> • To ask student to present in front of class individually and tell about their Junior high school experience according to structure and element of recount text for about 1 until 3 minutes as an evaluation. • Teacher is assisted by her partner in doing recording. • To give an evaluation with the English teacher 	<ul style="list-style-type: none"> • Student's prepare plot of their Junior high school experiences to present it in front of class in telling recount text for about 1 until 3 minute. • Students presents individually in front of class by turns
Closing Activity of teacher(5')	Closing Activity of students (5')
<ul style="list-style-type: none"> • To do feedback to student about the material that already explained • To discuss with students about before and after uses comic webtoon as teaching media • To express thankful 	<ul style="list-style-type: none"> • To response/ to answer the teacher questions • Greeting

J. Source/ Material/ Tool

- Worksheet
- Power point
- Laptop
- Modem/ wifi
- LCD
- Mobile phone/ ipad

K. Evaluation

Score	Speaking Aspect				
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation
4	Uses a variety of vocabulary and expressions	Uses a variety of structures with only occasional grammatical errors	Speaking smoothly, with little hesitation that does not interfere with communication	Stay on task and communicates effectively, almost always responds appropriately and always tries to develop and interaction	Pronunciation and accents intonation almost always very clear/ accurate
3	Uses a variety of vocabulary and expression, but makes some errors in word choice	Uses a variety of grammar structure, but makes some errors	Speaks with some hesitation, but it does not usually interfere with communication	Stay on task most of the time and communicate effectively, generally responds appropriately and keeps trying to develops the interaction	Pronunciation and accents intonation usually clear/ accurate with a problem few areas
2	Uses limited vocabulary and expressions	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors	Speaks with some hesitation, which often interferes with communication	Tries to communicate, but sometimes does not respond appropriately or clearly	Pronunciation and intonation errors sometimes use it difficult to understand the student.
1	Uses only basic vocabulary and expressions	Uses basic structures, makes frequently errors	Hesitates too often when speaking, which often interferes with communication	Purpose isn't clear, needs a lot help communicating, usually does not respond appropriately or clearly	Frequent problems with pronunciation and intonation

Talking Aspect, in adaptation from Brown (2003: 157) and rubric scoring in take from <http://www.pearsonlongman.com/ae/worldview/wvvideospeakingrubric.pdf>

L. evaluation Guidance

No.	Score	of score Total	Criteria
1.	4	35 - 40	Excellent
2.	3	25 - 34	Good
3.	2	15 - 24	Fair
4.	1	5 - 14	Poor

To know,
Mapel's Teacher English Language,

Surabaya, April 2016
Teacher class,

(_____)

(_____)

Indonesian Version:



**LEMBAR VALIDASI
RPP (RENCANA PELAKSANAAN PEMBELAJARAN)**

Nama Sekolah : SMA Muhammadiyah 1 Surabaya
 Mata Pelajaran : Bahasa Inggris
 Semester : Genap
 Materi Pembelajaran : Berbicara dalam Recount Text
 Nama Validator :
 Jabatan :

Pada lembar validasi ini saya mohon, kiranya Ibu memberikan penilaian untuk RPP(Rencana Pelaksanaan Pembelajaran) yang sudah saya susun untuk ditinjau ke validitasnya dari beberapa aspek.

A. Petunjuk

1. Kriteria penilaian adalah sebagai berikut; 1(Tidak valid), 2(Kurang valid), 3(Valid), 4(Sangat valid).
2. Untuk penilaian setiap aspek, berikan tanda √ pada kolom penilaian
3. Sebagai keterangan hasil kevaliditasan, berikan √ pada kolom penilaian (validasi)secara umum, sebagai berikut; A(Sangat baik), B(Baik), C(Cukup), D(Tidak baik)
4. Jika ada saran atau komentar, dapat di berikan secara tertulis di kolom akhir setelah penilaian setiap aspek

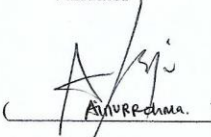
B. Penilaian setiap aspek

No.	Uraian	Validasi			
		1	2	3	4
1	Format RPP				
	1. Format sesuai dengan Silabus KTSP				✓
	2. RPP di tampilkan secara rapi dan sederhana				✓
2	Materi/ Isi RPP				
	1. Adanya kesesuaian dan kejelasan konsep dengan Standard Kompetensi(SK)dan Kompetensi Dasar(KD)				✓
	2. Indikator atau tujuan pembelajaran di jelaskan secara berurutan dan jelas			✓	
	3. Adanya penjelasan materi dengan metode yang di gunakan				✓
	4. Langkah-langkah pembelajaran di rumuskan secara jelas dan mudah di mengerti				✓
3	Bahasa dan Tulisan				

	1. Menggunakan Bahasa Indonesia secara Baik dan Benar sesuai Ejaan yang di sempurnakan(EYD)				✓
	2. Bahasa yang di tuliskan mudah di pahami dan di mengerti				✓
	3. Bahasa yang di gunakan bersifat komunikatif				✓
4	Waktu				
	1. Adanya kesesuaian dan kejelasan langkah-langkah pembelajaran dengan estimasi waktu yang di sediakan				✓
5	Metode				
	1. Adanya dukungan metode untuk pencapaian indikator secara jelas				✓
	2. Adanya dukungan strategi untuk pencapaian indikator				✓
6	Alat dan Sarana				
	1. Adanya kesesuaian Alat dan sarana dengan Materi pembelajaran				✓
7	Penilaian (Validasi) secara umum	A	B	C	D
	1. Penilaian terhadap RPP				

C. Saran dan Komentar

Surabaya, 12 April 2016
Validator


(Anurpradana.)

LEMBAR VALIDASI
RPP (RENCANA PELAKSANAAN PEMBELAJARAN)

Nama Sekolah : SMA Muhammadiyah 1 Surabaya
 Mata Pelajaran : Bahasa Inggris
 Semester : Genap
 Materi Pembelajaran : Berbicara dalam Recount Text
 Nama Validator :
 Jabatan :

Pada lembar validasi ini saya mohon, kiranya Ibu memberikan penilaian untuk RPP(Rencana Pelaksanaan Pembelajaran) yang sudah saya susun untuk ditinjau ke validitasnya dari beberapa aspek.

A. Petunjuk

1. Kriteria penilaian adalah sebagai berikut; 1(Tidak valid), 2(Kurang valid), 3(Valid), 4(Sangat valid).
2. Untuk penilaian setiap aspek, berikan tanda √ pada kolom penilaian
3. Sebagai keterangan hasil kevaliditasan, berikan √ pada kolom penilaian (validasi)secara umum, sebagai berikut; A(Sangat baik), B(Baik), C(Cukup), D(Tidak baik)
4. Jika ada saran atau komentar, dapat di berikan secara tertulis di kolom akhir setelah penilaian setiap aspek


B. Penilaian setiap aspek

No.	Uraian	Validasi			
		1	2	3	4
1	Format RPP				
	1. Format sesuai dengan Silabus KTSP				✓
	2. RPP di tampilkan secara rapi dan sederhana				✓
2	Materi/ Isi RPP				
	1. Adanya kesesuaian dan kejelasan konsep dengan Standard Kompetensi(SK)dan Kompetensi Dasar(KD)				✓
	2. Indikator atau tujuan pembelajaran di jelaskan secara berurutan dan jelas				✓
	3. Adanya penjelasan materi dengan metode yang di gunakan				✓
	4. Langkah-langkah pembelajaran di rumuskan secara jelas dan mudah di mengerti				✓
3	Bahasa dan Tulisan				

	1. Menggunakan Bahasa Indonesia secara Baik dan Benar sesuai Ejaan yang di sempurnakan(EYD)				✓
	2. Bahasa yang di tuliskan mudah di pahami dan di mengerti				✓
	3. Bahasa yang di gunakan bersifat komunikatif				✓
4	Waktu				
	1. Adanya kesesuaian dan kejelasan langkah-langkah pembelajaran dengan estimasi waktu yang di sediakan				✓
5	Metode				
	1. Adanya dukungan metode untuk pencapaian indikator secara jelas				✓
	2. Adanya dukungan strategi untuk pencapaian indikator				✓
6	Alat dan Sarana				
	1. Adanya kesesuaian Alat dan sarana dengan Materi pembelajaran				✓
7	Penilaian (Validasi) secara umum	A	B	C	D
	1. Penilaian terhadap RPP	✓			

C. Saran dan Komentar

Surabaya, 12 April 2016
Validator


Armeria Wyaya, S.S., M.Pd.

