

APENDIX I: LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Muhammadiyah 7 Surabaya
Matapelajaran	: Bahasa Inggris
Materi pokok	: Recount Text
Kelas / Semester	: X IPA 1 / II
Alokasi Waktu	: 2 x 45 menit (2 kali pertemuan)

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 dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

4.7 Teks *recount* – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah

4.7.2 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

A. Indikator

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks *recount*
2. Mendefinisikan pengertian dari *recount text*
3. Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks *recount*
4. Mengidentifikasi isi yang ada dalam *recount text*.
5. Mengungkapkan makna yang terkandung dalam *recount text*
6. Menyebutkan *structure text* yang terkandung di dalamnya.
7. Menyebutkan unsur kebahasaan yang digunakan dalam teks tersebut.
8. Menjelaskan dan menceritakan kembali isi dari *recount text*
9. Memberikan contoh *recount text*
10. Menyusun teks *recount* secara lisan dan tulis sederhana tentang Holiday atau berbagai teks *recount* lainnya.
11. Menceritakan sebuah contoh *recount text*.

B. Tujuan Pembelajaran

1. Siswa diharapkan dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks *recount*
2. Siswa diharapkan dapat mendefinisikan pengertian dari *recount text*
3. Siswa diharapkan dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks *recount*
4. Siswa diharapkan dapat mengidentifikasi isi yang ada dalam *recount text*.
5. Siswa diharapkan dapat mengungkapkan makna yang terkandung dalam *recount text*
6. Siswa diharapkan dapat menyebutkan *structure text* yang terkandung di dalamnya.
7. Siswa diharapkan dapat menyebutkan unsur kebahasaan yang digunakan dalam teks tersebut.
8. Siswa diharapkan dapat menjelaskan dan menceritakan kembali isi dari *recount text*
9. Siswa diharapkan dapat memberikan contoh *recount text*
10. Siswa diharapkan dapat menyusun teks *recount* secara lisan dan tulis sederhana tentang Holiday atau berbagai teks *recount* lainnya.
11. Siswa diharapkan dapat menceritakan sebuah contoh *recount text*.

C. Bahan Pelajaran

- Pengertian Recount Text
 - Recount text is a text that telling the reader about one story, action or activity. The purpose of recount text is to entertain or give information the reader by retelling past event or experience.
- Unsur kebahasaan.
Generic structure of recount text is:
 - Orientation: Tell who has involved, what happened, where the events took place, and when it happened
 - Events: Tell what happened and in what sequence
 - Reorientation: Consist of optional closure of events/ending
- Language used: used past tense, used action verb and used conjunction

D. Metode Dan Strategy Pembelajaran

- Metode Pembelajaran: Collaborative Learning
Collaborative learning method is a method in teaching and learning process that involve student in group activity that its make student to collaborative and cooperative in small group to creative something in order to reach their individual goals. Its helped student to interact with their friend in group and build their social relationship.
- Strategy Pembelajaran: Small Group Discussion
Small group discussion is a strategy that make student in group or in pairs. It is consist of 3 students in one group. Small group discussion is as a part of cooperative learning method

E. Sumber, Media, Bahan

- Sumber :
 - <http://contohcontohteks.blogspot.co.id/2016/04/11-contoh-recount-text-pilihan-recount.html>
 - <https://www.youtube.com/watch?v=EvSoQP8rys>
- Media : LCD, Leptop, Power point, Youtube video
- Bahan dan Alat: Spidol, Sound

F. Kegiatan Pembelajaran

PERTEMUAN KE-1

Nama Kegiatan	Tindakan Guru	Tindakan Siswa	Alokasi Waktu
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1. Kegiatan Awal	<ul style="list-style-type: none"> • Memberi salam • Memeriksa kehadiran siswa • Menjelaskan tujuan pembelajaran atau KD yang diharapkan dicapai siswa • Menyiapkan fisik dan psikis siswa untuk mengikuti KBM • Memotivasi : memotivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu siswa dalam memahami ungkapan yang terkait dalam kehidupan sehari-hari. 	<ul style="list-style-type: none"> • Menjawab salam • Menjawab kehadiran • Mempersiapkan diri untuk mengikuti KBM • Menjawab pertanyaan • Mengajukan pertanyaan terkait dengan materi yang akan diajarkan 	5 menit
Kegiatan Inti	<ul style="list-style-type: none"> • Guru menjelaskan materi tentang recount text dalam bentuk power point 	<p>Mengamati (<i>observing</i>)</p> <ul style="list-style-type: none"> • Siswa mengamati video tersebut • Siswa menjawab pertanyaan yang diajukan oleh guru • Siswa mengamati penjelasan dari guru • Siswa mengidentifikasi struktur teks, unsur kebahasaan yang terkandung dalam video text recount 	30 menit
	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, peserta didik mempertanyakan tentang generic structure dari recount text • Guru menanyakan siswa tentang kesulitan terkait materi yang diajarkan 	<p>Menanyakan (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan generic structure yang terkandung didalam recount text 	

		<ul style="list-style-type: none"> Dengan arahan guru, siswa menyampaikan kesulitan terkait dengan materi tersebut 	
	<ul style="list-style-type: none"> Guru mengelompokan siswa dalam bentuk kelompok. Setiap kelompok terdiri dari 3 siswa Guru memberikan siswa text recount yang telah disiapkan 	<p>Mengeksplorasi (Exploring)</p> <ul style="list-style-type: none"> Siswa duduk dalam kelompoknya masing-masing Siswa diberikan satu teks recount 	
	<ul style="list-style-type: none"> Guru meminta setiap kelompok untuk mempelajari isi, generic structure dan unsure kebahasaan yang digunakan teks tersebut serta menjawab soal yang tertera didalamnya Guru memonitor setiap kelompok untuk membantu kesulitan yang dihadap terkait dengan materi recount text 	<p>Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> Secara berkelompok siswa mendiskusikan teks <i>recount</i> tersebut untuk menganalisis serta mengidentifikasi generic structure, unsur kebahasaan yang digunakan dan isi dari text tersebut serta menjawab soal. Dengan bimbingan dan arahan guru, siswa dapat menyampaikan kesulitan terkait dengan materi tersebut 	

	<ul style="list-style-type: none"> • Guru meminta siswa dalam kelompok untuk menyebutkan generic structure dan unsur kebahasaan yang digunakan dalam teks tersebut • Guru meminta salah siswa dalam setiap kelompok untuk menceriakan kembali isi dari text tersebut dengan menggunakan bahasanya sendiri • Guru meminta siswa yang lainnya untuk memperhatikan 	<p>Mengkomunikasikan (Communication)</p> <ul style="list-style-type: none"> • Siswa dalam bentuk kelompok menyampaikan hasil yang di diskusikan • Siswa menceritakan kembali isi dari text tersebut kepada kelompok lain 	
Kegiatan Akhir	<ul style="list-style-type: none"> • Melakukan refleksi atau membuat rangkuman tentang materi recount text dengan melibatkan peserta didik. • Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Mengakhiri pelajaran dengan salam penutup 	<ul style="list-style-type: none"> • Siswa merangkum materi tentang recount text • Menjawab pertanyaan • Mengajukan pertanyaan • Menjawab salam 	10 menit

