

**WRITING EXERCISES IN THE TEXTBOOK *WHEN ENGLISH  
RINGS A BELL***



**THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of IAIN  
Purwokerto as a Partial Fulfillment of the Requirements for Achieving the  
Degree of *Sarjana Pendidikan* (S.Pd) in English Education**

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2020**

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In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

Purwokerto, 15<sup>th</sup> December 2020

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*Assalamu'alaikum Warahmatullahi Wabarakaatuh*


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**AN ANALYSIS ON WRITING EXERCISES IN THE TEXTBOOK WHEN ENGLISH  
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## **MOTTO**

Happiness is not how much money we have, but how much time we can be  
thankful

Learn from the past, live in the present, and plan for the future



## **DEDICATION**

*I dedicate this thesis to :*

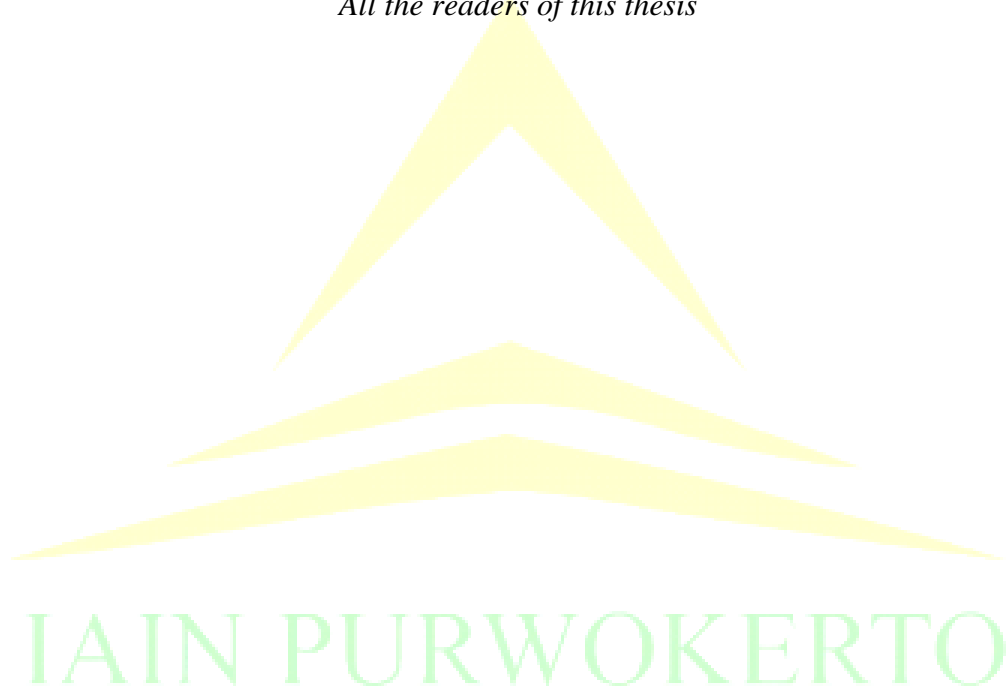
*My beloved parents (Rasum and Budi Arti)*

*My beloved brothers (Anggit Prastowo and Ardi Irtanto)*

*My Almamater, IAIN Purwokerto*

*My beloved friends*

*All the readers of this thesis*



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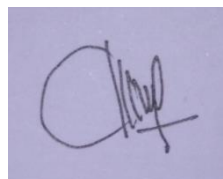
This thesis presented as partial fulfilment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, supports, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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Purwokerto, 26<sup>th</sup> November 2020



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***AN ANALYSIS ON WRITING EXERCISES IN THE TEXTBOOK  
WHEN ENGLISH RINGS A BELL BASED ON 2013  
CURRICULUM***

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**ABSTRACT**

Writing exercises can be used to introduce students to a literary text, to motivate and help them to create their understanding of the text, and articulate their own interpretation of the text. The objectives of this research are (1) to know the types of writing exercises in *When English Rings A Bell* textbook, (2) to know the compatibility based on the syllabus.

This research is about content analysis design. The data was collected by using documentation. The steps to analyze the exercises are (1) reading the exercises suggested by the syllabus, (2) identifying the number of writing exercises in every chapter, (3) classifying based on the competency and skill which emphasizes in the exercise.

After observing the textbook, then matching it with the 2013 curriculum, the researcher found several types of writing exercises and counted the compatibility with the syllabus. First, the researcher found 4 types of writing exercises of *When English Rings A Bell*, which is (a) Completing texts/sentences, (b) Writing sentence dealing with grammar, (c) Writing short functional text, and (d) Developing vocabulary into sentences. Second, the compatibility of writing exercises in *When English Rings A Bell* textbook with the syllabus, the result show that the percentages offer to the schema of quality classification by Arikunto is 71%. It means the score is good, and the textbook can be used as a media in the learning process.

**Keywords:** Writing exercises, Textbook, 2013 Curriculum.

## TABLE OF CONTENTS

<b>TITLE .....</b>	<b>i</b>
<b>STATEMENT OF ORIGINALITY .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>OFFICIAL NOTE OF SUPERVISOR .....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DEDICATION.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF PICTURES.....</b>	<b>xiv</b>
<b>LIST OF GRAPHS .....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study.....	1
B. Definition of Key Terms .....	2
C. Research Questions .....	3
D. Objectives and Significances of the Research .....	3
E. Review of Relevant Studies .....	4
F. Research Methodology.....	5
G. Graduating Paper Outline.....	8
<b>CHAPTER II THEORITICAL REVIEW</b>	
A. Notion of Writing .....	10

1. Definition of Writing .....	10
2. Purpose of Writing.....	11
3. Components of Writing .....	12
4. Criteria of Good Writing .....	12
B. Notion of Textbook.....	13
1. Definition of Textbook .....	13
2. Functions of Textbook.....	14
3. Advantages and Disadvantages of Textbook.....	15
4. The Role of Textbook.....	17
5. EFL Textbook.....	18
6. Criteria of Textbook .....	18
C. Notion of Exercise .....	19
1. Definition of Exercise.....	19
2. Types of Writing Exercise.....	20
3. Criteria of Good Exercise .....	21
D. Notion of Curriculum .....	22
1. Definitions of Curriculum .....	22
2. Characteristics of 2013 Curriculum.....	23
3. 2013 English Curriculum.....	25
4. The Implementation of the 2013 Curriculum .....	25
5. The English Material of 2013 Curriculum .....	26
<b>CHAPTER III PROFILE OF THE TEXTBOOK</b>	
A. Identity of the Textbook .....	27
1. Textbook Identity.....	27
2. Objectives of the Textbook.....	27
3. Position of the Textbook.....	28
B. Structure of the Textbook .....	28
<b>CHAPTER IV RESULT AND DISCUSSION</b>	
A. Data Description .....	30
1. Imitative .....	30

2. Intensive.....	30
3. Responsive.....	31
4. Extensive.....	31
B. Data Analysis.....	32
1. Categories for Writing Exercises .....	33
2. Categories of Writing Assessment According to Brown38	
C. The Compability Between Writing Exercises and Syllabus 2013 Curriculum .....	41
D. Discussion.....	44

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	45
B. Suggestion.....	45

**BIBLIOGRAPHY**

**APPENDIXES**



IAIN PURWOKERTO

## **LIST OF TABLES**

Table 4.1	The distribution of imitative assessment, 49
Table 4.2	The distribution of intensive assesment, 50
Table 4.3	The compatibility of writing exercises with the syllabus, 51



## LIST OF PICTURES

- Picture 1      The examples of completing text, 34
- Picture 2      The examples of writing sentences dealing with grammar, 35
- Picture 3      The examples of writing short functional text, 36
- Picture 4      The examples of developing vocabulary into sentences, 37



## **LIST OF GRAPHS**

Graph 1      Diagrams compatibility of writing exercises with the syllabus, 32



# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language develops the time<sup>1</sup>. One of the languages that have developed significantly is English. Nowadays, almost all countries in the world use English as their second language, including Indonesia. Indonesia has considered English as their foreign language that has been taught gradually from junior high school to the university level.