Indonesian version:

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
SMA MUHAMMADIYAH 1 SURABAYA

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : X-5/ 2
Alokasi Waktu : 4 x 45 menit (2 x pertemuan)
Topik pembelajaran : Recount text

A. Standard Kompetensi (SK)

Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative, dan procedure sederhana dalam konteks kehidupan sehari-hari.

Kompetensi Dasar (KD)

- 4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk recount.

B. Indikator Pencapaian Kompetensi

1. Menyusun teks sesuai unsur dan struktur recount.
2. Melatih kemampuan berbicara sesuai unsur dan struktur recount
3. Menampilkan kemampuan berbicara dalam bercerita sesuai unsur dan struktur recount

C. Nilai Budaya dan Karakter Bangsa

- Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli social, tanggung jawab.

D. Kewirausahaan/ Ekonomi Kreatif

1. Percaya diri (Keteguhan hati, optimis)
2. Berorientasi pada tugas (bermotivasi, tekun/ tabah, bertekad, enerjik)
3. Pengambil resiko (suka tantangan, mampu memimpin)
4. Orientasi ke masa depan (punya perspektif untuk masa depan)

E. Tujuan pembelajaran

Pada akhir pembelajaran, siswa di harapkan mampu:

1. Menyusun cerita sesuai *generic structure* dan *language feature Recount text*
2. Mengetahui penggunaan *Past tense* dalam teks recount
3. Bercerita dengan menggunakan media komik webtoon
4. Menampilkan kemampuan berbicara dalam bercerita sesuai *generic structure* dan *language feature Recount text*

F. Materi Pokok

1. Terlampir

G. Metode Pembelajaran/ Teknik:

1. Metode Pembelajaran Kooperatif tipe STAD (Student Team Achievement Division).
- Metode ini biasanya di gunakan dalam mengajarkan metode baru dan di bentuk dalam kelompok yang terdiri dari siswa yang berkemampuan tinggi, sedang, dan rendah, tujuannya agar siswa yang berkemampuan tinggi dapat membantu temannya yang berkemampuan sedang dan rendah.

H. Strategi Pembelajaran

Tatap Muka

- Mendengarkan presentasi guru kelas tentang unsur dan stuktur berbicara dalam recount
- Membahas struktur dalam recount
- Bertanya jawab tentang berbicara recount

Terstruktur

- Dengan kelompok, siswa di beri tugas untuk memakai handphone pribadi dan mencari webtoon komik series yang sudah peneliti sarankan
- Membacakan dan membahas isi komik tersebut bersama kelompok
- Dengan kelompok membahas unsure dan struktur yang di gunakan dalam recount
- Dengan kelompok menceritakan kembali tentang jalan cerita pada komik webtoon yang di gunakan

Mandiri

- Siswa menunjukan/ tampil secara individu di depan kelas dalam bercerita tentang recount

I. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan pertama

Kegiatan Awal Guru kelas (5')	Kegiatan Awal Siswa (5')
<ul style="list-style-type: none">• Memasuki ruang kelas, mengucapkan salam, dan memperkenalkan diri (nilai santun dan peduli)• Mengecek daftar kehadiran siswa (nilai disiplin dan rajin)• Menyampaikan Tujuan pembelajaran yang akan di ajarkan sesuai bahan ajar RPP• Meminta siswa melakukan berbicara dalam memperkenalkan diri dan bercerita tentang liburan dengan menggunakan kamera depan HP Pribadi masing-masing selam 1 sampai 3 menit, sebagai penilaian awal.	<ul style="list-style-type: none">• Menjawab salam (nilai santun dan peduli)• Mendengarkan dan menghormati• Melakukan perekaman secara individu dengan menggunakan Kamera depan HP Pribadi, dalam memperkenalkan diri dan bercerita tentang liburan selama 1 sampai 3 menit.
Kegiatan Inti Guru kelas (20')	Kegiatan Inti Siswa (20')
<ul style="list-style-type: none">• Mempresentasikan materi tentang berbicara dalam recount sesuai unsur dan strukturnya• Membagi siswa menjadi 5 kelompok masing-masing terdiri dari 6 orang• Memberikan kesempatan kepada siswa untuk menanyakan materi yang sudah di presentasikan oleh guru kelas dengan menggunakan komik webtoon• Meminta 2 orang siswa dalam masing-	<ul style="list-style-type: none">• Mendengarkan penjelasan materi yang di sampaikan guru kelas• Secara mandiri dalam berkelompok, siswa menanyakan kembali jika masih belum jelas dengan penjelasan guru kelas• 2 Siswa menggunakan handphone untuk membaca komik webtoon bersama rekannya dan lembar kerja yang di berikan oleh guru kelas

<p>masing kelompok untuk menggunakan handphone pribadi dan mencari link webtoon yaitu m.webtoon.com/en, lalu memilih genre komedi dan pilih series <i>a better sweet</i> episode 132 yang berjudul <i>the end of the year</i>.</p> <ul style="list-style-type: none"> • Meminta siswa secara berkelompok untuk berdiskusi tentang isi cerita komik webtoon dan guru kelas membantu siswa dalam cara menggunakan komik webtoon dalam berbicara recount • Meminta siswa dalam kelompok untuk secara bergantian untuk menceritakan kembali isi cerita dalam webtoon dengan menggunakan unsur dan struktur recount • Melakukan pengamatan bersama guru mata pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> • Siswa berdiskusi dengan kelompok untuk bercerita isi komik sesuai unsur dan struktur recount • Siswa bercerita tentang isi komik sesuai unsur dan struktur recount secara bergantian dan sambung menyambung
Kegiatan Inti Guru Kelas (60')	Kegiatan Inti Siswa (60')
<ul style="list-style-type: none"> • Meminta siswa untuk tampil berbicara di depan kelas secara individu dan bergantian dalam bercerita tentang pengalaman pada tahun baru sesuai struktur dan unsur recount text selama 1 sampai 3 menit sebagai penilaian evaluasi. • Guru kelas di bantu oleh rekan dalam melakukan perekaman. • Memberikan penilaian bersama guru mata pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> • Siswa menyiapkan jalan cerita tentang pengalaman tahun baru yang ingin di sampaikan di depan kelas dalam berbicara dalam recount text selama 1 sampai 3 menit. • Siswa tampil secara individu dan bergantian di depan kelas
Kegiatan Akhir Guru kelas (5')	Kegiatan Akhir Siswa (5')

<ul style="list-style-type: none"> • Melakukan umpan balik kepada siswa tentang materi yang sudah di jelaskan • Berdiskusi dengan siswa tentang kesulitan yang di hadapi pada saat berbicara dan tampil di depan kelas • Menyampaikan rencana pembelajaran untuk pertemuan selanjutnya 	<ul style="list-style-type: none"> • Merespon/ menjawab pertanyaan yang disampaikan oleh guru kelas • Merespon salam guru
---	---