PERTEMUAN KE-II

Nama Kegiatan	Tindakan Guru	Tindakan Siswa	Alokasi Waktu
1. Kegiatan Awal	<ul style="list-style-type: none"> • Memberi salam • Memeriksa kehadiran siswa • Menyiapkan fisik dan psikis siswa untuk mengikuti KBM • Memotivasi : memotivasi akan pentingnya menguasai materi ini dengan baik, untuk membantu 	<ul style="list-style-type: none"> • Menjawab salam • Menjawab kehadiran • Mempersiapkan diri untuk mengikuti KBM • Menjawab pertanyaan 	5 menit

	<p>siswa dalam memahami ungkapan yang terkait dalam kehidupan sehari-hari.</p> <ul style="list-style-type: none"> • Mereview materi tentang recount text dengan melibatkan siswa • Guru menanyakan tentang kesulitan yang dihadapi siswa terkait materi yang diajarkan 	<ul style="list-style-type: none"> • Mengajukan pertanyaan terkait dengan materi yang akan diajarkan 	
Kegiatan Inti	<ul style="list-style-type: none"> • Guru mengelompokkan siswa dalam bentuk kelompok. Setiap kelompok terdiri dari 3 siswa • Guru memutarakan sebuah video recount • Guru meminta siswa dalam kelompok untuk menuliskan informasi yang didapat dari video tersebut • Guru membagikan lembar kerja yang berisi pertanyaan yang berhubungan dengan video tersebut 	<p>Mengeksplorasi (Exploring)</p> <ul style="list-style-type: none"> • Siswa duduk dalam kelompoknya masing-masing • siswa dalam kelompoknya menulis informasi yang didapat dari video tersebut 	30-menit
	<ul style="list-style-type: none"> • Guru meminta siswa dalam kelompok tersebut untuk mendiskusikan dan memahami isi dari video tersebut serta menjawab pertanyaan 	<p>Mengasosiasi (Associating)</p> <ul style="list-style-type: none"> • Setiap siswa dalam kelompok mendiskusikan dan memahami isi dari video tersebut yang berhubungan dengan pertanyaan yang telah diberikan oleh guru 	
	<ul style="list-style-type: none"> • Guru meminta setiap kelompok untuk menceritakan kembali secara singkat isi dari video 	<p>Mengkomunikasikan (Communication)</p>	

	<p>tersebut dengan menggunakan Bahasanya sendiri</p> <ul style="list-style-type: none"> • Guru meminta kelompok yang lain untuk memperhatikannya 	<ul style="list-style-type: none"> • Setiap kelompok secara bergantian menceritakan kembali isi dari video tersebut 	
Kegiatan Akhir	<ul style="list-style-type: none"> • Melakukan refleksi atau membuat rangkuman dengan melibatkan peserta didik. • Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Mengakhiri pelajaran dengan salam penutup 	<ul style="list-style-type: none"> • Menjawab pertanyaan • Mengajukan pertanyaan • Menjawab salam 	10 menit

G. Assessment Dan Penilaian

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description refer to other four language areas for implied level of fluency)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite	Has speaking vocabulary sufficient to express him simply with	Can get the gist of most conversations of non-technical	Can handle with confidence but not with facility most	Accent is intelligible though often quite faulty.

	accurately but does not have thorough or confident control of the grammar.	some circumlocutions.	subjects (i.e., topics that require no specialized knowledge)	social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	
3	Control of grammar is good, able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.

5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educate native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers
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Source: Brown. 2004. Language Assessment Principles and classroom practice. New York: Pearson Education, Inc.

Nilai Siswa =

Total score (grammar, vocabulary, pronunciation, comprehension and fluency) X 4
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Mengetahui,

Surabay, 26 April 2018
Guru Bahasa Inggris

Ah Misbahul Munir, S.Pd

Mengetahui,

Surabaya, 26 April 2018
Researcher

Sitti Nurhayati Lolon

NIM.20141111019

SILABUS PEMBELAJARAN

KELAS X (SATU) SMA

MATA PELAJARAN : BAHASA INGGRIS (WAJIB)

Satuan Pendidikan : SMA MUHAMMADIYAH 7 SURABAYA

Kelas / Semester : X (Satu) / 1 dan 2

Tahun Ajaran : 2017-2018

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Panilaian
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai	<ul style="list-style-type: none"> Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membangun Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> orientasi urutan kejadian/kegiatan orientasi ulang 	3.7.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 3.7.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi	<ul style="list-style-type: none"> Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya 	4JP	1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran bahasa inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan 2. Buku paket English for senior high school grade X 3. Buku teks pelajaran yang	Jenis-jenis tagihan: - Tes Tulis a. Pilihan ganda b. Uraian/ esai c. Portofolio/ unjuk

<p>dengan konteks penggunaannya</p> <p>4.7 Teks <i>recount</i> – peristiwa bersejarah</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis,</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan - Adverbial penghubung waktu: <i>first, then, after that, before, when, at last, finally,</i> dsb. - Adverbial dan frasa preposisional penunjuk waktu - Nominata tunggal 	<p>terkait peristiwa bersejarah</p> <p>3.7.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah, sesuai dengan konteks penggunaannya</p> <p>4.7.1.1 Mencermati teks <i>recount</i> terkait peristiwa bersejarah</p> <p>4.7.2.1 Membuat teks <i>recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>3.7.4 Mendemonstrasikan teks <i>recount</i> terkait peristiwa bersejarah</p>	<p>jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan 		<p>relevan (LKS)</p> <p>4. YouTube. ENGVID.com</p>	<p>erja</p>
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<p>pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>r dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>pembaca (siswa lain, guru) yang datang membacanya</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajar. 			
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APPENDIX 3: WORKSHEET

Worksheet First Meeting

- Read the text carefully and answer the question bellow!
- Discuss in your group

My Experience Met with Taufik Hidayat

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted “IN-DO-NE-SI-A” during the match.

Questions:

1. Underline the generic structure and name them on the left side!
2. Underline the past tense sentences of the text above!
3. What is the text about?
4. What is recount text?
5. Why using past tense?
6. What is the purpose of the text above?

Worksheet Second Meeting

➤ Discuss in your group and answer the question Bellow!

Questions:

7. Where did they go on vacation?
8. What did she see in her vacation?
9. How is the water in Lake Huron?
10. What did the hotel have?
11. What did she see on the sand?
12. What did she do in her vacation?
13. What did they roast at the campfire?
14. What did she do in the lake?
15. What did they do at night?
16. What she felt according to your opinion about her vocation?