According to Nurhadi, the aim of teaching English is to master the four skills, i.e listening, reading, speaking, and writing<sup>2</sup>. These four language skills enable students to take part in information exchange, to establish an interpersonal relationship, and to obtain knowledge as well as to enjoy the language aesthetic of English<sup>3</sup>. It is because English has many differences from our native language. Related to this matter, writing is one of the languages skills stated in the curriculum, be considered as the most difficult skill to learn by students. Students find some difficulties in writing because of some factors, which are vocabulary, grammar, language function, and sociolinguistics.

Writing skill is an important skill because it includes mind and feeling skills in real form and influence other people's understanding of the ideas conveyed. Many people feel difficulties to understand oral or language without writing. The presence of writing has overcome such problems and allowed communication across miles and through the years, and centuries.

As we know, nowadays textbook has an important rule in teaching and learning process. It can be used as a teacher's guide in teaching, and as a students' reference for study. Textbook consider as a guide in the learning method in the school because it includes many of materials and practice questions, especially in

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<sup>1</sup> Noviani, Thesis: An Analysis on Writing Exercises in When English Rings A Bell English Textbook Based On Syllabus 2013 Curriculum (Surakarta: The State Islamic Institute of Surakarta, 2017), p. 1

<sup>2</sup> *Ibid*

<sup>3</sup> *Ibid.*



writing skill. Likewise, Gaith suggested that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Writing encourage thinking and learning. It motivates communication and makes thought available for reflection when a thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.<sup>4</sup>

On the other hand, in the textbook that the researcher choose there are many writing exercises in every chapter that interest to analyze and to know where the exercise that appropriates to given to the students. Similar, F. Setiawati said that a good textbook are have some criteria, i.e it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus of examination. So, the researcher choose the textbook *When English Rings a Bell* because there are many writing exercises that interest to analyzed.

The Indonesian government has implemented English as a main subject in the curriculum. Nowadays, the curriculum that is used is 2013 curriculum. This curriculum aims to train students to be more active, innovative, and individual affective.

Based on the statement above, the researcher choose English textbook *When English Rings a Bell* to analyze the writing exercises and to evaluate how are the compatibility with 2013 Curriculum.

## **B. Definition of Key Terms**

In this part, there are some definition that will be explained, that are:

### 1. Writing Exercise

Writing exercise is primarily on grammar, students will get good marks if the texts are free from errors or have only just very few errors. Writing is usually directed to others for a specific purpose.<sup>5</sup>

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<sup>4</sup> Hudriatul Hotimah, Thesis: "*The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text: An Experimental Research at First Grade Students of SMP N 2 Banyumas*". (Purwokerto, 2015), p. 8

<sup>5</sup> Noviani, Op.Cit p.7

## 2. Textbook

According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in school and colleges" (OALD, 2000, p. 1238). Hutchinson and Torres (1994, p. 315) state that "the textbook is an almost universal element of (English language) teaching."<sup>6</sup>

## 3. 2013 Curriculum

In Kemendikbud's notion, the 2013 curriculum integrating values systems, knowledge, and skill, has orientation on developing the learners' competencies, the changing of teaching-learning methodology towards the teaching-learning process which give priorities on the learning experiences to observing, inquiring, associating, communicating to enhance the values of competitiveness and build prime characters.<sup>7</sup> The curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.<sup>8</sup>

### C. Research Questions

Based on the background, the problem of this research can be formulated as follows:

1. What types of writing exercise are provided in the textbook *When English Rings a Bell*?
2. How is the compatibility of the writing exercise in the textbook *When English Rings a Bell*?

### D. Objectives and Significances of the Research

1. Objectives of this research

The objectives of this research are:

- a. To categorize the types of writing exercises in *When English Rings a Bell*.

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<sup>6</sup> Nur Setyorini, et.al. "Analysis of Textbook Used at An English Course (A Case Study at an English Course in Pare Kediri) p. 2

<sup>7</sup> Biljana B. Radic and Jagoda P. Topalov, "Textbook in EFL Classroom : Defining, Assessing and Analyzing." ( University of Novi Sad, 2016) p. 138.

<sup>8</sup> Irma Nur Khasanah, Thesis: "The Implementation of 2013 Curriculum By The English Teacher And Its Barries (Walisongo State Islamic University, 2015) p. 18

- b. To know the compatibility of the writing exercise in the textbook *When English Rings a Bell* with the syllabus.

## 2. Significance of The Research

### a. Theoretical significance

This research is expected to be useful for English language teaching, especially in using a textbook as the learning source in English teaching and learning.

### b. Practical significance

#### 1) For English teachers in Junior High School

This research can give reference to select suitable English textbook in terms of writing exercises in the teaching process.

#### 2) For other researchers

This research can be used as a reference for other researchers in writing exercise analysis.

#### 3) For textbook writers

This research is expected to be able to provide the information needed to help textbook writers related to cultural content.

## E. Review of Relevant Studies

Based on the research about sources such as scientific papers/journal/thesis that have relevance with this research topic, the following are the results of some research that relate with the research.

First, an article by Wiwin Simanungkalit in 2016.<sup>9</sup> The objectives of this thesis are analyzed the writing exercises based on 2013 curriculum using textbook. The similarity of this research is about writing exercise using textbook *When English Rings A Bell*, and using quantitative method. The difference of the research is the researcher analyzed the exercises, while this research just categorized the exercises based on syllabus.

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<sup>9</sup> Wiwin Simanungkalit, “*An Analysis on Writing Exercises in English Textbook for Grade Seven Entitled When English Rings A Bell*”. Publication Article, p. 14.

Second, a journal article by International Journal of Instruction on July 2015 that generally focused on writing assessment or exercises in English language.<sup>10</sup> The similarity of this research is about writing assessment or exercise in English Language, and using quantitative method. The differences are this research using textbook *When English Rings A Bell*.

Third, a journal article by Refaldi M. Zaim on 2018 that discuss about Authentic Assessment to Better Facilitate Teaching and Learning.<sup>11</sup> The similarity of this research is using quantitative method. The difference is the researcher discuss about writing assessment, while this research discuss about writing exercises..