2. Pertemuan kedua

Kegiatan Awal Guru Kelas (5')	Kegiatan Awal Siswa (5')
<ul style="list-style-type: none"> • Memasuki ruang kelas dan mengucapkan salam, (nilai santun dan peduli) • Mengecek daftar kehadiran siswa (nilai disiplin dan rajin) • Menyampaikan Tujuan pembelajaran yang akan di ajarkan sesuai bahan ajar RPP • Meminta siswa melakukan berbicara dalam memperkenalkan diri dan bercerita tentang pengalaman pada saat ulang tahun, dengan menggunakan kamera depan HP Pribadi masing-masing selama 1 sampai 3 menit, sebagai penilaian awal. 	<ul style="list-style-type: none"> • Menjawab salam (nilai santun dan peduli) • Mendengarkan dan menghormati • Melakukan perekaman secara individu dengan menggunakan Kamera depan HP Pribadi, dalam memperkenalkan diri dan bercerita tentang pengalaman pada saat ulang tahun selama 1 sampai 3 menit.
Kegiatan Inti Guru kelas (20')	Kegiatan Inti Siswa (20')
<ul style="list-style-type: none"> • Mempresentasikan materi tentang berbicara dalam recount sesuai unsur dan strukturnya • Membagi siswa menjadi 5 kelompok masing-masing terdiri dari 6 orang • Memberikan kesempatan kepada siswa 	<ul style="list-style-type: none"> • Mendengarkan penjelasan materi yang di sampaikan guru kelas • Secara mandiri dalam berkelompok, siswa menanyakan kembali jika masih belum jelas dengan penjelasan guru kelas

<p>untuk menanyakan materi yang sudah di presentasikan oleh peneliti dengan menggunakan komik webtoon</p> <ul style="list-style-type: none"> • Meminta siswa untuk menggunakan handphone pribadi dan mencari link webtoon yaitu m.webtoon.com/en, lalu memilih genre komedi dan pilih series <i>as per usual</i> episode 13 yang berjudul <i>High School</i>. • Meminta siswa secara berkelompok untuk berdiskusi tentang isi cerita komik webtoon dan peneliti membantu siswa dalam cara menggunakan komik webtoon dalam berbicara recount • Meminta siswa dalam kelompok untuk secara bergantian untuk menceritakan kembali isi cerita dalam webtoon dengan menggunakan unsur dan struktur recount • Melakukan pengamatan bersama guru mata pelajaran Bahasa Inggris 	<ul style="list-style-type: none"> • 2 orang Siswa dalam masing-masing kelompok menggunakan handphone untuk membaca komik webtoon bersama rekannya dan worksheet yang di berikan oleh guru kelas. • Siswa berdiskusi dan menyusun jalan cerita dengan kelompok untuk bercerita isi komik sesuai unsur dan struktur recount • Siswa bercerita tentang isi komik sesuai unsur dan struktur recount secara bergantian dan sambung menyambung
Kegiatan Inti Guru kelas (60')	Kegiatan Inti Siswa (60')
<ul style="list-style-type: none"> • Meminta siswa untuk tampil berbicara di depan kelas secara individu dan bergantian tentang pengalaman dalam masa SMP sesuai unsur dan stuktur recount selama 1 sampai 3 menit sebagai penilaian evaluasi. • Guru kelas di bantu oleh rekan dalam melakukan perekaman. • Memberikan penilaian bersama guru mata pelajaran Bahasa Inggris. 	<ul style="list-style-type: none"> • Siswa menyiapkan jalan cerita tentang pengalaman pada masa SMP yang ingin di sampaikan di depan kelas dalam unsur dan struktur recount selama 1 sampai 3 menit. • Siswa tampil secara individu dan bergantian di depan kelas
Kegiatan Akhir Guru kelas (5')	Kegiatan Akhir Siswa (5')

<ul style="list-style-type: none"> • Melakukan umpan balik kepada siswa tentang materi yang sudah di jelaskan • Berdiskusi dengan siswa tentang sebelum dan sesudah menggunakan media komik webtoon • Menyampaikan ucapan terima kasih 	<ul style="list-style-type: none"> • Merespon/ menjawab pertanyaan yang disampaikan oleh peneliti • Merespon ungkapan terima kasih/ salam penutup
---	---

J. Sumber/ Bahan/ Alat

- Worksheet
- Power point
- Laptop
- Modem/ wifi
- LCD
- Mobile phone/ ipad

K. Penilaian

Score	Speaking Aspect				
	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation
4	Uses a variety of vocabulary and expressions	Uses a variety of structures with only occasional grammatical errors	Speaking smoothly, with little hesitation that does not interfere with communication	Stay on task and communicates effectively, almost always responds appropriately and always tries to develop and interaction	Pronunciation and intonation are almost always very clear/ accurate
3	Uses a variety of vocabulary and expression, but makes some errors in word choice	Uses a variety of grammar structure, but makes some errors	Speaks with some hesitation, but it does not usually interfere with communication	Stay on task most of the time and communicate effectively, generally responds appropriately and keeps trying to develops the interaction	Pronunciation and intonation are usually clear/ accurate with a few problem areas
2	Uses limited vocabulary and expressions	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors	Speaks with some hesitation, which often interferes with communication	Tries to communicate, but sometimes does not respond appropriately or clearly	Pronunciation and intonation errors sometimes make it difficult to understand the student.

1	Uses only basic vocabulary and expressions	Uses basic structures, makes frequently errors	Hesitates too often when speaking, which often interferes with communication	Purpose isn't clear, needs a lot help communicating, usually does not respond appropriately or clearly	Frequent problems with pronunciation and intonation
---	--	--	--	--	---

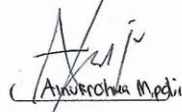
Aspek berbicara, di adaptasi dari Brown (2003: 157) dan rubric skoring di ambil dari <http://www.pearsonlongman.com/ae/worldview/wvvideospeakingrubric.pdf>

L. Pedoman penilaian

No.	Score	Total of score	Criteria
1.	4	35 - 40	Excellent
2.	3	25 - 34	Good
3.	2	15 - 24	Fair
4.	1	5 - 14	Poor

Mengetahui,

Guru Mapel Bahasa Inggris,


(Anusrochua M. Padi)

Surabaya, 14 April 2016

Guru kelas,


(Hayu Citra Ningrat)

English Version:

**VALIDATION SHEET
LKS (STUDENTS WORKSHEET)**

School Name : Muhammadiyah 1 Senior High School of Surabaya
 Lesson : English
 Semester : Even
 Material : To talk in Recount Text
 Validator's Name :
 Profession :

To this validation sheet, I beg to the validator to evaluate the RPP (Lesson Plan) that was already arranged to be surveyed the validation from some aspects.

A. Guidance

1. Evaluation Criteria is as follow; 1(Not valid), 2(Less valid), 3(Valid), 4(Very valid).
2. To evaluate every aspect, give a sign \surd on evaluation column
3. As validation result put sign \surd to evaluation column (validation) in general, as followed; A (Very good), B (Good), C (Enough), D (Not good)
4. If there is a suggestion or commentary, write on the last column after every aspect evaluation.

B. Every aspect evaluation

No.	Detail	Validation			
		1	2	3	4
1	LKS's Format				
	1. According to the material division 2. LKS was designed neatly and interesting				
2	Material/ LKS's Content				
	1. The compatibility between content with KTSP curriculum and RPP 2. The compatibility between content and the guide book that used 3. The compatibility between content and the aim of learning 4. The compatibility between content with material and method that used 5. The compatibility of content in improving the speaking skill of performers				
3	Display				
	1. The Comic Picture is showed interestingly and clearly				
4	Evaluation (Validation) in general	A	B	C	D
	1. Evaluation of LKS				

C. Suggestion and Commentary

Surabaya, April 2016
Validator

(_____)

Indonesian Version:

**LEMBAR VALIDASI
LKS (LEMBAR KERJA SISWA)**

Nama Sekolah : SMA Muhammadiyah 1 Surabaya
 Mata Pelajaran : Bahasa Inggris
 Semester : Genap
 Materi Pembelajaran : Berbicara dalam Recount Text
 Nama Validator : Armeria Wiyaya, S.S., M.Pd.
 Jabatan : Dosen

Pada lembar validasi ini saya mohon, kiranya Ibu memberikan penilaian untuk LKS(Lembar Kerja Siswa) yang sudah saya susun untuk ditinjau ke validitasnya dari beberapa aspek.