APPENDIX 4: QUESTIONNAIRE

LEMBAR ANGKET RESPONSE SISWA

Petunjuk:

1. Berilah tanda cek (√) pada kolom berikut yang anda anggap benar!
2. Kriteria Penilaian
 - a. “Ya” jika pernyataan sesuai dengan pendapat anda.
 - b. “Tidak” jika pernyataan tidak sesuai dengan pendapat anda.

NO	PERNYATAAN	RESPONSE	
		YA	TIDAK
1	Apakah anda suka belajar speaking dengan menggunakan small group discussion?		
2	Apakah anda lebih senang jika small group discussion diterapkan dalam pembelajaran speaking di dalam kelas?		
3	Apakah menurut anda penerapan small group discussion membantu anda untuk memahami materi yang diajarkan?		
4	Apakah anda merasa kemampuan past tense anda meningkat setelah menggunakan small group discussion pada pembelajaran speaking di dalam kelas?		
5	Apakah anda merasa vocabulary (kosa-kata) anda mengalami peningkatan setelah menggunakan small group discussion pada pembelajaran speaking di dalam kelas?		
6	Apakah anda merasa mempunyai kesempatan berbicara lebih banyak saat penerapan small group discussion dalam pembelajaran speaking di dalam kelas?		
7	Apakah anda merasa lebih percaya diri berbicara dalam kelompok dengan menggunakan small group discussion dalam pembelajaran speaking di dalam kelas?		
8	Apakah anda merasa lebih aktif dalam pembelajaran speaking dengan menggunakan small group discussion?		
9	Apakah anda merasa termotivasi untuk belajar speaking dengan menggunakan small group discussion?		
10	Apakah anda setuju dengan penggunaan small group discussion diterapkan dalam pembelajaran speaking di dalam kelas?		

APPENDIX 5: OBSERVATION CHECK LIST

OBSERVATION CHECKLIST

Name of School : _____

Day and date : _____

Class observed : _____

Time : _____

Observer : _____

MEETING I

Activity	Teacher	Description		Student	Description		Field Note
		YES	NO		YES	NO	
Opening Activities	The teacher greets students			The students answer teacher greeting			
	The teacher checks students' attendance			The students are preparing to learn			
	The teacher is checks students condition to follow teaching and learning process			The students are ready to follow in teaching and learning process			
	The teacher relates topic that will be discuss						
	The teacher motivates the students						
Main Activities	The teacher shows the power point about recount text			The students listen the teacher explanation			
	The teacher explains the material about recount text			The students are interested to the topics that given by the teacher			
	The teacher explains the generic structure, language and grammar that use in recount text			The students are interesting and enthusiasm on learning in classroom			

	The teacher gives an example of recount text			The students deliver question to teacher about the lesson			
	The teacher asks guidance student to investigate the generic structure, language and grammar that use in recount text			The students listen the teacher's instruction			
	The teacher gives a chance for students to ask questions			The students are interesting in group discussion			
	The teacher divides the students to become in grouping			The students are more active in small group discussion			
	The teacher gives student task			The students investigate the generic structure, language and grammar that used in recount text			
	The teacher asks students to do the task in group			The students work together in small group discussion			
	The teacher asks and helps the students who have difficulties in doing a task			The students motivate in doing task in group			
	The teacher uses the strategy well			The active to ask about recount text			
	The teacher is monitoring the students			The students ask teacher about their difficulties that related to the topic or materials			
	The teacher has used media in teaching process			The students interact and communicate with another students in small group discussion			
Closing Activities	The teacher gives feedback and asks the question about materials to students			The students answer teacher's question about material that they have learned			
	The teacher involves student to summarize			The students deliver teacher question			

	material that have learned						
	The teacher gives task to students			The students involve them self in summarize the material			
	The teacher closes the class by saying goodbye to student			The students answer teacher greeting			

OBSERVATION CHECKLIST

Name of School : _____

Day and date : _____

Class observed : _____

Time : _____

Observer : _____

MEETING II

Activity	Teacher	Description		Student	Description		Field Note
		YES	NO		YES	NO	
Opening Activities	The teacher greets students			The students answer teacher greeting			
	The teacher checks students' attendance			The students prepare to learn			
	The teacher checks student condition to follow the teaching and learning process			The students are ready to follow the teaching and learning process			
	The teacher motivates the student			The students involve themselves in review the lesson			
	The teacher reviews the lesson with involve students			The students ask the question to teacher and answer teacher' question			

Main Activities	The teacher gives student to do the task in group			The students listen the teacher's instruction		
	The teacher divides students to become in small group			The students make a small group		
	The teacher guides student to make a small group			The students are interest and enthusiasm in learning		
	The teacher plays a video about recount			The students deliver the question to teacher about the lesson		
	The teacher asks student to take or fill note about the information in video			The students are interested in group discussion		
	The teacher asks student to in each group to discuss and understand the content of video			The students are active in small group discussion		
	The teacher monitors the students			The students are interested to do the task		
	The teacher asks student to re-tell their story that they have discuss before by their own word			The students work together in small group discussion		
	The teacher gives a chance for students to ask the questions			The students ask question to teacher		
	The teacher asks and helps student who have difficulties in doing the activity			The students motivate in doing task in group		
	The teacher uses the strategy well			The students asks to teacher about their difficulties that it is related to the topic or materials		
The teacher uses the media			The students interact and communicate with another students in small group discussion			
Closing Activities	The teacher gives the feedback and asks the			The students answer teacher's question		

	question about materials to students			about material that they have learned			
	The teacher involves student to summarize the material that they have learned			The students deliver the teacher's question			
	The teacher gives the task to students			The students involve them self in summarizing the material			
	The teacher closes the class by saying goodbye to student			The students answer teacher greeting			

APENDIX 6: VALIDITY OF LESSON PLAN

Lembar Validasi Terhadap Rencana Pelaksanaan Pembelajaran (RPP)

Petunjuk:

1. Berdasarkan pendapat bapak / ibu berilah nilai 4 (sangat baik), 3 (baik), 2 (kurang baik), 1 (tidak baik) pada kolom yang telah disediakan dengan memberikan tanda cek (√).
2. Jika terdapat komentar, maka tilislah pada lembar saran yang telah disediakan.
3. Isilah kolom validasi berikut ini.

No	Aspek Yang Dinilai	Skor yang diberikan			
		1	2	3	4
I	Format Rencana Pelaksanaan Pembelajaran (RPP)				
	1. Format dari Rencana Pelaksanaan Pembelajaran jelas 2. Kemenarikan dari format Pelaksanaan Pembelajaran (RPP)			✓	✓
II	Isi Rencana Pelaksanaan Pembelajaran				
	1. Kompetensi inti dan kompetensi dasar dirumuskan dengan jelas				✓
	2. Tujuan pembelajaran (indicator yang ingin dicapai) dirumuskan dengan jelas				✓
	3. Menggambarkan kesesuaian metode dan strategi pembelajaran dengan langkah-langkah pembelajaran yang dilakukan				✓
	4. Langkah-langkah pembelajaran dirumuskan dengan jelas				✓
III	Bahasa dan Tulisan				
	1. Menggunakan Bahasa sesuai dengan Bahasa Indonesia yang baku				✓
	2. Bahasa yang digunakan bersifat komunikatif			✓	✓
	3. Bahasa mudah dipahami				✓
	4. Tulisan mengikuti aturan EYD			✓	✓
IV	Mafaat Lembar Rencana Pelaksanaan Pembelajaran (RPP)				
	1. Dapat digunakan sebagai pedoman untuk pelaksanaan pembelajaran 2. Dapat digunakan sebagai instrumen untuk menilai keberhasilan proses pembelajaran				✓ ✓

V. Penilaian secara umum

Petunjuk: Lingkarilah pilihan sesuai dengan pernyataan berikut!