## F. Research Methodology

### 1. Research Design

Based on the object of this research, the researcher conducted a quantitative research. According to Leedy and Ormrod, quantitative research method involves a numeric or statistical approach to experimentation, as it builds upon existing theories.<sup>12</sup>

According to Suryana, descriptive research is focused to make a description systematically and accurately based on facts about a certain object.<sup>13</sup> According to Sugiyono, the qualitative method is focused on a natural object. The main instrument is the researcher, the data are inductive, and the result focuses on the meaning rather than generalization.<sup>14</sup> Likewise, Creswell asserts that quantitative research originated in the physical science, particularly in chemistry

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<sup>10</sup> Muhammad Javed, "A study of Students' Assessment in Writing Skills of the English Language". *International Journal of Instruction*, vol. 6, no. 2, p. 130.

<sup>11</sup> Refaldi M. Zaim, "Teacher's Need for Authentic Assessment for Better Facilitate Teaching and Learning". *A Journal on 2018*.

<sup>12</sup> Carrie Williams, "Research Methodology". *Journal of Business & Economic Research*, vol. 5, no. 3, p. 65

<sup>13</sup> Husein Nasaji, "Qualitative and Descriptive research". *Language Teaching Research*, vol. 19, no. 2, p. 129

<sup>14</sup> *Ibid*

and physics. The researcher uses mathematical models as the methodology of data analysis.<sup>15</sup>

Quantitative research gives priority to analyzed data. In this research, the researcher analyzed writing exercises in the English Textbook *When English Rings a Bell* for Junior High School. The researcher chooses descriptive quantitative design because the researcher wants to analyzed whether the writing exercise in the Textbook *When English Rings A Bell*.

Almost every research needs a source of literature to support the research. There are some differences between the field research and literature research especially on the purpose, function, and position of each research. In the field research, literature is needed as a basic theory to prepare the research design. While in literary research, the literature is not only used as a preparation of the research but also used to obtain the data collection of the research. The purpose of this research is to analyze the writing exercise in *When English Rings A bell*, an English textbook for seventh-grade students of junior high school.

## 2. Data Collection Technique

In this research, the researcher collecting data by using documentation and a checklist taken from the syllabus. Then, the researcher determined the textbook as media with its relevance. Next, the researcher counted the percentage of materials that were developed in the textbook. After that, the researcher counted the number of materials in the form of percentages.

According to Corbin and Strauss, document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and internet transmitted) material.<sup>16</sup> Like other analytical methods in another research, document analysis requires that data be examined

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<sup>15</sup> *Carrie Williams, Op.Cit p. 65*

<sup>16</sup> Glenn Bowen, "Document Analysis as a Qualitative Research Method" (Barry University, 2009) p. 27

and interpreted in order to elicit meaning, gain understanding, and developing empirical knowledge.

The researcher use documentation analysis for collecting the data and also help the researcher to do this research. The researcher determined the percentage of writing exercises that appropriate to the materials in the textbook. After that, the researcher counted the number of the materials in the form of a percentage. In this analysis, there are steps that the researcher does, as follows:

a. Reading

The first step is the researcher reads the textbook *When English Rings A Bell* for seventh-grade students of junior high school for knowing which are exercise considered the data. The data is only a writing exercise in the textbook.

b. Identifying

After the reading was done completely, the researcher identifies the number of writing exercises in every unit of *When English Rings A Bell*.

c. Classifying

The last step is classification. The data that has been identified then classified based on the competency and skill which are emphasized in the exercise.

3. Technique of Analyzing Data

There are some steps in analyzing data, that are selecting, categorizing, and marking in the checklist.

a. Selecting

In this step, the researcher read *When English Rings A Bell*, and then selecting exercises that could be considered as writing in every chapter of the textbook.

## b. Categorizing

After choosing writing exercises, the researcher categorized them into some aspects of writing exercises which then be analyzed based on the data. Some aspects of writing exercise which are used to analyze the data are finding out the writing exercises provided in the textbook, the writing exercise is then coded, comparing the writing exercise developed in the textbook and writing exercise demanded by the syllabus, describing whether the writing exercises developed in the textbook is compatible or not with writing exercises suggested by the syllabus, determining whether the English textbook is appropriate with the syllabus or not, and the last is making a conclusion. The researcher analyzed writing exercise based on coding as follow:

C : chapter

P : page

After the coding, the researcher formulated to count presentation using the formula:

$$\frac{\text{The total of compatible}}{\text{The total number of writing exercise}} \times 100 \%$$

Then, in classifying the textbook quality, the researcher use percentage proposed by Arikunto (1993) :

Interval Percentage	Compatibility
76 - 100 %	Very good
56 - 75 %	Good
40 - 55 %	Fair
0 - 39 %	Poor

c. Marking checklist

After categorized the exercises, the next step is marking and listing the writing exercises, so it can be seen which data will be analyzed.

d. Coding

The last step is coding. In this step, the researcher grouped the data of writing exercises which included types of writing exercises. Then, it was coded according to the number of data, the number of aspects (KI KD), number of pages, and the number of compatible or not compatible.

## G. Graduating Paper Outline

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of the background of the problem, operational definition, research questions, objectives and significance of the research, review of relevant studies, and research structure.

Chapter II presents the theories of writing exercises in English textbook which consists of explanations, those are writing, exercises, textbook, and curriculum.

Chapter III presents the research method, which consists of the type of research, sources of data, the technique of collecting data, and the technique of analyzing data.

Chapter IV presents the general description of the textbook *Bahasa Inggris* for Grade X Senior High School and the writing exercises analysis of the textbook for Seventh Grade Students of Junior High School.

Chapter V presents the conclusion and suggestion of the research.



## CHAPTER II

### THEORITICAL REVIEW

#### A. NOTION OF WRITING

##### 1. Definition of Writing

Writing is defined variously. According to Nunan (2003:88), writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.<sup>17</sup> Meanwhile, Berninger et al (2002) define writing as an active creation of text that involves, on the one hand, lower-order transcription skills such as handwriting, punctuation, and spelling, and on the other hand, higher-order self-regulated thinking process such as planning, sequencing and expressing the content.<sup>18</sup> The other definition is stated by White and Arndt (1991) in Hammad (2013: 1) as follows, writing is a thinking process that demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using the language for expressing exact meanings.<sup>19</sup> Tiwari (2005: 120) suggests writing is a process of transforming thought into written language.<sup>20</sup> Besides, Brown stated that writing is a thinking process. Writing can be planned and given with an unlimited number of revisions before its release. Besides, Elbow in Brown (2001:336) also says that writing is a two-step process. First, figuring out the meaning and second is putting the meaning into language. The last definition is stated by Urquhart and Mclever. They defined writing as a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and

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<sup>17</sup> Desi Nur Komariyah, Thesis: “*Writing Strategies Used By The Fourth Semester Students of English Education Departement: A Descriptive Study on The Fourth Semester Students of University of Muhammadiyah Purwokerto*” (Purwokerto, 2015) .

<sup>18</sup> *Ibid.*

<sup>19</sup> *Ibid.*

<sup>20</sup> Hudriatul Hotimah, Thesis: “*The Effectiveness of Monopoly Game for Teaching Writing Descriptive Text: An Experimental Research at First Grade Students of SMP N 2 Banyumas*”. (Purwokerto, 2015).

discovery, and teachers should help students generate content and discover a purpose.<sup>21</sup>

Based on the definition above, it can be concluded that writing includes some aspects as follows, a process of thinking, finding ideas, in written form by considering writing aspect and stages to be clearly understood by the reader.