A. Petunjuk

1. Kriteria penilaian adalah sebagai berikut; 1(Tidak valid), 2(Kurang valid), 3(Valid), 4(Sangat valid).
2. Untuk penilaian setiap aspek, berikan tanda √ pada kolom penilaian
3. Sebagai keterangan hasil kevaliditasan, berikan √ pada kolom penilaian (validasi)secara umum, sebagai berikut; A(Sangat baik), B(Baik), C(Cukup), D(Tidak baik)
4. Jika ada saran atau komentar, dapat di berikan secara tertulis di kolom akhir setelah penilaian setiap aspek

B. Penilaian setiap aspek

No.	Uraian	Validasi			
		1	2	3	4
1	Format LKS				
	1. Sesuai dengan pembagian materi				✓
	2. LKS di tampilkan secara rapi dan menarik				✓
2	Materi/ Isi LKS				
	1. Adanya kesesuaian isi dengan Kurikulum KTSP dan RPP				✓
	2. Adanya kesesuaian isi dengan buku ajar yang di gunakan			✓	
	3. Adanya kesesuaian isi dengan tujuan pembelajaran				✓
	4. Adanya kesesuaian isi dengan materi dan metode pembelajaran yang di gunakan				✓
	5. Adanya kesesuaian isi dalam pengembangan Performans berbicara			✓	
3	Tampilan				
	1. Gambar Komik yang di tampilkan secara menarik				✓

	dan jelas				
7	Penilaian (Validasi) secara umum	A	B	C	D
	1. Penilaian terhadap LKS		✓		

C. Saran dan Komentar

Surabaya, 12 Maret 2016
Validator



Armeria Wjaya, S.S., M.Pd.

WORKSHEET

Standard Kompetensi (SK):

Berbicara

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk *recount*, *narrative*, dan *procedure* sederhana dalam konteks kehidupan sehari-hari.

Kompetensi Dasar (KD):

- 4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan raga bahasa lisan secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: *recount*,

Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa di harapkan mampu:

1. Menyusun cerita sesuai *generic structure* dan *language feature Recount text*
2. Menggunakan *Past tense* dalam menyusun teks *recount*
3. Bercerita tentang teks *recount* menggunakan media komik
4. Menampilkan kemampuan berbicara dalam bercerita teks *recount* sesuai *generic structure* dan *language feature*

Kelas : X-5

Semester : Genap

Instruksi :

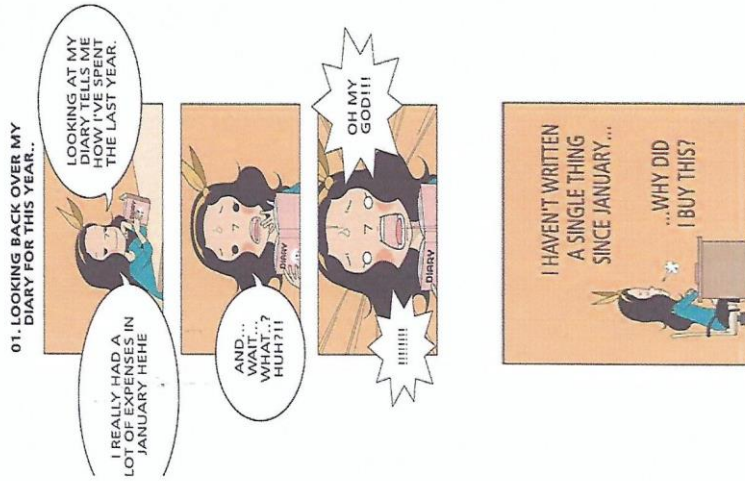
1. Pakailah HP untuk mencari link m.webtoon.com/en dalam google chrome, pilihlah genre Comedy, lalu carilah komik series "a better sweet" episode 132 berjudul *the end of the year* dan "As per usual" episode 13 berjudul *high school*
2. Bacalah secara seksama percakapan dalam komik *webtoon*
3. Pakailah kamus untuk membantu mengartikan, jika terdapat kata yang sulit dalam percakapan
4. Diskusikan bersama kelompok untuk menyusun jalan cerita sesuai komik *webtoon* yang di gunakan
5. Tulislah rangkaian cerita komik *webtoon* yang digunakan sesuai *generic structure* dan *language feature recount text*
6. Tampilkan secara bergantian untuk bercerita sesuai rangkaian cerita komik *webtoon* yang sudah di buat.

Tuliskan rangkaian cerita komik webtoon *A bitter sweet episode ke 132* yang berjudul *"the end of the year"*

sesuai *generic structure dan language feature recount text* dalam table di bawah ini.

Nama Anggota kelompok:	
Orientation	
Event	
Re-orientation	

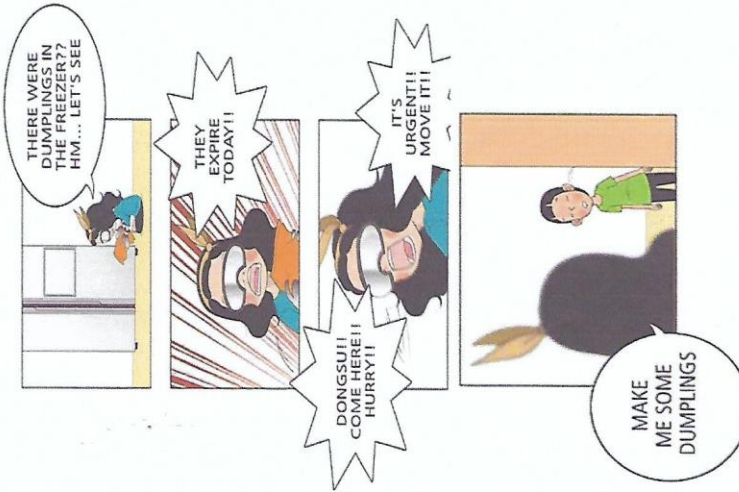
a webtoon comic picture of "the end of the year" A bitter sweet
132nd episode, Taken from m.webtoon.com/en



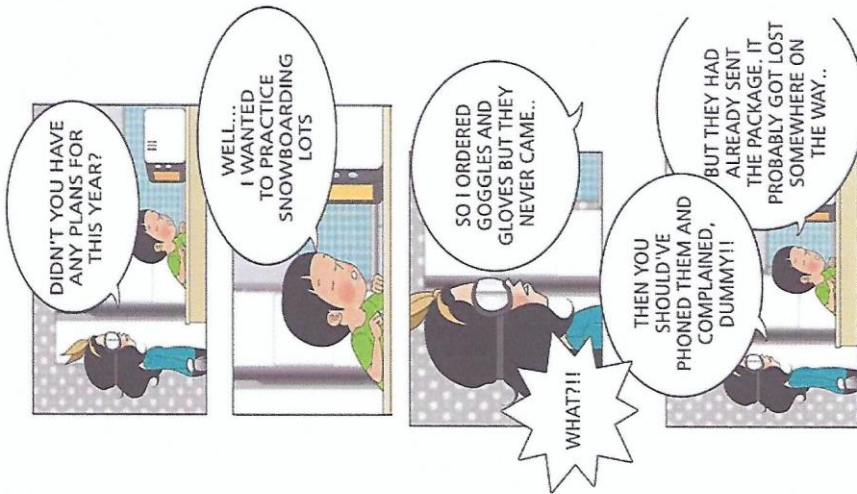
02. CLEANING OUT MY CLOSET



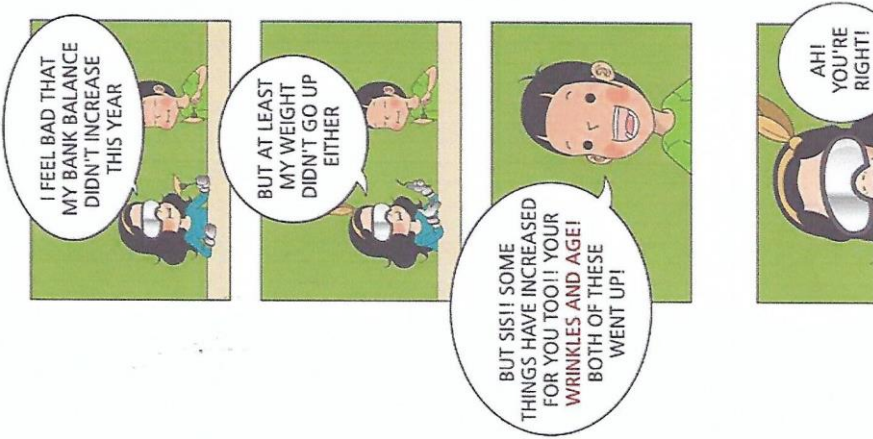
03. CLEANING OUT THE FRIDGE

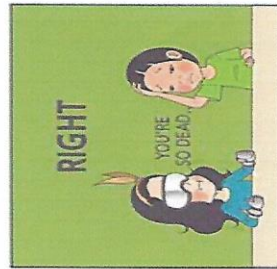
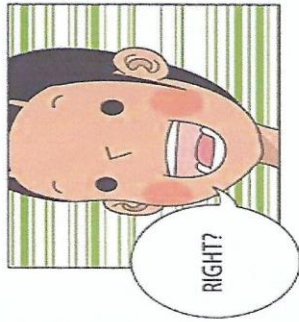