Format Rencana Pelaksanaan Pembelajaran ini:

- a. Sangat baik
- b. Baik
- c. Kurang baik
- d. Tidak baik

VI. Saran-saran dan komentar

Surabaya, 13 April 2018

Validator



Armeria Wijaya, SS, M.Pd.

APENDIX 7: VALIDITY OF TEST

LEMBAR VALIDASI PRE-TEST

Petunjuk:

1. Berdasarkan pendapat Bapak/Ibu berilah penilaian V (Valid), CV (Cukup Valid), Kurang Valid (KV), TV (Tidak Valid) pada kolom VALIDITAS ISI yang telah disediakan
2. Berdasarkan pendapat Bapak/Ibu berilah penilaian “SDP (Sangat Dapat Dipahami), KDP (Kurang Dapat Dipahami), TDP (Tidak Dapat Dipahami) pada kolom BAHASA DAN PENULISAN SOAL yang telah disediakan.
3. Sebagai petunjuk untuk mengisi table, perhatikan hal berikut:
 - a. Validitas Isi
 1. Apakah soal sudah sesuai dengan indicator pembelajaran yang ingin dicapai
 2. Apakah soal dirumuskan secara singkat dan jelas
 3. Apakah petunjuk pengerjaan soal dituliskan secara jelas
 - b. Bahasa dan Penulisan Soal
 1. Apakah soal menggunakan bahasa Inggris sesuai kaidah
 2. Apakah soal menggunakan bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran yang ganda
4. Isilah kolom berikut ini:

Butir Soal	Validitas Isi				Bahasa dan Penulisan			Kesimpulan			
	V	CV	KV	TV	SDP	KDP	TDP	Tanpa Revisi	Revisi Kecil	Revisi Besar	Perlu Konsultasi/ Soal tidak dapat digunakan
1	✓					✓			✓		

5. Saran – saran dan komentar

Surabaya, 19 April 2018

Validator



Armeria Wijaya, Ss., M. Pd.

LEMBAR VALIDASI POST-TEST

Petunjuk:

1. Berdasarkan pendapat Bapak/Ibu berilah penilaian V (Valid), CV (Cukup Valid), Kurang Valid (KV), TV (Tidak Valid) pada kolom VALIDITAS ISI yang telah disediakan
2. Berdasarkan pendapat Bapak/Ibu berilah penilaian "SDP (Sangat Dapat Dipahami), KDP (Kurang Dapat Dipahami), TDP (Tidak Dapat Dipahami) pada kolom BAHASA DAN PENULISAN SOAL yang telah disediakan.
3. Sebagai petunjuk untuk mengisi table, perhatikan hal berikut:
 - c. Validitas Isi
 1. Apakah soal sudah sesuai dengan indicator pembelajaran yang ingin dicapai
 2. Apakah soal dirumuskan secara singkat dan jelas
 3. Apakah petunjuk pengerjaan soal dituliskan secara jelas
 - d. Bahasa dan Penulisan Soal
 3. Apakah soal menggunakan bahasa Inggris sesuai kaidah
 4. Apakah soal menggunakan bahasa yang komunikatif, mudah dipahami dan tidak menimbulkan penafsiran yang ganda
4. Isilah kolom berikut ini:

Butir Soal	Validitas Isi				Bahasa dan Penulisan			Kesimpulan			
	V	CV	KV	TV	SDP	KDP	TDP	Tanpa Revisi	Revisi Kecil	Revisi Besar	Perlu Konsultasi/ Soal tidak dapat digunakan
I	✓					✓			✓		

5. Saran – saran dan komentar

Surabaya, 19 April 2018

Validator



Armeria Wjaya, SS., M.Pd.

APENDIX 8: VALIDITY OF OBSERVATION CHECK LIST

LEMBAR VALIDASI TERHADAP OBSERVASI CHECKLIST AKTIVITAS GURU

Petunjuk:

- Berdasarkan pendapat Bapak/Ibu berilah nilai pada kolom yang telah disediakan dengan memberikan tanda centang (✓) dengan keterangan sebagai berikut:
4= sangat baik, 3= baik, 2= kurang baik, 1= tidak baik
- Isilah kolom berikut ini!

No	Aspek yang dinilai	Nilai yang diberikan			
		1	2	3	4
1	Format Observasi Checklist Aktivitas Guru 1. Format yang jelas sehingga memudahkan melakukan penilaian 2. Kemerarikan				✓ ✓
2	Isi Observasi Observasi Checklist Aktivitas Guru 1. Kesesuaian dengan aktivitas guru dalam RPP 2. Urutan observasi sesuai dengan urutan aktivitas guru dalam RPP 3. Dirumuskan secara jelas, specific dan operational sehingga mudah diukur 4. Setiap aktivitas guru dapat diamati 5. Semua aktivitas guru sesuai dengan tujuan pembelajaran				✓ ✓ ✓ ✓ ✓
3	Bahasa dan Penulisan 1. Menggunakan bahasa sesuai dengan kaidah Bahasa Inggris 2. Bahasa yang digunakan bersifat kommunicative 3. Bahasa muda dipahami 4. Tulisan mengikuti kaidah tata Bahasa Inggris			✓ ✓ ✓	✓
4	Manfaat Lembar Observasi 1. Dapat digunakan sebagai pedoman bagi observasi guru 2. Dapat digunakan untuk menilai keberbaisan proses pembelajaran				✓ ✓

3. Penilaian secara umum (berilah tanda X)

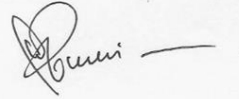
Secara umum, format lembar observasi checklist aktivitas guru ini

- a. Sangat Baik
- b. Baik
- c. Kurang Baik
- d. Tidak Baik

4. Saran-saran

Surabaya, 19 April 2018

Validator



Ameria Wijaya, SS, M.Pd.

APPENDIX 9: VALIDITY OF QUESTIONNAIRE

LEMBAR VALIDASI RESPON SISWA TERHADAP PEMBELAJARAN SPEAKING MENGUNAKAN SMALL GROUP DISCUSSION

Petunjuk:

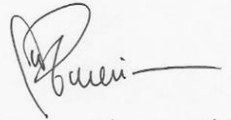
- Berdasarkan pendapat bapak / ibu berilah tanda cek (√) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:
1 = Tidak baik 3= Baik
2= Kurang baik 4= Sangat baik
- Jika terdapat komentar, maka tuliskan pada lembar saran yang telah disediakan.
- Isilah kolom validasi berikut ini.