## 2. Purpose of Writing

According to Granville, there are three purposes of writing, that are to entertain, to inform, and to persuade.

### a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his / her creativity. It must not make the readers laugh, but engage their feeling in some ways.

### b. To inform

Writing to inform has meaning to tell the reader about something. It can focus on objects, places, events, and procedures. It can be seen in magazines or newspapers, articles, scientific or business reports, etc.

### c. To persuade

Writing to persuade is has meaning to convince the reader of something that point of views is valid by presenting the data, so the readers follow the writer's opinion.

On the other hand, Tarigan summarized some purpose of writing, as follows:<sup>22</sup>

### a. Assignment Purpose

The writer writes since he/she was asked by someone. The idea to write does not come from the writer him/herself.

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<sup>21</sup> Titis Dewi Cakrawati, Thesis: *“The Effect of Using Communicative Cartoon Movies on Teaching of Writing Skill at The Second Grade of SMPN 1 Arjosari, Pacitan, East Java”* (Yogyakarta, 2012) p. 12

<sup>22</sup> Hudriatul Hotimah, *Op.Cit.*, p. 14

b. Altruistic Purpose

The writer writes to entertain the readers, to reduce the reader's sadness, and make their lives much easier by using his/her writing.

c. Persuasive Purpose

It has a purpose to ensure the readers about the truth of the idea given by the teacher.

d. Informational Purpose

The purpose of this writing is to give information to the readers.

e. Self-expressive Purpose

The purpose is to introduce the writer to the reader.

f. Problem Solving Purpose

This writing is used to solve the problem faced by the writer.

### 3. Components of Writing

There are some components to make good writing. According to Nurgiantoro (2001: 306-308), components of writing are:<sup>23</sup>

a. Content

Content refers to a set of information where the writer can develop a detailed idea to describe the main topic.

b. Organization

The organization is about how the students arrange the ideas that they have. The organization of the text is clear ideas, cohesive, and logical sequence.

c. Vocabulary

Using appropriate vocabulary is an important thing in writing.

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<sup>23</sup> *Ibid.*

d. Grammar

The use of grammar can be applied in all kinds of sentence structure so that it makes writing more meaningful.

#### 4. Criteria of Good Writing

According to Tarigan, there are three criteria of good writing:<sup>24</sup>

- a. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.
- b. A good writing result shows the abilities of the writer to write clearly (unambiguous), to use the sentence structure well, language, and example, therefore, it makes it the readers easy to understand the explicit and implicit meaning.
- c. A good writing result shows the ability of the writer to write surely. It can take the reader's interest to the main idea of the writing, it can describe the main idea clearly and logically.
- d. Good writing shows the ability of the writer to criticize his draft of writing and then revise it to get the better one. The key to success in writing is the willingness and the abilities of the writer in revising his draft.
- e. A good writing result shows the pride of the writer in his writing.

## B. NOTION OF TEXTBOOK

### 1. Definition of Textbook

Cortazzin and Jin (1999) stated that a textbook is a teacher, a map, a resource, a trainer, and an authority<sup>25</sup>. As a teacher, textbook gives students relevant information about grammar and vocabulary, as well as English - speaking countries and cultures. As a map, it shows an outline of linguistic, and cultural elements as a structured program and it guides students and teachers to follow the steps taken in previous lessons.

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<sup>24</sup>*Ibid.*

<sup>25</sup> Biljana B. Radic and Jagoda P. Topalov, Op.Cit. p. 139

A textbook is viewed as a resource as it contains a set of materials and activities available to the teacher from which one can choose. It also can be a trainer for novice teachers who need valuable instructions, support, and guidance. As an authority, a textbook is seen as valid, reliable, written by experts, and authorized by important publishers or ministries of education. According to Richards, the textbook is one of the teaching sources that is used to support learning through simulating cognitive processes and providing structure and progression for learners to follow.<sup>26</sup>

## 2. Functions of Textbook

A textbook has many functions for teachers in the teaching-learning process. According to Fahriany, Alek, and Wekke, textbooks are a key component in most language programs.<sup>27</sup> As stated by the Minister of Education and Culture of Indonesia, that the textbook has an important role in improving the quality of education in Indonesia.<sup>28</sup> The textbook provides the basic for the language input learners and the language practice in the classroom. For students, the textbook provides sources of language knowledge. It is part of teaching material that has been taught by the teacher.

Moreover, Greene Petty explained some functions of the textbook as follows:

- a. A textbook must be interesting and attractive to the learners. So, they will be interested in using the textbook.
- b. The textbook must be able to motivate the learners.
- c. Certain textbooks must be illustrative.
- d. The textbook must simulate the personal activity of the learners.
- e. The textbook should consider the linguistic aspect. So, it will be suitable for the learners' ability.

Likewise, according to Jack C. Richard is cited in Kartini that the functions of the textbook as follows:

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<sup>26</sup> *Ibid.*

<sup>27</sup> Fahriany, Alek, and Ismail Suardi Wekke, "Gender Representation in English Textbooks for Islamic Junior High School Students", *Kafa'ah Journal*, 8 (2), 2018, p. 155

<sup>28</sup> *Ibid*

- a. The textbook provides structure and a syllabus for a program

A textbook is not only become material provider but also become syllabus. It is because the textbook is developed based on the syllabus in the curriculum.

- b. Textbook helps standardize instruction

Most teachers in Indonesia teach the same level of some classes. And then, most students get similar explanations of the material. Besides, they get the same way of examination. Thus, the textbook can become standardize instructions.

- c. Textbook is efficient

The textbook can help teachers to save their time. It means that they don't spend their time arranging materials. They have to choose the type of materials and assignments to teach students at every meeting. It makes it easier because the teacher has more space for teaching rather than preparing material.

- d. The textbook can train a teacher

The teacher that may have not experienced, can learn materials from the textbook. Therefore, teacher ability can be practiced from the textbook.<sup>29</sup>

All in all, the textbook has many functions. In general, it takes an important role in educations. It is to be guidance, material provider, complementary of the teaching and learning process.

### **3. Advantages and Disadvantages of Textbook**

- a. The Advantages of Textbook

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are:<sup>30</sup>

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<sup>29</sup> Kartini, Thesis: A Content Analysis on Speaking Materials and Activities Writtem on English Alive 1: An Analytical Study on English Textbook for First Year of Senior High School" (Jakarta: Syarif Hidayatullah State Islamic University, 2005), p. 7-8

- 1) They provide structure and syllabus for a program.

Without textbook learning program may have no central core and learners may not receive a syllabus that has been systematically

- 2) They help standardized instruction.

It can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

- 3) They maintain quality.

If a well-developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles.

- 4) They are efficient

It can save teacher's time, enabling teachers to devote time to teaching rather than the material product.

- 5) They provide a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs, and cassettes, videos, CD ROMs, and comprehensive teaching guides.