04. DONGSU'S PLANS

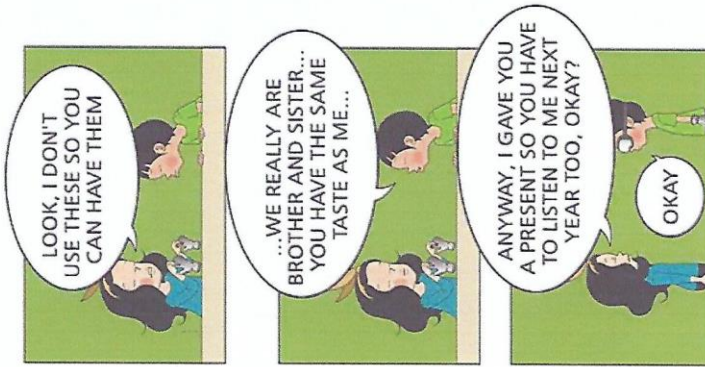


05. RIGHT! RIGHT? RIGHT~





06. A ONE-YEAR-LATE PACKAGE





SEE YOU IN THE NEW YEAR.



Tuliskan rangkaian cerita komik Webtoon *As per usual episode ke 13* yang berjudul "*High School*" sesuai *generic structure dan language feature recount text* dalam table di bawah ini.

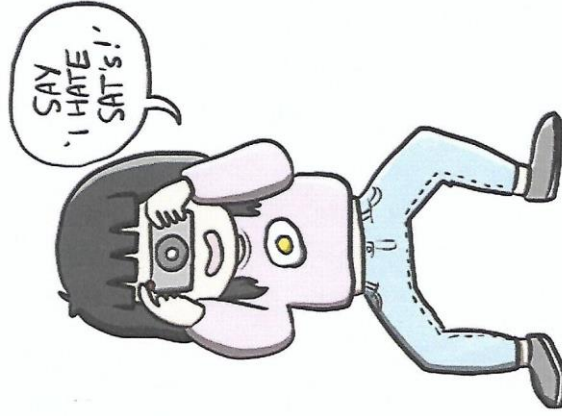
Nama Anggota kelompok:	
Orientation	
Event	
Re-orientation	

a webtoon comic picture of "High School"
As per usual 13th episode, Taken from m.webtoon.com/en

AS PER USUAL

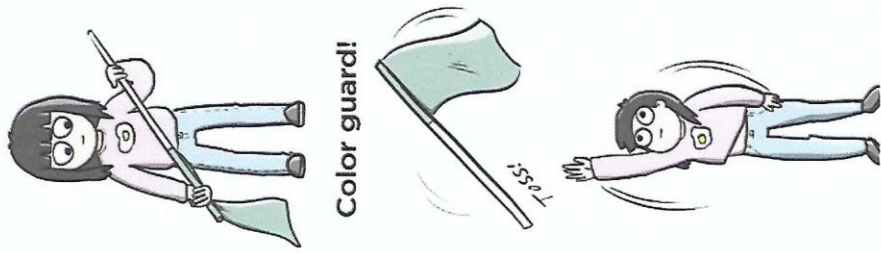
BY DAMI LEE

In high school, I did a lot of
~extracurricular activities~



Yearbook editor!

In high school, I did a lot of
~extracurricular activities~



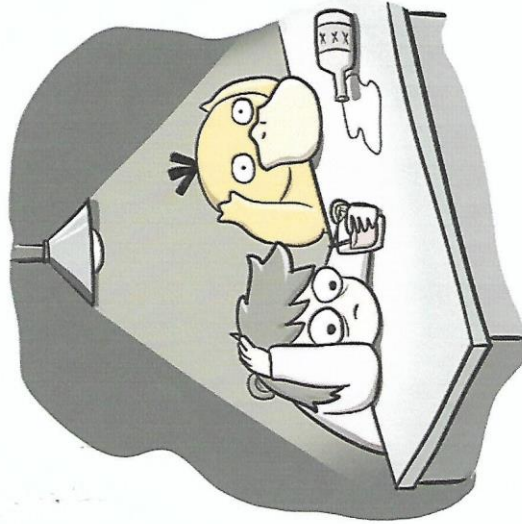
Color guard!



Marching band drum major!



But it's important to remember that who you are in high school doesn't dictate who you'll be for the rest of your life!



English Version:

VALIDATION SHEET QUESTIONNAIRE

School Name : Muhammadiyah 1 Senior High School of Surabaya
 Lesson : English
 Semester : Even
 Material : To talk in Recount Text
 Validator's Name :
 Profession :

To this validation sheet, I beg to the validator to evaluate the RPP (Lesson Plan) that was already arranged to be surveyed the validation from some aspects.

A. Guidance

1. Evaluation Criteria is as follow; 1(Not valid), 2(Less valid), 3(Valid), 4(Very valid).
2. To evaluate every aspect, give a sign \surd on evaluation column
3. As validation result put sign \surd to evaluation column (validation) in general, as followed; A (Very good), B (Good), C (Enough), D (Not good)
4. If there is a suggestion or commentary, write on the last column after every aspect evaluation.

B. Evaluation Aspect

No.	Detail	Validation			
		1	2	3	4
1.	Questionnaire				
	1. Question divisions was clear 2. Showed simply				
2.	Questionnaire Content				
	1. The Questions are suitable in learning process scope 2. The Question are suitable in strategy process scope and learning method 3. The Question with the aim of learning 4. The Questions are arranged based on the learning process				
3.	Language and Written				
	1. The written language is based on EYD 2. Using Language that easily to understand by student				
4.	Evaluation (Validation) in general	A	B	C	D
	1. Evaluation of Questionnaire				

C. Suggestion and Commentary

Surabaya, April 2016

Validator

(_____)

English Version:

QUESTIONNAIRE
EVALUATION STUDYING OF PERFORMANS TO TALK IN RECOUNT
TEXT

School Name : Muhammadiyah 1 Senior High School of Surabaya
Lesson : English
Material : Recount Text
Semester : Even
Class : X-5

Guidance:

1. Give evaluation or sign \surd in every question
2. Criteria's as score followed as; 1 (very less), 2 (less), 3 (Enough), 4 (Good), and 5 (Very good)
3. Write the suggestion in the last column after Questionnaire's evaluation

I.

No	Decomposing	Skoring				
		1	2	3	4	5
1.	How your evaluation about the material explanation that is is gave by teacher while learning process.					
2.	How your evaluation about choosing the webtoon comic that used					
3.	How your evaluation about to your speaking skill in telling a recount text before using webtoon media					
4.	How your evaluation about to your speaking skill in telling a recount text after using webtoon media					
5.	How your evaluation about in using webtoon comic to improve the learning process in speaking skill about recount text					

II. Suggestion and Commentary

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Indonesian Version:

**LEMBAR VALIDASI
KUESIONER**

Nama Sekolah : SMA Muhammadiyah 1 Surabaya
 Mata Pelajaran : Bahasa Inggris
 Semester : Genap
 Materi Pembelajaran : Berbicara dalam Recount Text
 Nama Validator : Armeria wyaya, S.S., M.Pd.
 Jabatan : Dosen

Pada lembar validasi ini saya mohon, kiranya Ibu memberikan penilaian untuk Kuisisioner yang sudah saya susun untuk ditinjau ke validitasnya dari beberapa aspek.