NO	Aspek yang dinilai	Skor yang diberikan			
		1	2	3	4
1	Format Angket Respon Siswa 1. Format yang jelas sehingga memudahkan melakukan penilaian 2. Kemenarikan				✓ ✓
2	Isi Angket Respon Siswa 1. Kesesuaian dengan pembelajaran yang telah dilakukan 2. Dirumuskan secara jelas dan specific sehingga mudah dipahami				✓ ✓
3	Bahasa dan Tulisan 1. Menggunakan Bahasa sesuai dengan Bahasa Indonesia yang baku 2. Bahasa yang digunakan bersifat komunikatif 3. Bahasa mudah dipahami 4. Tulisan mengikuti aturan EYD				✓ ✓ ✓ ✓
4	Manfaat Lembar Observasi 1. Dapat digunakan sebagai pedoman untuk mengetahui respon siswa terhadap suatu pembelajaran 2. Dapat digunakan untuk menilai keberbasiisan proses pembelajaran				✓ ✓

5. Saran – saran

Surabaya, 19 April 2018

Validator



Armeria Wijaya, SS., M.Pd.

APPENDIX 10: OUTPUT SPSS

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		21	21
Normal Parameters ^{a,b}	Mean	57.7619	76.0000
	Std. Deviation	9.44936	8.19756
Most Extreme Differences	Absolute	.126	.211
	Positive	.110	.211
	Negative	-.126	-.121
Kolmogorov-Smirnov Z		.579	.967
Asymp. Sig. (2-tailed)		.891	.307

a. Test distribution is Normal.

b. Calculated from data.

T-TEST PAIRS=pretest WITH posttest (PAIRED) /CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	57.7619	21	9.44936	2.06202
	posttest	76.0000	21	8.19756	1.78885

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	21	.555	.009

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	-15.42857	4.38830	.95760	-17.42610	-13.43104	-16.112	20	.000

APPENDIX 11: DIAGNOSTIC TEST

Name: _____

Class: _____

A. Read the passage carefully and choose **the one correct answer**, (A), (B), (C), OR (D).

Question 1 through 5 are based on the following passage

The Stone Age was a period of history which began in approximately 2 million B.C. and lasted until 3000 B.C. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.), the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 6000 B.C.), people made crude pottery and the first fish hooks, took dogs hunting, and developed the bow and arrow, which were used until the fourteenth century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

1. Into how many periods was the Stone Age divided?
A. (2) B. (3) C. (4) D. (5)
2. Which of the following developments is NOT related to the condition of the Ice Age?
A. Farming C. Living indoors
B. Clothing D. Using fire
3. With what subject is the passage mainly concerned?
A. The Neolithic Age C. The Stone Age

- B. The Paleolithic Age D. The Ice Age
4. Which of the following best describes the Mesolithic Age?
- A. People were inventive
B. People stayed indoors all the time
C. People were warriors
D. People were crude
5. In line 11 the word “eras” is closest in meaning to ____
- A. Families C. Herds
B. Period D. Tools

Question 6 through 10 are based on the following passage.

In 1920, after some thirty-nine years of problems with disease, high costs, and politics, the Panama Canal was officially opened, finally linking the Atlantic and Pacific oceans by allowing ships to pass through the fifty-mile canal zone instead of traveling some seven thousand miles around Cape Horn. It takes a ship approximately eight hours to complete the trip through the canal and cost an average of fifteen thousand dollars, one tenth of what it would cost an average ship to round the Horn. More than fifteen thousand ships pass through its locks each year.

The French initiated the project but sold their rights to the United States, which actually began the construction of the project. The letter will control it until the end of the twentieth century when Panama takes over its duties.

6. Who currently control the Panama Canal?
- A. France C. Panama
B. United States D. Canal Zone
7. On the average, how much would it costs a ship to travel around Cape Horn?
- A. \$1, 500 B. \$15, 000 C. \$150, 000 D. \$1, 500, 000
8. In what years what construction begun on the canal?
- A. 1881 B. 1920 C. 1939 D. 1999
9. In line 2 the word “linking” is closest in meaning to ____
- A. Controlling C. Detaching

- A B C
- D**
21. The bridge was hitting by a large ship during a sudden storm last week.
A B C C
22. The company representative sold to the manager a sewing machine for forty dollars.
A B C D
23. The taxi driver told the man to don't allow his disobedient son to hang out the window.
A B C D
24. These televisions are quite popular in Europe, but those one are not.
A B C D
25. Harvey seldom pays his bills on time, and his brother does too.
A B C D
26. The food that mark is cooking in the kitchen is smelling delicious.
A B C D
27. After Jhon eaten dinner, he wrote several letters and went to bed.
A B C D
28. After Gorge had returned to his house, he was reading a book.
A B C D
29. It has been a long time since we have talked to Jhon, isn't it?
A B C D
30. Rita enjoyed to be able to meet several members of Congress during her vocation.
A B C D
31. The president went fishing after he has finished with the conferences.
A B C D
32. Peter and Tom plays tennis every afternoon with Mary and me.
A B C D
33. He was drink a cup of coffee when the telephone rang.
A B C D
34. The children were playing last night outdoors when it began to rain very hard.
A B C D
35. Please give me a few coffee and some donuts if you have any left.
A B C D

ANSWER KEY			
1. B	11. C	21. A	31. D
2. A	12. A	22. B	32. A
3. C	13. D	23. C	33. A
4. A	14. D	24. C	34. B
5. B	15. A	25. D	35. B
6. B	16. D	26. C	
7. C	17. B	27. A	
8. A	18. B	28. D	
9. D	19. D	29. D	
10. A	20. D	30. A	

APPENDIX 12: THE RESULT OF STUDENTS' PRE-TEST

THE STUDENT'S SPEAKING SCORES IN THE PRE-TEST

No	Name	Aspect of Assessment					Total	Total Score
		Gram	Vocab	Compreh	Fluen	Pron		
1	Student 1	3	4	4	4	3	18	76
2	Student 2	2	4	3	3	3	15	60
3	Student 3	3	4	4	4	3	18	58
4	Student 4	3	4	3	3	3	16	64
5	Student 5	3	5	4	4	3	19	62
6	Student 6	4	3	3	3	3	16	64
7	Student 7	2	3	4	3	3	15	60
8	Student 8	4	4	4	4	4	20	80
9	Student 9	2	3	4	4	3	16	64
10	Student 10	2	3	3	2	2	12	48
11	Student 11	2	3	4	2	2	13	52
12	Student 12	2	3	3	3	2	13	52
13	Student 13	3	4	3	3	3	16	64
14	Student 14	2	3	3	3	2	13	52
15	Student 15	2	3	3	3	2	13	52
16	Student 16	3	4	4	5	4	20	80
17	Student 17	2	2	2	2	2	10	40
18	Student 18	2	3	4	2	3	14	56
19	Student 19	3	4	4	3	3	17	68
20	Student 20	2	3	3	3	3	14	56
21	Student 21	4	4	4	4	3	19	76