- 6) They can provide effective language models and input

Textbooks can provide support for teachers whose first language and who may not be able to generate accurate language input on their own.

Another advantage of the textbook is stated by Graves (2000:175), as follows:

- 1) It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order

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<sup>30</sup> Gul Fatima, Syed Kasim Shah, and Humail Sultan, Journal: "Textbook Analysis and Evaluation of 7<sup>th</sup> and 8<sup>th</sup> Grade in Pakistani Context (Pakistan:2015) Vol.3, No. 4, p.79

- 2) It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- 3) It provides teachers with a basic for assessing students' learning. Some textbooks include tests or evaluation tools.
- 4) It may include supporting materials (teacher's guide, worksheets, cd, and video).
- 5) It provides a set of visuals, activities, readings, etc, and so save the teacher's time in finding or developing such materials.

#### b. The Disadvantages of Textbook

According to Graves (2010:149), there are some disadvantages of using the textbook, as follows:

- 1) The sequence of units is not in accordance with the real work-related needs.
- 2) The activities, readings, visuals, etc., may be boring.
- 3) The timetable for completing the textbook or parts of it may be unrealistic.
- 4) The textbook doesn't take the student's background knowledge into account.
- 5) The content may not be at the right level.
- 6) They may contain inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.<sup>31</sup>

#### 4. The Role of Textbook

As a learning source, textbooks have several roles in the teaching and learning process. In many situations, the textbooks provide the material in

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<sup>31</sup> *Ibid.*



balanced skill competence and its exercises. According to Cunningsworth, a textbook or coursebook has multiple roles in ELT<sup>32</sup> as follow:

- a. A resource for presentation material (spoken and written).
- b. A source of activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of simulation and ideas for classroom language activities.
- e. A syllabus (where they reflect learning objectives that have already been determined).
- f. A resource for self-directed learning or self-access work.
- g. Support for less experienced teachers who have yet to gain confidence.

All in all, a textbook is not the only determinant of learning success. The integration between the teacher and textbooks can have a profound effect on the achievement of the teacher's teaching goals as well as meeting students' needs in learning certain material. The balance between the teacher and textbook makes learning objectives easier and more convenient to be conveyed.

## 5. EFL Textbook

English textbooks need much pay attention to any aspects that underpin the completeness because textbooks play a very important role in EFL education since it is generally through textbooks that learners get acquainted with the target language culture and values.<sup>33</sup> Hutchinson and Torres suggest:

“The textbook is an almost universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries....” No teaching-learning situation, it seems, is complete until it has its relevant textbook.” (p.315)

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<sup>32</sup> Alan Cunningsworth, *Choosing Your Coursebook*, Thailand: Macmillan Publishers Limited, 2004, p. 7

<sup>33</sup> Fahriany, Alek, and Ismail Suardi Wekke, *Op.Cit.*, p. 159

Other theorists such as Shaldon suggest that textbooks not only represent the visible heart of any ELT program but also offer considerable advantages for both the student and the teacher when they are being used in the ESL/EFL classroom.<sup>34</sup>

## 6. Criteria of Textbook

The textbook has a substantial role in the instructional and learning process. The textbook can be a handbook, module, student's worksheet, test's compilations. According to Campbell in Ena, determined minimum qualitative criteria to select a good textbook. First, the learning materials are unbiased and non-stereotypical. Secondly, they should have a comprehensive, complete, and inclusive view of society and its history.<sup>35</sup> A good material should extend students' experiences. Likewise, Rachmijati and Cahyati explain that the criteria of a good textbook should show the relationship of women and men in a society based on their role, status, environment, culture, and community structures which are displayed in the form of illustrations and descriptions of the sentence. Besides, according to Cunningsworth, four guidelines underlie many of more criteria of textbook selection:<sup>36</sup>

- a. Textbooks need to match the objectives of the language learning program and they should correspond to learner's need;
- b. Textbooks should be chosen to help students use the language effectively for their own purposes;
- c. The textbook should facilitate the learning process without imposing 'rigid' learning methods;
- d. Textbooks should mediate between the learners and the target language thus supporting the learning process.

In addition, Hutchinson and Waters in Astuti stated that good materials should cover three criteria as follows:

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<sup>34</sup> David R .A. Litz. "Textbook Evalyation and ELT Management: A South Korean Case Study", *Asian EFL Journal*, p. 5

<sup>35</sup> Ouda Teda Ena. "Gender Roles Representation in Indonesian School Textbooks: A visual Content Analysis", Sanata Dharma University.

<sup>36</sup> Alan Cunningsworth, *Choosing Your Coursebook*, ....., p. 15-17

- a. Textbook encourages learners to learn:
  - 1) Interesting texts
  - 2) Enjoyable activities that engage the learners thinking capacities
  - 3) Opportunities for the learner to use their existing knowledge and skill
  - 4) Content which both learner and teacher can cope with.
- b. Provide a clear and coherent unit structure that will guide teacher and learner through various activities in such a way as to maximize the chance of learning.
- c. Involve both opportunities for analysis and synthesis<sup>37</sup>.

### C. NOTION OF EXERCISE

#### 1. Definition of Exercise

Based on Longman Dictionary (1982: 380), exercise is a set of questions in a book that tests a student's knowledge or skill.<sup>38</sup> According to Oxford English Dictionary (2008: 154), exercise is a set of questions in a book that tests your knowledge or practices a skill.<sup>39</sup>

#### 2. Types of Writing Exercise

The types of writing exercise demanded by the syllabus can be categorized as follows:<sup>40</sup>

- a. Arranging scrambled word into a good sentence

This is a guided exercise since the paragraphs function as the guidelines. As the definition stated by Hornby, jumble word or scrambled word is mixing two things in an untidy way. In another word, the scrambled word is one technique

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<sup>37</sup> Riski Wahyu Astuti, Thesis: "An Analysis of English Course Book: Content Analysis of Bahan Ajar Inggris Used by Ninth Grade Students of Junior High School in Madiun" (Ponorogo: IAIN Ponorogo, 2019), p.29-30

<sup>38</sup> Noviani, Op.Cit, p. 20

<sup>39</sup> Noviani, *Loc.Cit*

<sup>40</sup> *Ibid.*

that can be used in the teaching-learning process to help students memorize vocabulary and arranged some disordered sentences to the right form.<sup>41</sup>

b. Completing texts / sentence

It can be categorized as a controlled and guided exercise. It is controlled if the students have the right to complete their essays freely. Besides, it is guided if there are guidelines.

c. Writing sentences dealing with grammar.