A. Petunjuk

1. Kriteria penilaian adalah sebagai berikut; 1(Tidak valid), 2(Kurang valid), 3(Valid), 4(Sangat valid).
2. Untuk penilaian setiap aspek, berikan tanda √ pada kolom penilaian
3. Sebagai keterangan hasil kevaliditasan, berikan √ pada kolom penilaian (validasi) secara umum, sebagai berikut; A(Sangat baik), B(Baik), C(Cukup), D(Tidak baik)
4. Jika ada saran atau komentar, dapat di berikan secara tertulis di kolom akhir setelah penilaian setiap aspek

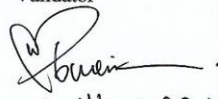
B. Aspek Penilaian

No.	Uraian	Validasi			
		1	2	3	4
1.	Format Kuisisioner				
	1. Kejelasan pembagian pertanyaan				✓
	2. Di tampilkan secara sederhana				✓
2.	Isi Kuisisioner				
	1. Pertanyaan sesuai dalam lingkup proses pembelajaran			✓	
	2. Pertanyaan sesuai dalam lingkup proses strategi dan metode pembelajaran			✓	
	3. Pertanyaan sesuai dengan tujuan pembelajaran			✓	
	4. Pertanyaan di urutkan sesuai dengan proses pembelajaran			✓	
3.	Bahasa dan Tulisan				
	1. Penulisan bahasa sesuai Ejaan yang di sempurnakan(EYD)				✓
	2. Menggunakan Bahasa yang mudah di mengerti dan di pahami oleh siswa				✓
4.	Penilaian (Validasi) secara umum	A	B	C	D

	1. Penilaian terhadap kuesioner		✓		
--	---------------------------------	--	---	--	--

C. Saran dan Komentar

Surabaya, 12 April 2016
Validator


Armeria Wijaya, S.S., M.Pd.

Indonesian Version:

KUESIONER
EVALUASI METODE PEMBELAJARAN DALAM PERFORMANS BERBICARA
DALAM RECOUNT TEXT

Nama Sekolah : SMA Muhammadiyah 1 Surabaya
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Recount Text
Semester : Genap
Kelas : X-5

Petunjuk:

1. Berikan penilaian atau tanda \surd dalam setiap pertanyaan
2. Kriteria skor sebagai berikut; 1 (sangat kurang), 2 (kurang), 3 (Cukup), 4 (Baik), dan 5 (Sangat baik)
3. Berikan alasan secara tertulis di kolom akhir setelah penilaian kuesioner

I.

No	Uraian	Skoring				
		1	2	3	4	5
1.	Bagaimana penilaian anda tentang penyampaian materi yang di sampaikan guru kelas pada saat proses pembelajaran.					
2.	Bagaimana penilaian anda tentang pilihan komik webtoon yang di gunakan.					
3.	Bagaimana penilaian anda terhadap kemampuan berbicara anda dalam bercerita tentang recount text sebelum menggunakan media webtoon					
4.	Bagaimana penilaian anda terhadap kemampuan berbicara anda dalam bercerita tentang recount text setelah menggunakan media webtoon					
5.	Bagaimana penilaian anda dalam menggunakan media komik webtoon untuk proses peningkatan pembelajaran dalam kemampuan bercerita tentang recount text.					

II. Saran dan Komentar

--

English Version:

OBSERVATION SHEET
STUDYING OF PERFORMER IN TELLING RECOUNT TEXT BY
USING WEBTOON'S MEDIA

Name : Hay Citra Ningrat
Day, Date : Thursday, 19 April 2016
Lesson : English
Time to : 5 and 6
Meeting : Second
Class : X-5
Material : Recount Text

Guidance:

1. To evaluate every aspect, give a sign \checkmark on evaluation column
2. As validation result put sign \checkmark to evaluation column (validation) in general, as followed; A (Very good), B (Good), C (Enough), D (Not good)
3. If there is a suggestion or commentary, write on the last column after every aspect evaluation.

Evaluation:

No.	Aspect	Indicator	Skor				
			1	2	3	4	5
1.	To extend RPP and to prepare the student	<ul style="list-style-type: none">• Teacher's greeting (well mannered value)• Teacher checks attending list of student• Teacher explains the aim of learning according to RPP• Teacher prepares the student in pre test					
2.	To present the material	<ul style="list-style-type: none">• Teacher presents the learning material about recount text by using power point clearly• Teacher explains the learning material of are recount text					
3.	To guide Student	<ul style="list-style-type: none">• Teacher prepares the material as media or treatment in learning					

		<ul style="list-style-type: none"> • Teacher gives a in treatment's giving learning 					
4.	To prepare student	<ul style="list-style-type: none"> • Teacher prepares student in evaluation test • Teacher can arrange the presentations time for every student 					
5.	To check the comprehension and to give feedback	<ul style="list-style-type: none"> • Teacher learning asks to student about the learning material that already be presented, to know student's comprehension • Teacher give feedback in activity that had done 					
Evaluation in general			A	B	C	D	

II. Suggestion or commentary

Surabaya, April 2016
Observer

(_____)

LEMBAR OBSERVASI

PEMBELAJARAN DALAM PERFORMANS BERBICARA RECOUNT TEXT MENGUNAKAN MEDIA WEBTOON

Nama : Hay Citra Ningrat
 Hari, Tanggal : Kamis, 14 April 2016
 Mata Pelajaran : Bahasa Inggris
 Jam ke : 5 dan 6
 Pertemuan : Pertama
 Kelas : X-5
 Materi : Recount Text

Petunjuk:

1. Untuk penilaian setiap aspek, berikan tanda \checkmark pada setiap kolom indikator
2. Kriteria skor sebagai berikut; 1 (sangat kurang), 2 (kurang), 3 (Cukup), 4 (Baik), dan 5(Sangat baik)
3. Sebagai keterangan hasil penilaian secara umum, sebagai berikut; A(Sangat baik), B(Baik), C(Cukup), D(Tidak baik)
4. Jika ada saran atau komentar, dapat di berikan secara tertulis di kolom akhir setelah penilaian.

I. Penilaian

No.	Aspek	Indikator	Skor				
			1	2	3	4	5
1.	Menyampaikan RPP dan menyiapkan siswa	<ul style="list-style-type: none"> • Guru kelas memberi salam (nilai sopan santun) • Guru kelas mengecek daftar hadir siswa • Guru kelas menjelaskan tujuan pembelajaran sesuai dengan RPP • Guru kelas menyiapkan siswa dalam tes awal dengan baik 				\checkmark	
2.	Mempresentasikan materi pembelajaran	<ul style="list-style-type: none"> • Guru kelas mempersentasikan materi pembelajaran tentang Recount text menggunakan power point dengan jelas • Guru kelas menyajikan materi pembelajaran Recount text sesuai urutan 				\checkmark	
3.	Membimbing Siswa	<ul style="list-style-type: none"> • Guru kelas menyiapkan bahan 				\checkmark	

		sebagai media atau treatment dalam pembelajaran <ul style="list-style-type: none"> Guru kelas memberi bimbingan selama pemberian treatment pembelajaran 					✓	
4.	Menyiapkan siswa	<ul style="list-style-type: none"> Guru kelas menyiapkan siswa dalam tes evaluasi dengan baik Guru kelas dapat mengatur waktu penampilan setiap siswa dengan baik 					✓	✓
5.	Mengecek pemahaman dan memberikan umpan balik	<ul style="list-style-type: none"> Guru kelas menanyakan kepada siswa tentang materi pembelajaran yang sudah di persentasikan, untuk mengetahui pemahaman siswa Guru kelas memberikan umpan balik terhadap kegiatan yang telah di lakukan 					✓	✓
Penilaian secara umum			A	B	C	D		

II. Saran atau komentar

lebih di tingkatkan untuk Volume Suara.