APPENDIX 13: THE RESULT OF STUDENTS' POST-TEST

THE STUDENT'S SPEAKING SCORES IN THE POST-TEST

No	Name	Aspect of Assessment					Total	Total Score
		Gram	Vocab	Compreh	Fluen	Pron		
1	Student 1	4	5	5	4	3	21	84
2	Student 2	3	5	4	3	3	18	72
3	Student 3	3	5	5	4	3	20	80
4	Student 4	4	4	5	3	3	19	76
5	Student 5	4	5	5	4	3	21	84
6	Student 6	4	4	4	3	3	19	76
7	Student 7	4	4	4	3	3	18	76
8	Student 8	5	5	5	4	4	23	92
9	Student 9	3	4	4	4	3	18	80
10	Student 10	4	4	4	3	2	17	68
11	Student 11	3	4	5	3	2	17	68
12	Student 12	3	4	5	3	2	17	68
13	Student 13	4	5	5	4	3	21	84
14	Student 14	3	5	4	3	2	17	68
15	Student 15	3	4	5	3	2	17	68
16	Student 16	4	5	5	5	4	23	92
17	Student 17	3	4	4	3	2	16	64
18	Student 18	3	4	5	3	3	18	72
19	Student 19	4	5	5	3	3	20	80
20	Student 20	3	4	5	3	3	18	72
21	Student 21	4	5	5	4	3	21	84

**APPENDIX 14: THE RESULT OF STUDENTS' DIAGNOSTIC
SCORE**

No	Name	Score
1	Student 1	68
2	Student 2	66
3	Student 3	63
4	Student 4	51
5	Student 5	57
6	Student 6	43
7	Student 7	43
8	Student 8	74
9	Student 9	71
10	Student 10	43
11	Student 11	34
12	Student 12	47
13	Student 13	57
14	Student 14	63
15	Student 15	47
16	Student 16	74
17	Student 17	47
18	Student 18	34
19	Student 19	34
20	Student 20	43
21	Student 21	51
	Total	1110
	Average	52,85714

APPENDIX 15: STUDENTS WORKSHEET

Selvitana mayang sari
Silvi ~~na~~ um
Dinda sekar

Worksheet First Meeting

- Read the text carefully and answer the question below!
- Discuss in your group

My Experience Met With Taufik Hidayat

orientation

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

event. Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally I could meet Taufik Hidayat and got his signature.

reorientation. Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

Questions:

1. Underline the generic structure and name them on the left side!
2. Underline the past tense sentences of the text above!
3. What is the text about?
4. What is recount text?
5. Why using past tense?
6. What is the purpose of the text above?

3. My experience met with taufik hidayat.

4. A text that tells the reader about past event or past ~~ex~~ experience.

5. ~~Because~~ ^{because} the text about includes the text recount and use the connector that has happened.

6. The purpose of the text above is to retell the writer experience met with Taufik Hidayat

Fajriyah ciki
Alfianti F
Firdaus fl.

Group 1

Worksheet Second Meeting

> Discuss in your group and answer the question Bellow!

Questions:

1. Where did they go on vacation?
2. What did she see in her vacation?
3. How is the water in Lake Huron?
4. What did the hotel have?
5. What did she see on the sand?
6. What did she do in her vacation?
7. What did they roast at the campfire?
8. What did she do in the lake?
9. What did they do at night?
10. What she felt according to your opinion about her vacation?

1. Lake Huron
2. The sun, beach, fish
3. very cold, beautiful and blue
4. Swimming pool, game room
5. Crabs walking on the sand
6. Play pinball, and video game
7. they burn marshmallow
8. she swimming
9. Swimming in the lake, campfire
10. she happy and she want to come back again
she also sad because vacation is over

APPENDIX 16: THE RESULT OF OBSERVATION CHECK LIST

OBSERVATION CHECKLIST

Name of School : SMA MUHAMMADIYAH 10 SURABAYA
 Day and date : Thursday, 3 Mei 2010
 Class observed : X IPA 1
 Time : 10.00 - 11.30
 Observer : Nica Queen Ardiyanti

MEETING I

Activity	Teacher	Description		Student	Description		Field Note
		YES	NO		YES	NO	
Opening Activities	The teacher greets students	✓		The students answer teacher greeting	✓		
	The teacher checks students' attendance	✓		The students are preparing to learn	✓		
	The teacher is checks students condition to follow teaching and learning process	✓		The students are ready to follow in teaching and learning process	✓		
	The teacher relates topic that will be discuss	✓					
	The teacher motivates the students	✓					
Main Activities	The teacher shows the power point about recount text	✓		The students listen the teacher explanation	✓		* In general the student active & enthusiastic did the task and discussed together with their member in the small group * the students involved in group discussion, but a few student not involve yet in the small group
	The teacher explains the material about recount text	✓		The students are interested to the topics that given by the teacher	✓		
	The teacher explains the generic structure, language and grammar that use in recount text	✓		The students are interesting and enthusiasm on learning in classroom		✓	
	The teacher gives an example of recount text	✓		The students deliver question to teacher about the lesson	✓		
	The teacher asks guidance student to investigate the generic structure, language and grammar that use in recount text	✓		The students listen the teacher's instruction	✓		
	The teacher gives a chance for students to ask questions	✓		The students are interesting in group discussion	✓		
	The teacher divides the students to become in	✓		The students are more active in small group	✓		

	grouping			discussion				
	The teacher gives student task	✓		The students investigate the generic structure, language and grammar that used in recount text	✓			* a few students made a noise in the classroom
	The teacher asks students to do the task in group	✓		The students work together in small group discussion	✓			* the students seem shy to speak with another friends in the small group
	The teacher asks and helps the students who have difficulties in doing a task	✓		The students motivate in doing task in group	✓			
	The teacher uses the strategy well	✓		The active to ask about recount text		✓		* The re groups very active speak together in their group
	The teacher is monitoring the students	✓		The students ask teacher about their difficulties that related to the topic or materials	✓			
	The teacher has used media in teaching process	✓		The students interact and communicate with another students in small group discussion	✓			
Closing Activities	The teacher gives feedback and asks the question about materials to students	✓		The students answer teacher's question about material that they have learned	✓			
	The teacher involves student to summarize material that have learned	✓		The students deliver teacher question	✓			
	The teacher gives task to students	✓		The students involve them self in summarize the material	✓			
	The teacher closes the class by saying goodbye to student	✓		The students answer teacher greeting	✓			

OBSERVATION CHECKLIST

Name of School : SMA MUHAMMADIYAH 7 SURABAYA
 Day and date : Friday 4 Mei 2018
 Class observed : X IPA 1
 Time : 08.00 - 09.30
 Observer : Nice Queen Aripriyanti .