It can be controlled or guided exercise. It is guided since the students are asked to complete sentences and the sentences function as the guidelines. It is a controlling exercise if the students are asked to write correct grammatical sentences. Calkins and Killion believe that teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage.<sup>42</sup> For example, a teacher who sees that many students are writing sentences containing misplaced modifiers can present a mini-lesson on this concept, using examples from student writing.

d. Writing short functional texts

It can be controlled and guided exercise too. Short functional text is writing meant to help the reader accomplish and everyday life. Examples of short functional texts are recipes, signs, schedules, memos notifying of a change in company address, etc.

e. Developing vocabulary into sentences

It is a guiding exercise when the students have the vocabulary and develop it into a good sentence. According to Irvin J.L., in the article Reading and the

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<sup>41</sup> Putri Rumaiza, Thesis: “*Students’ Perception of Learning Vocabulary Through Jumble Words*” (Aceh: Ar-Raniry State Islamic University, 2018), p. 22

<sup>42</sup> Kafina, Rev. Artes y Letras. University Costa Rica XXXIX (2) (Julio-Diciembre). 107-121, 2015/ISSN:2215-2636.

middle school students, there are some obstacles to developing vocabulary<sup>43</sup>: *first*, the size of the task. It means that the number of words that students need to learn is accordingly large. *Second*, the limitations of sources of information about words. The sources of information about words that are readily available to students dictionaries, word parts, and context pose their problems. Each can be difficult to use, uninformative, or even misleading. *Last*, the complexity of word knowledge. It means, knowing a word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing.

### 3. Criteria of Good Exercise

A good exercise or test should fulfill certain criteria. There are four criteria of a good test according to some experts, they are validity, reliability, level of difficulty, and discrimination power.

#### a. Validity

According to Hatch and Farhadi, validity means the extent to which the criteria. In other words, a test or exercise can be said to be valid to the extent that it measures what it is supposed to measure<sup>44</sup>.

#### b. Reliability

Gronlund stated that reliability is the consistency of measurement that is, to see how consistent test or exercise scores or other evaluation results are from one measurement to another<sup>45</sup>. It means that a test or an exercise is administered to the same condition on a different occasion, the extent that it produces a different result, is not reliable.

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<sup>43</sup> Irvin J.L., article: “*Reading and the middle School Students*” (Boston, 1997).

<sup>44</sup> Nur Sartika Putri, Ujang Suparman, and Ramlan Ginting, article: “An Analysis of Test Items Based on The Criteria of Good Test, p. 4

<sup>45</sup> *Ibid.*

### c. Discrimination Power

It tells about which is the item discriminates between the upper group students and the lower group students. Shohamy stated that the discrimination index tells about the extent to which the item differentiates between high and low students on that test.<sup>46</sup>

### d. Level of Difficulty.

Shohamy (1985) argues that difficulty level relates to how easy or difficult the item is from the point of view of the students who took the test or exercise.<sup>47</sup> It is important since test items that are too easy can tell us nothing about differences within the test population. If the item too easy it means that most or all the students obtained the correct answer. In contrast, if the item is difficult, it means that most or all of the students get it wrong.

## D. NOTION OF CURRICULUM

### 1. Definitions of Curriculum

There are many definitions of curriculum. According to Pratt (1994, p.5) and Barrow and Milburn (1990, p.84), the word *curriculum* is from the Latin verb *current*, to run. Current became a diminutive noun and meant a “racing chariot” or “race track”.<sup>48</sup> Barrow and Milburn (1990) and Beauchamp (1977) note how the term “curriculum” is in some cases used in very limited contexts, but other cases very broadly.<sup>49</sup> Dubin and Olshtain define a curriculum as a broad description of general goals by indicating an overall educational-cultural philosophy that applies across subjects<sup>50</sup>. The next is defined by Nichols, Shidaker, Johnson, and Singer, the curriculum is an area of education that is characterized by a lack of agreement about its definition and nature.<sup>51</sup> Furthermore, according to Cattington (2010),

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<sup>46</sup> *Ibid.*

<sup>47</sup> *Ibid.*

<sup>48</sup> Fernandes Arung, “The Definition of Curriculum (Dictionaries and Expert)”, 2013. p. 4

<sup>49</sup> *Ibid.*

<sup>50</sup> Maulidia Rahmawati Nur, “Teachers’ Voices on The 2013 Curriculum for English Instructional Activities” IJEE, Vol. 1, No.2.

<sup>51</sup> Fernandes Arung, Op.Cit, p. 3

curriculum or curriculum standards refer to the standards, benchmarks, and outcomes that delineate the content to be taught and learned in science classrooms.<sup>52</sup> Besides, Lake and Winterbottom in Kattington (2010) stated that curriculum is a set of rules that benefits students by providing them with active learning, exploration of interests, civic responsibility, character building, and recognizing and helping the community.<sup>53</sup>

Based on some definitions above, it can be concluded that curriculum is sets of subjects and educational programs provided by an education provider that contains lesson plans given to lesson participants in one education level period.

## 2. Characteristics of 2013 Curriculum

Based on Permendikbud No. 59 tahun 2014, Curriculum of 2013 has some characteristics, as follows:<sup>54</sup>

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- b. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- c. Developing the competencies expressed in terms of class core competencies which are specified more in basic competence of subjects.
- d. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between subjects and education level.

Besides, another characteristics is based on Permendikbud No. 58 Tahun 2014 about the 2013 curriculum of Junior High School / Islamic Junior High School:<sup>55</sup>

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<sup>52</sup> Fernandes Arung, "The Definition of, ....., p. 4

<sup>53</sup> *Ibid.*

<sup>54</sup> Irma Nur Khasanah, Thesis: "*The Implementation of 2013 Curriculum By The English Teacher and Its Barries: A case Study at the 10<sup>th</sup> Grade of SMA N 1 Rembang* (Walisongo State Islamic University, 2014) p. 19

<sup>55</sup> Dwi Intan Apriani, Thesis: "*The Descriptive Study of Implementation of Scientific Approach in English Teaching in State Junior High Schools in Purwokerto.* (Puwokerto, 2015) p. 20

- a. Curriculum content, that is competency, is clarified in the form of Core Competence (KI) of class and further explained in Basic Competence (KD) of subject matters.
- b. Core Competence (KI) is a description of competence about attitude aspects, knowledge, and skill (cognitive, affective, and psychomotor) which must be learned by students.
- c. Basic competence is a competence learned by students to subject matter in a certain class for Junior and Senior High School.
- d. Core competence and Basic Competence in secondary education level focus on attitude aspect while in medium level balances between attitudes and intellectual abilities.
- e. Core competence becomes organizational elements of Basic Competence in that all Basic Competence and learning processes are developed to achieve competence in the Core Competency.
- f. Basic competence is developed based on the principle of accumulative, reinforcing, and enriching each other between subject matter and education level (horizontal and vertical organization).
- g. The syllabus is developed as a lesson plan for one subject. In the syllabus enclosed the whole Basic Competence to theme or subject in the class.
- h. The lesson plan is developed from each KD for a certain subject and class.

In addition, the 2013 Curriculum has its style that deals with the teaching-learning process in the 2013 Curriculum. The formula of new curriculum dealing with learning style is: a) learning by doing, b) integrated learning (knowledge, skill, and attitude), c) learning with the scientific approach, d) adjusting the context of learning with the surrounding environment at school/home, e) learning sources are not only textbook and teacher, f) asking students to conclude the concept discussed (discovery learning), g) emphasizing on higher-order thinking skill, h) skill can be concrete things, abstract, and action, i) project-based learning and collaborative learning.