Surabaya, 19 April 2016

Observer

(*A. Anwarhuda*)

LEMBAR OBSERVASI
PEMBELAJARAN DALAM PERFORMANS BERICARA RECOUNT TEXT
MENGGUNAKAN MEDIA WEBTOON

Nama : Hay Citra Ningrat
 Hari, Tanggal : Selasa, 19 April 2016
 Mata Pelajaran : Bahasa Inggris
 Jam ke : 5 dan 6
 Pertemuan : Kedua
 Kelas : X-5
 Materi : Recount Text

Petunjuk:

1. Untuk penilaian setiap aspek, berikan tanda \surd pada setiap kolom indikator
2. Kriteria skor sebagai berikut; 1 (sangat kurang), 2 (kurang), 3 (Cukup), 4 (Baik), dan 5 (Sangat baik)
3. Sebagai keterangan hasil penilaian secara umum, sebagai berikut; A(Sangat baik), B(Baik), C(Cukup), D(Tidak baik)
4. Jika ada saran atau komentar, dapat di berikan secara tertulis di kolom akhir setelah penilaian.

I. Penilaian

No.	Aspek	Indikator	Skor				
			1	2	3	4	5
1.	Menyampaikan RPP dan menyiapkan siswa	<ul style="list-style-type: none"> • Guru kelas memberi salam (nilai sopan santun) • Guru kelas mengecek daftar hadir siswa • Guru kelas menjelaskan tujuan pembelajaran sesuai dengan RPP • Guru kelas menyiapkan siswa dalam tes awal dengan baik 			✓	✓	
2.	Mempresentasikan materi pembelajaran	<ul style="list-style-type: none"> • Guru kelas mempersentasikan materi pembelajaran tentang Recount text menggunakan power point dengan jelas • Guru kelas menyajikan materi pembelajaran Recount text sesuai urutan 				✓	
3.	Membimbing Siswa	<ul style="list-style-type: none"> • Guru kelas menyiapkan bahan 				✓	

		sebagai media atau treatment dalam pembelajaran <ul style="list-style-type: none"> Guru kelas memberi bimbingan selama pemberian treatment pembelajaran 				✓	
4.	Menyiapkan siswa	<ul style="list-style-type: none"> Guru kelas menyiapkan siswa dalam tes evaluasi dengan baik Guru kelas dapat mengatur waktu penampilan setiap siswa dengan baik 				✓	✓
5.	Mengecek pemahaman dan memberikan umpan balik	<ul style="list-style-type: none"> Guru kelas menanyakan kepada siswa tentang materi pembelajaran yang sudah di persentasikan, untuk mengetahui pemahaman siswa Guru kelas memberikan umpan balik terhadap kegiatan yang telah di lakukan 				✓	✓
Penilaian secara umum			A	B	C	D	

II. Saran atau komentar

Surabaya, 19 April 2016

Observer


Anurachma

Worksheet data result:

Tuliskan rangkaian cerita komik webtoon *A bitter sweet episode ke 132* yang berjudul "the end of the year"

sesuai generic structure dan language feature recount text dalam table di bawah ini.

Nama Anggota kelompok:
Moh. Afiq Yanuar
Muhammad
Mustakim Yusa (ketua)
Nabilah Rahma
Natasya Putri
Nur Hasanah

Orientation

In the end of the year there is a sister who have something to do in the past. She looking back over her diary book. But she shocked that she haven't written a single things since January then she asked her self, why did she bought that things.
And then she looking for something into her closet for cleaning out her closet. and she found unopened package. That package is snowboard ~~and~~ goggles and gloves. But she asking herself again, Why did her ever bought that things?

Event

When she was done with her closet, she looking something at her refrigerator and she found dumplings, who will expired that day. And then she called her brother, named Dongsu for making some dumplings for her.
After that, dongsu cooked some dumplings for her and theyretalking each other about Dongsu's ordered goggles and gloves but they never came. ~~So~~ Dongsu thought that his packages probably got lost somewhere on the way.
Dongsu's decreases bank and the sister's weight ~~After~~
~~After~~

Re-orientation

After ~~one~~ year late packages, she gave that goggles and gloves to dongsu. She want Dongsu taste same as her because they're brother and sister. Cause she gave dongsu a present, so dongsu ~~must~~ should ~~have~~ listen to her next year too. ~~Then~~ And they were shaking hands together and ~~she~~ said, see you.

Tulislah rangkaian cerita komik webtoon *A bitter sweet episode ke 132* yang berjudul *"the end of the year"*

sesuai *generic structure* dan *language feature recount text* dalam table di bawah ini.

Nama Anggota kelompok:
Ayu dawi kartika.
Blytania ega mawanda (Ketua)
Catharina Grasia Bella.R.
Dhea Choirunisa.
Drajat Andi Muhammad.
Dyphayu woro wiranti (Ketua)

Orientation

It was my experionced in which a bitter sweet in my life. And the happened on the end of the year.

Event

I was checking again my diary for this year. I have spent in Januari. And I very shocked. When I was cleaning out my closet I find a package. A package was contained snowboard goggles and gloves. Then, I was cleaning out my fridge. I find a dumpling, but the dumpling was expired. I called Dongsu to make me some Dumpling. Dongsu wanted to practice snowboarding. He have ordered snowboard goggles and gloves, but snowboard goggles & gloves have been not by him. I was talking with Dongsu about my baldice and my weight. He was made me angry by what his words.

Re-orientation

After that, I gave my item to him because he have some tasted as me. And i'll say to him always listen to me.

Tulislah rangkaian cerita komik webtoon *A bitter sweet episode ke 132* yang berjudul "*the end of the year*"

sesuai *generic structure dan language feature recount text* dalam table di bawah ini.

Nama Anggota kelompok:
1. Amanda Merta Gobrilla
2. Anggun Rizky Purwita P.
3. Ardy Dwi S.
4. Arvian Ade Saputra
5. Ari Susanto
6. Auliya Lidya Sapa
7. Sayyidah Tasya F. (Ketua)

"I will tell about A bitter Sweet story titled the end of the year"

Orientation

On this year the sister have something to do in the past day. She written her activities at diary book. But she aware that she have no writing a single thing on that diary.
She looking something into her closet and she found a snow glasses and gloves. but she asking herself when & where was she buy it.

Event

After she looking something at her closet, she looking at refrigerator and she found dumplings. She looked at expiry date and is written for that day. So she called her brother, Dongsu to making her some dumplings.
Then Dongsu cooked for her. They talking about Dongsu's ordering, Dongsu's decreases bank and the sister's weight.

Re-orientation

Finally, they were shaking hands and say "See you in the next year"

Tuliskan rangkaian cerita komik webtoon *A bitter sweet episode ke 132* yang berjudul "the end of the year"

sesuai *generic structure* dan *language feature* *recount text* dalam table di bawah ini.

Nama Anggota kelompok:

- Elina Napiah Yumna
- Erik Sumandinata
- Erlangga Prayogi
- Ferry Ardiansyah (Ketua)
- Firdania Azzahra
- Latifatul Sophia

Orientation

I am going to tell you about my
experienced at the end of new year
It was a bitter sweet moment

Event

I remembered that I bought a diary books in
new year. when I opened it, it was shock because
I did not write anything. Then I decided to clean
my cupboard. I was surprise I found an opened
package. I forgot who gave me that. After cleaned
cupboard. I was cleaning refrigerator. There is an
expire dumplings that day. So I asked to Donsu
to make it. Donsu has a planned to practice
snowboarding in new year. But the things
that he ordered never came.

Re-orientation

At the end of the year I gave my ~~glove~~
gloves to him and asked him to always
listen to me.

Tuliskan rangkaian cerita komik webtoon *A bitter sweet episode ke 132* yang berjudul "*the end of the year*"

sesuai *generic structure* dan *language feature* *recount text* dalam table di bawah ini.