MEETING II

Activity	Teacher	Description		Student	Description		Field Note
		YES	NO		YES	NO	
Opening Activities	The teacher greets students	✓		The students answer teacher greeting	✓		
	The teacher checks students' attendance	✓		The students prepare to learn	✓		
	The teacher checks student condition to follow the teaching and learning process	✓		The students are ready to follow the teaching and learning process	✓		
	The teacher motivates the student	✓		The students involve themselves in review the lesson	✓		
	The teacher reviews the lesson with involve students	✓		The students ask the question to teacher and answer teacher' question	✓		
Main Activities	The teacher gives student to do the task in group	✓		The students listen the teacher's instruction	✓		* The student is more active to speak and discussed with their friend in the small group * the student involved in the small group. * four groups active to discussed and they seem speak together in the small group. * one group seem not to be active to speak and they were like shy to express
	The teacher divides students to become in small group	✓		The students make a small group	✓		
	The teacher guides student to make a small group	✓		The students are interest and enthusiasm in learning	✓		
	The teacher plays a video about recount	✓		The students deliver the question to teacher about the lesson	✓		
	The teacher asks student to take or fill note about the information in video	✓		The students are interested in group discussion	✓		
	The teacher asks student to in each group to discuss and understand the content of video	✓		The students are active in small group discussion	✓		
	The teacher monitors the students	✓		The students are interested to do the task	✓		
	The teacher asks student to re-	✓		The students work together	✓		

	tell their story that they have discuss before by their own word	✓		in small group discussion	✓		their ideas. * Few students enthusiastic doing the task with their members in the small group.
	The teacher gives a chance for students to ask the questions	✓		The students ask question to teacher	✓		
	The teacher asks and helps student who have difficulties in doing the activity	✓		The students motivate in doing task in group	✓		
	The teacher uses the strategy well	✓		The students asks to teacher about their difficulties that it is related to the topic or materials	✓		
	The teacher uses the media	✓		The students interact and communicate with another students in small group discussion	✓		
Closing Activities	The teacher gives the feedback and asks the question about materials to students	✓		The students answer teacher's question about material that they have learned	✓		
	The teacher involves student to summarize the material that they have learned	✓		The students deliver the teacher's question	✓		
	The teacher gives the task to students	✓		The students involve them self in summarizing the material	✓		
	The teacher closes the class by saying goodbye to student	✓		The students answer teacher greeting	✓		

APPENDIX 17: THE RESULT OF STUDENTS RESPONSE

LEMBAR ANGKET RESPONSE SISWA

Petunjuk:

1. Berilah tanda cek (√) pada kolom berikut yang anda anggap benar!
2. Kriteria Penilaian
 - a. "Ya" jika pernyataan sesuai dengan pendapat anda.
 - b. "Tidak" jika pernyataan tidak sesuai dengan pendapat anda.

NO	PERNYATAAN	RESPONSE	
		YA	TIDAK
1	Apakah anda suka belajar speaking dengan menggunakan small group discussion?	√	
2	Apakah anda lebih senang jika small group discussion diterapkan dalam pembelajaran speaking di dalam kelas?	√	
3	Apakah menurut anda penerapan small group discussion membantu anda untuk memahami materi yang diajarkan?	√	
4	Apakah anda merasa kemampuan past tense anda meningkat setelah menggunakan small group discussion pada pembelajaran speaking di dalam kelas?	√	
5	Apakah anda merasa vocabulary (kosa-kata) anda mengalami peningkatan setelah menggunakan small group discussion pada pembelajaran speaking di dalam kelas?	√	
6	Apakah anda merasa mempunyai kesempatan berbicara lebih banyak saat penerapan small group discussion dalam pembelajaran speaking di dalam kelas?	√	
7	Apakah anda merasa lebih percaya diri berbicara dalam kelompok dengan menggunakan small group discussion dalam pembelajaran speaking di dalam kelas?	√	
8	Apakah anda merasa lebih aktif dalam pembelajaran speaking dengan menggunakan small group discussion?	√	
9	Apakah anda merasa termotivasi untuk belajar speaking dengan menggunakan small group discussion?	√	
10	Apakah anda setuju dengan penggunaan small group discussion diterapkan dalam pembelajaran speaking di dalam kelas?	√	

APPENDIX 18: THE RESULT OF TEACHER'S OBSERVATION AND FIELD NOTE

TEACHER'S OBSERVATION SHEET AND FIELD NOTE

MEETING I

Name of School : SMA Muhammadiyah 7 Surabaya
Day and date : Thursday 3 May 2018
Class observed : X IPA 1
Time : 10.00 - 11.30

- 1). The students seemed enthusiastic and active to speak with their member in the small group
- 2). A few students made a noisy in the classroom when the teacher explained the material
- 3). During group discussion three groups seemed active to speak meanwhile two groups seemed not to be active to discuss with their friend member in the small group
- 4). A few students seemed not involved yet in the small group and they seemed shy to explore their ideas

TEACHER'S OBSERVATION SHEET AND FIELD NOTE

MEETING II

Name of School : SMA Muhammadiyah 7 Surabaya
Day and date : Friday 4 May 2018
Class observed : X IPA 1
Time : 08-9.30

- 1). In general, the students active to speak and discussed the topic with their member in the small group
- 2). The students try to involved in the small group
- 3). Four groups seemed active to speak together with their member in the small group, meanwhile one group seemed not to be active
- 4). The students try to involved in the small group then when in the first meeting.

APPENDIX 19: PERSETUJUAN REVISI



UNIVERSITAS MUHAMMADIYAH SURABAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi : Pendidikan Bahasa Inggris - Pendidikan Bahasa & Sastra Indonesia
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD - PG. SD

Jln. Sutorejo No. 59 Surabaya 60113, Telp. (031) 3811966 Fax. (031) 3813096

PERSETUJUAN REVISI

Setelah kami teliti hasil perbaikan revisi skripsi :

Nama : GITTI NURHAYATI LOLON
NIM : 20141111019
Program Studi : PENDIDIKAN BAHASA INGBRIS
Judul Skripsi : THE EFFECTIVENESS OF USING SMALL GROUP DISCUSSION
IN TEACHING SPEAKING RECOUNT AT TENTH GRADE OF
SMA MUHAMMADIYAH 7 SURABAYA

Kami penguji menyetujui perbaikan revisi skripsi tersebut.