### 3. 2013 English Curriculum

The 2013 curriculum is a new curriculum developed by the Indonesian government in 2013. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as religious, productive, creative, innovative, and effective individuals and citizens who could contribute to society in Indonesia and all over the world (Permendikbud Nomor 67 Tahun 2013).<sup>56</sup>

The 2013 curriculum is designed in three aspects, they are cognitive, affective, and psychomotor<sup>57</sup>. Cognitive aspects encourage students to comprehend, apply, analyze, and evaluate. Affective aspects encourage students to accept, perform, appreciate, and inspire. While, psychomotor aspects encourage students to observe, ask, try, find reasons, present, and compose (Permendikbud Nomor 65 Tahun 2013).

From the explanation above, it can be said that the 2013 curriculum is the curriculum designed by Permendikbud to improve students' abilities in three aspects, that are cognitive, affective, and psychomotor.

### 4. The Implementation of the 2013 Curriculum

The 2013 curriculum is the curriculum that occupied by character building. According to Mulyasa (2013: 7), the implementation of the 2013 curriculum is independent so the students can improve their knowledge, good moral character values so they can apply them in their daily behavior. The value is mentioned in core competencies (KI). This competency contains four competence (KI I to KI 4). KI I refers to the spiritual aspect, KI 2 for social aspects (behavior), KI 3 is designed for aspects of knowledge, and KI 4 for aspects of skills. Basic competence or abbreviated as KD is a reference to develop competence in indicators. In the 2013 curriculum, the teaching and learning process is based on a scientific approach. This approach includes five steps, namely observing, questioning, obtaining information, socializing, and communicating.<sup>58</sup>

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<sup>56</sup> Noviani, Op.Cit, p. 26

<sup>57</sup> Noviani, Loc.Cit

<sup>58</sup> Noviani, Op.Cit, p. 28

## 5. The English Material of 2013 Curriculum

There are several materials that suggested by 2013 for seventh-grade students of junior high school, as follows:

- a. Interpersonal: greeting and responds, goodbye and responds, thanking and responds, apologizing and responds, introduction and responds.
- b. Transactional: asking and telling about fact and feeling and also asking and offering things and service.
- c. Special functional: name label, list instruction, short notice, warning/caution, song.
- d. General functional: name of the days, months, times, date, and year. Personal identity: names of animals, things, and public buildings, characteristics of persons, animals, and things, descriptive (person, things, and animals).
- e. Speaking topic: concerned of self, social life, and nature around the house and school.<sup>59</sup>



IAIN PURWOKERTO

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<sup>59</sup> *Ibid*

## CHAPTER III

### PROFILE OF THE TEXTBOOK

#### A. Identity of the Textbook

##### 1. Textbook Identity

This research discusses an English textbook *When English Rings A Bell* for seventh-grade students of junior high school. By doing the research based on the textbook sources, the researcher wants to evaluate the writing exercise in the textbook in the term of a type, the 2013 curriculum, the basic competencies of writing skills, the types of writing exercise, and compatibility of the 2013 curriculum. This textbook is published by the Ministry of Education and Culture in 2017 that consists of 188 pages and 8 chapters.

##### 2. Objectives of the Textbook

As a learning source that is widely used in Indonesia especially in English subjects, the textbook *When English Rings A Bell* published by the Ministry of Education and Culture has an important role to support the English teaching and learning process. Based on Permendikbud No. 69 Tahun 2013, the objectives of the 2013 curriculum is to prepare Indonesian people in order to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, effective, and capable to the life of society, nation, state, and world civilization<sup>60</sup>. In accordance with the objective of the textbook in Curriculum 2013, this textbook also aims to help students learn English. According to the Ministry of Education and Culture, the purpose of this English textbook is to help students to dare to look for other learning resources that are available around them.<sup>61</sup>

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<sup>60</sup> Salinan Permendikbud, No. 35 Tahun 2018.

<sup>61</sup> Siti Wachidah, Asep Gunawan, & Yuli Rulani Khatimah, "Bahasa Inggris *When English Rings A Bell*" (Jakarta, 2013).

### 3. Position of the Textbook

The position of textbooks in the learning process is contained in the Regulation of the Minister of National Education number 11 of 2005 in article 2 verses 1-3. The regulation reads:

- a. Textbooks are used as mandatory references by teachers and students in the learning process.
- b. In addition to the textbooks referred to in paragraph (1), teachers use educators' manuals and can use enriching books and reference books in the learning process.
- c. To increase the knowledge and insight of the students, the teacher can encourage students to read enriching books and reference books.

Based on these regulations it can be seen that the position of textbooks in the learning process is a mandatory guide for teachers and students that can be supported by other sources such as enrichment books and reference books. This shows that the textbook is the main learning resource. As the main learning resource, the selection of textbooks needs to be considered in order to meet students' needs for the required abilities.

#### B. Structure of the Textbook

Textbook *When English Rings A Bell* for grade VII Junior High School consists of 188 pages. There are 8 chapters contained in this textbook. Each chapter has a specific theme. The distribution can be seen below:

Chapter 1 How Are You

Chapter 2 It's My Birthday

Chapter 3 I Love People Around Me

Chapter 4 I Love Things Around Me

Chapter 5 I Love My Town

Chapter 6 She's So Nice

Chapter 7 What Do They Look Like?

Chapter 8 Attention Please!



## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Data Description

This study was done with a quantitative approach. This study used some categories for choosing writing exercises in the textbook. Those categories are imitative, intensive, responsive, and extensive.

##### 1. Imitative

Imitative writing requires students to demonstrate skills in the fundamental tasks of writing letters, correctly spelling words, placing punctuation marks, and constructing very brief sentences.<sup>62</sup> This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, the form is the primary if not exclusive focus, while context and meaning are of secondary concern.

##### 2. Intensive

Beyond the fundamentals of imitative writing skill in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.<sup>63</sup> Meaning and content are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

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<sup>62</sup> H. Douglas Brown, "Language Assessment (Principle and Classroom Practice" (Longman) p. 220

<sup>63</sup> *Ibid.*

### 3. Responsive

Tasks relate to pedagogical directives, lists criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, summaries, lab reports, brief responses to reading, and interpretations of charts and graphs.<sup>64</sup> Under specified conditions, the learner begins to exercise some freedom of choice among alternative forms of expression of ideas. The learner has mastered the fundamentals of sentence-level grammar and is more focused on discourse conventions that will achieve the objectives of the written text. form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning. In this category, there is no from chapter 1 until chapter 8 that includes responsive exercises. It because the examples of responsive exercises are paraphrasing, paragraph construction, guided writing (question/answer), etc.

### 4. Extensive

This type focus on achieving a purpose, organizing and developing ideas logically, song details to support or illustrate ideas, demonstrating syntactic, and in many cases, engaging in the process of multiple drafts to achieve a final product.<sup>65</sup> Besides, focusing on grammatical form is limited to occasional editing and proofreading of a draft. In this category, there is no from chapter 1 until chapter 8 that includes extensive exercises. It because the examples of extensive exercises are essay writing tasks, the task in different types of writing (narrative, description, argument, etc), the task in genres of writing (lab reports, opinion essays, research papers), etc.

From the explanation above, the most dominant exercises in the textbook entitled *When English Rings A Bell* are imitative and intensive that consists of 22 exercises that are imitative and 26 exercises that are intensive.