Nama Anggota kelompok:
Nur Sapitri
Oka Widiyanto
Beneta Nurma
Rasah A. L. (Keko)
Wahyudi
Yossy Lufita

Orientation

I am going to tell you about my experienced at the end of new year.

Event

I remembered that bought a diary in 'new year. When I decided to clean my cupboard. I was surprise I found an opened package. I forgot who gave me that. After cleaned cupboard. I was cleaning refrigerator. There is an expire dumplings that day

Re-orientation

At the end of the year. I gave my gloves to him and asked him to always listen to me

Tuliskan rangkaian cerita komik Weetoon *As per usual episode ke 13* yang berjudul "*High School*" sesuai *generic structure dan language feature recount text* dalam table di bawah ini.

Nama Anggota kelompok:

Habilah R.K
Natasya P.A
Mur Hasanah
Mustakim Y
M. Afiq

Orientation

I wanted tell about my extracurricular in high school eight years ago.

Event

In high school, I did a lot of extracurricular activities like yearbook editor and marching band. In marchingband, I become drum major and colour guard. When I become colour guard I got incident is a broke in my head. From the above experience, I want my friends call me anerd, because I was like read books.

Re-orientation

Finally, I became a comic artis. But some times I and my friends confuse because we didn't have many idea.

Tuliskan rangkaian cerita komik Webtoon *As per usual episode ke 13* yang berjudul "*High School*" sesuai

generic structure dan language feature recount text dalam table di bawah ini.

Nama Anggota kelompok:
Ayu Dewi Kartika
Blytania Ega Mawaroka
Charitina Gracia Betta.P.
Dhea Choirunnisa
Drajat Andi Muhammad
~~Fitri~~ Dyahayu Woro Wiranti (ketua)

Orientation

In high school, I did a lot of extracurricular activities. And I hate sat's.

Event

I was following marching band. A flag was being moved by me. Because I was learning to be color guard. When I threw it, it was falled in my head. I was really shy.

Re-orientation

And I have the couraage in my self. In high school is not end of my life. And now, I grew up to be a comic artie.

Tuliskan rangkaian cerita komik Webtoon *As per usual episode ke 13* yang berjudul "*High School*" sesuai *generic structure dan language feature recount text* dalam table di bawah ini.

Nama Anggota kelompok:
1. Amanda Mocta Gabriella
2. Anggun Rizky Purwita P.
3. Ardy Dwi Susanto
4. Arvian Ade Saputra
5. Ari Susanto
6. Auliya Lidya Safa
7. Saygidah Tasya F.

Orientation

When she was in high school. She did a lot of extracurricular. She wants to be an active student. She was thought that school it wasn't just sit and listened the teacher to teach student.

Event

In her school, she was follows some extracurricular. The first is year book editor. It is about journalist, writer books and school magazine. A girl hobbies are reading book, take a picture, writing a short stories. The second extracurricular is marching band colour guard. It is about marching band when independence day and important event in this city. The third, a girl was want to called become nerd, because she want their friend knowing if her hobbies is reading book and used a glasses.

Re-orientation

When a girl was graduate from highschool, she was become a comic artist. It is about creative job to made a comic books or stories. But the job makes me and partner headache.

Tulislah rangkaian cerita komik Webtoon *As per usual episode ke 13* yang berjudul "*High School*" sesuai

generic structure dan language feature recount text dalam table di bawah ini.

Nama Anggota kelompok:

Elvina Nazzah Xanna
Erik Sumandinata
Erlangga Prayogi
Ferry Ardiatasyah
Firdania Azzahra I
Latipatus Sofia

Orientation

The girls who want to be an active student at her school, so she join a lot of extracurricular,

Event

She ~~her~~ did a lot of extracurricular activities, she joined journalist extracurricular and become yearbooks editor for Yearly event. She perform as marching band drum major at her school. she also take a part as color guard, but when she was practicing she make mistake that caused her stick fall. She did a lot of activities because she don't want called as nerd girl.

Re-orientation

Now after she finished her school, she work as comic artis. even sometimes she was so frustated become comic artis because she don't have any idea for her new comic, but the most important is what she did when she was at high school didn't lead her future life.

Tuliskan rangkaian cerita komik Webtoon *As per usual episode ke 13* yang berjudul "*High School*" sesuai

generic structure dan language feature recount text dalam table di bawah ini.

Nama Anggota kelompok:

PIGAH AZZAHRA . L
MUR SAFIRA
Yossy Wiktaningtyas
Renata hukma
Wahyudi saputra
oka .w

X - 5

Orientation

In high school, I did a lot of extracurricular activities. There are many kinds of extracurricular.

Event

First extracurricular is Year book editor, it is about a journalist. I was follow this extracurricular because I like a reading book, writing a diary and take a picture.
Second is Marching band and colour guard. But when I was colour guard I have little incident is a stick broke on my head. Because, I didn't focus on the coach instruction.
From the extracurricular I want my friends call me as nerd. Because I like a reading book like a Novel, comic, lesson books.

Re-orientation

After I finished graduate from Junior High School, I want become a comic artist. Because I like a drawing and reading a comic. But Sometimes I and my partner almost headache, because I didn't have many ideas to write a comic stories.

SURAT PERNYATAAN

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini:

Nama : Ainurrohma M, Pd.i
Jabatan : Guru Bahasa Inggris
Sekolah/ Lembaga : SMA Muhammadiyah 1
Kota/ Kabupaten : Surabaya

Pada hari Kamis, 21 April 2016 menyatakan bahwa benar-benar telah mengoreksi hasil performans berbicara dalam recount text yang di berikan kepada siswa SMA Muhammadiyah 1 Surabaya kelas 10(sepuluh). Dalam hal ini digunakan untuk pendataan data skripsi yang di tulis oleh:

Nama : Hay Citra Ningrat
NIM : 2012.1111.004
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Demikian surat pernyataan ini saya buat untuk dapat di gunakan sebagaimana mestinya .

Wassalamualaikum Wr. Wb.

Surabaya, April 2016

Nama Assesor / Korektor





MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH SURABAYA
SMA MUHAMMADIYAH 1
TERAKREDITASI "A"

NSS : 304056004028 / NPSN : 20532171

NDS : 3005300501

Jl. Raya Kapasan No. 73 - 75 Telp. (031) 3712425 Surabaya 60141

No : 1401/PEM/III.4/TV/2016
Hal : Pemberian Izin

Kepada Yth,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Surabaya

Assalamualaikum Wr.Wb

Berkaitan dengan surat yang telah dikirim kepada kami Nomor : 226/KET/IL3-
FKIP/F/III/2016 tentang penelitian skripsi mahasiswa:

Nama : Hay Citra Ningrat
NIM : 20121111004
Program Studi : Pendidikan Bhs Inggris (S1)

Maka kami tidak keberatan dan memberi ijin mahasiswa tersebut, selanjutnya kami
berharap agar mahasiswa tersebut segera berkoordinasi dengan guru bidang studi.

Demikian atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr.Wb.

Surabaya, 15 April 2016
Kepala Sekolah





MAJELIS PENDIDIKAN DASAR DAN MENEGAH
PIMPINAN DAERAH MUHAMMADIYAH SURABAYA
SMA MUHAMMADIYAH 1 SURABAYA
TERAKREDITASI "A"

NSS : 304056004028 / NPSN : 20532171

NDS : 3005300501

Jl. Kapasan No. 73-75 Telp. 031-3712425 Surabaya 60141

SURAT KETERANGAN

Nomor : 1411/KET/III.4/IV/2016

Yang bertanda tangan dibawah ini :

Nama : Drs. Harsono
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Dengan ini menerangkan bahwa :

Nama : Hay Citra Ningrat
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Telah mengadakan dan menyelesaikan penelitian di SMA Muhammadiyah 1 Surabaya dengan judul : “ **The Effectiveness Of Using Webtoon To Develop Students’ Speaking Performance On Recount Text**”.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Surabaya, 28 April 2016

Kepala Sekolah