Nama penguji	Tanda tangan	Tanggal
1. <u>Dr. Dwijani Ratnadewi, M.Pd.</u>		<u>27/08/2018</u>
2. <u>Drs. Wijayadi, M.Pd</u>		<u>27/08/2018</u>
3. <u>Sofi Yuni anti, S.G., M.Pd .</u>		<u>27/08/2018</u>

APPENDIX 20: JADWAL BIMBINGAN

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SURABAYA

BERITA ACARA BIMBINGAN SKRIPSI

1. NAMA MAHASISWA : SITI NURHAYATI Lolon.....
 2. NIM : 204111019.....
 3. PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS.....
 4. JUDUL SKRIPSI : THE EFFECTIVENESS OF USE SMALL
 GROUP DISCUSSION IN TEACHING
 SPEAKING RECOUNT AT TENTH GRADE
 OF IMA MUHAMMADAH 7 SURABAYA.....
 5. TANGGAL PENGAJUAN SKRIPSI :

TANGGAL	MATERI BIMBINGAN	PARAF	
		PEMBIMBING I	PEMBIMBING II
26/01/2018	Konsultasi Judul		
07/02/2018	Chapter 1		
14/02/2018	Revisi Chapter 1		
19/02/2018	Revisi Chapter 1		
26/02/2018	Chapter II		
04/03/2018	Revisi Chapter II		
18/03/2018	Revisi Chapter II		
01/04/2018	Chapter III		
15/04/2018	Revisi Chapter III		
19/04/2018	Validasi Instrument		
30/05/2018	Chapter IV		
28/06/2018	Revisi Chapter IV		
11/07/2018	Revisi Chapter IV		
17/07/2018	Chapter V		
29/07/2018	Revisi Chapter V & Abstrak		
12/07/2018	Revisi abstract		

6. TANGGAL SELESAI MENULIS SKRIPSI :
7. TANGGAL RENCANA UJIAN SKRIPSI :

KETERANGAN :

Mahasiswa Tersebut Diatas Telah Menyelesaikan Bimbingan Penulisan Skripsi Dan Sudah Dapat Diajukan Dalam Sidang Ujian Skripsi.

Dosen Pembimbing I

Dr. Dwijani Ratna Dewi, M.Pd

Surabaya, 01/8/2018.....

Dosen Pembimbing II

Vega Hestianaty, Spd., Mpd

APPENDIX 21: SURAT IZIN OBSERVASI



UNIVERSITAS MUHAMMADIYAH SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi : Pendidikan Bahasa Inggris - Pendidikan Bahasa Indonesia
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD

Jln. Sutorejo No. 59 Surabaya 60113, Telp. (031) 3811966 Fax. (031) 3813096

Nomor : 141/KET/IL.3-FKIP/F/I/2018
Hal : Izin Observasi

Yang terhormat

Kepala SMA Muhammadiyah 7 Surabaya

Assalamualaikum Wr. Wb.

Dengan ini kami Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya menghadapkan mahasiswa :

Nama : Sitti Nurhayati Lolon

NIM : 20141111019

Program Studi : Pendidikan Bahasa Inggris (S1)

Pada kesempatan ini kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk mengadakan observasi penelitian dalam penyelesaian skripsinya.

Adapun judul penelitian yang diambil adalah :

"THE EFFECTIVENESS OF USING SMALL GROUP DISCUSSION IN TEACHING SPEAKING"

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Surabaya, 29 Januari 2018



Endah Hendarwati, S.E., M.Pd.

APPENDIX 22: SURAT IZIN PENELITIAN



UNIVERSITAS MUHAMMADIYAH SURABAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi : Pendidikan Bahasa Inggris - Pendidikan Bahasa & Sastra Indonesia
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD - PG. SD

Jln. Sutorejo No. 59 Surabaya 60113, Telp. (031) 3811966 Fax. (031) 3813096

Nomor : 341/KET/II.3-FKIP/F/IV/2018

Hal : Penelitian Skripsi

Yang terhormat

Kepala SMA Muhammadiyah 7 Surabaya

Jl. Sutorejo No. 98-100 Surabaya

Assalamualaikum Wr. Wb.

Dengan ini kami Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya menghadapkan mahasiswa :

Nama : Siti Nurhayati Lolon

NIM : 20141111019

Program Studi : Pendidikan Bahasa Inggris (S1)

Pada kesempatan ini kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk mengadakan penelitian dalam penyelesaian skripsinya.

Adapun judul penelitian yang diambil adalah :

"THE EFFECTIVENESS OF USING SMALL GROUP DISCUSSION IN TEACHING SPEAKING RECOUNT AT TENTH GRADE OF SMA MUHAMMADIYAH 7 SURABAYA"

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Surabaya, 23 April 2018



Endah Hendarwati, S.E., M.Pd

APPENDIX 23: SURAT KETERANGAN SEKOLAH



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH KOTA SURABAYA
SMA MUHAMMADIYAH 7 – TERAKREDITASI “A”**

Jln. Sutorejo No. 98-100 Surabaya. Telp. 0315996249. E-mail : smamsevensby@gmail.com Website : www.smam7sby.com

SURAT KETERANGAN

Nomor : 054 / III.4 / D / KET / VII / 2018

Yang bertandatangan di bawah ini :

N a m a : Drs.H. ZAKARIA
N B M : 521.143
Jabatan : Kepala SMA Muhammadiyah 7
Alamat : Jl. Sutorejo 98-100 Surabaya.

Menerangkan dengan sebenarnya, bahwa mahasiswa :

N a m a : SITI NURHAYATI LOLON
N I M : 20141111019
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Surabaya.

Telah melaksanakan Penelitian di SMA Muhammadiyah 7 Surabaya pada tanggal 3 – 4 Mei 2018, dengan judul penelitian “ **The Effectiveness of Using Small Group Discussion In Teaching Speaking Recount at Tenth Grande of SMA Muhammadiyah 7 Surabaya** “

Selama menjalani Penelitian tersebut, mahasiswa yang bersangkutan menunjukkan kinerja sesuai dengan bidang keahlian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



APPENDIX 24: PICTURES



APPENDIX 25: SURAT BEBAS PLAGIASI

 **PERPUSTAKAAN
UNIVERSITAS MUHAMMADIYAH SURABAYA** **ASLI**

SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

Nama : Sitti Nurhayati Lolon
NIM : 2014111014
Fakultas/Jurusan : EKIP / Pend. Bahasa Inggris
Alamat : Sukorejo Surabaya
Judul : The Effectiveness of Using Small Group Discussion in Teaching Account at 1st Grade of CPA Muhammadiyah F. Surabaya
telah diserahkan dan memenuhi kriteria batas maksimal yang sudah ditentukan.

Petugas perpustakaan : [Signature] Ardi Surya

Surabaya, 8 Agustus 2020
Mahasiswa,
[Signature] Sitti Nurhayati Lolon


Mengetahui,
Kepala Perpustakaan
[Signature]
Dra. Mas'ulah, M.A.

*) Coret yang tidak perlu

CURRICULUM VITAE

Sitti Nurhayati Lolon was born on 25th September 1995 in Tuamado-Panama, Nusa Tenggara Timur. She was third child from fifth children from Mr. Yusuf and Mrs. Fatimah. She was graduated from Elementary School of SD Impres Panama on 2008; She graduated from Junior High School of Donbosco Aliuroba on 2011, She graduated from Senior High School of SMKN 1 Buyasuri Atulaleng on 2014. Then she continued study in Muhammadiyah University of Surabaya in English Department Faculty of Teacher Training and Education in 2018.