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<sup>64</sup> *Ibid.*

<sup>65</sup> *Ibid.*

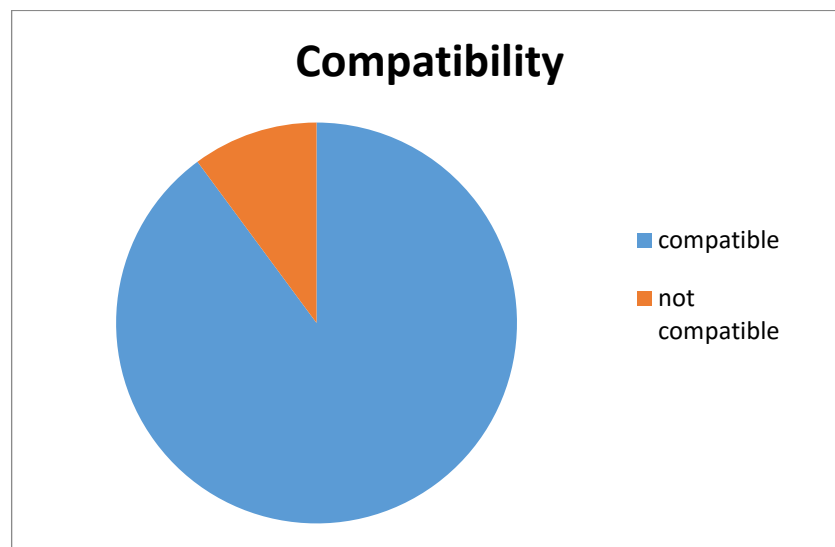
The count of its presentage is:

$$\frac{34}{48} \times 100 = 70,8 / 71\% \text{ (compatible)}$$

$$\frac{4}{48} \times 100 = 8,3 / 8\% \text{ (not compatible)}$$

From the result above, according to Arikunto, the category of compatible is good because the percentage is between 56 – 75%.

The diagram of its compatibility



## B. Data Analysis

This study was done with the result of writing exercises and also writing assessment in the textbook. The categories of writing exercises were arranging scrambled into good sentences, completing texts/sentences, writing sentences dealing with grammar, writing short functional texts, and developing vocabulary into sentences. Besides, the categories of writing assessment were imitative, intensive, responsive, and extensive. From those categories, this study discovered data based on 9 categories which were gathered from every chapter.



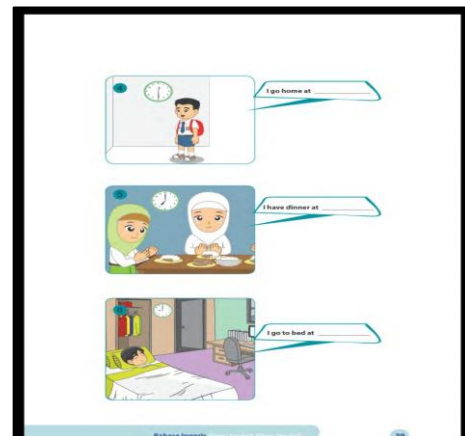
## 1. Categories for Writing Exercises

### a. Arranging scrambled into good sentences

There is some definition of scrambled words. One of them according to Huda. Huda stated that scrambled is one method of learning that can improve students' concentration and speed of thought. This method requires students to combine the right brain and the left brain. In this method, they not only asked to answer the question but also guess quickly answer questions that are available but still in random conditions. The accuracy and speed of thought in answering the question become one key of the scramble learning method. Scores of students are determined by how quickly the questions be done. These can be guided exercises if the paragraph function as the guidelines. In this textbook, there are not kind of this exercise. The researcher doesn't found the exercise from chapter 1 until chapter 8. Therefore, the number of arranging scrambled exercises in the textbook is 0. As the definition stated by Hornby, jumble word or scrambled word is mixing two things in an untidy way. In another word, the scrambled word is one technique that can be used in the teaching-learning process to help students memorize vocabulary and arranged some disordered sentences to the right form.

### b. Completing texts / sentences

Completing text is the second type of writing exercise. It can be categorized as controlled exercise and guided exercise. It is controlled if the students have the right to complete their essays freely. Besides, it is guided if there are guidelines. In this textbook, there are some completing texts/sentences exercise be found. Those are on pages 11, 23, 31, 38, 39, 40, 45, 55, 57, 80. The pictures below are the example of the exercise.



*Picture 1 describing names and residence    Picture 2 about daily activities.*

The pictures above are indicated as completing texts because the first picture shows someone that describes their name and their residence. On other hand, the second picture shows the students' daily activities. It is appropriate with the theory of syllabus 2013 that students have the right to complete their essay freely.

c. Writing sentence dealing with grammar

Writing sentences dealing with grammar is the third category of writing exercises. This type can be controlled or guided exercise. It is guided since the students are asked to complete sentences and the sentences function as the guidelines. It is a controlled exercise since the students are asked to write a grammatical sentence. In the textbook *When English Ring A Bell*, there are some writing sentences dealing with grammar be found. It was on pages 12, 31, 38, 40, 45, 129, 131, 134, 145, and 153. The pictures below are the example of exercise writing sentence dealing with grammar.

When is your birthday?

Please ask your friends about their birthday!

No.	Name	Date of Birth
1.	Dheni	31 <sup>st</sup> of March 2000
2.	Ranuli	15 <sup>th</sup> of October 2000
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Picture 1 Asking about birthday

These are my activities.

Please write down your daily activities here!

Morning Activities	Afternoon Activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Evening Activities	Night Activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Please ask your classmates about their activities in the morning, in the afternoon, in the evening, and at night!

Picture 2 Writing daily activity Friend's

These animals are around me.

Please write down animals you can find around you and their physical appearance!

No.	Kind of Animals	Physical Appearance
1	a butterfly	colorful, small, pretty
2		
3		
4		
5		
6		
7		
8		
9		
10		

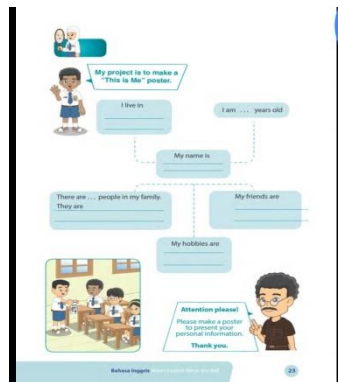
Picture 3 Describing animals physical appearance

The pictures above are indicated as writing sentences dealing with grammar. The first picture shows students' asking about their friend's birthday. The second picture shows someone's daily activities, and the last picture shows the description of an animal physical appearance. It appropriate with the syllabus 2013 curriculum. Calkins and Killion believe that teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing mixplaced modifiers can present a mini-lesson on this concept, using examples from student writing.

d. Writing short functional text

Short functional text is writing meant to help the reader accomplish everyday life, such as recipes, signs, schedules, maps, charts, graphs, pamphlets, etc. The examples of the short functional text might include a recipe for cooking, direction to a location, memo, a schedule of opening times and location during a

seminar, a directory address, phone number or email addresses, the direction of a test, etc. In this textbook, the researcher found some pages of these exercises, as follows: 13, 14, 23, 72, 74, 101, 124, 166, 170, and 172. Here are the example pictures of writing short functional text to be found in every chapter.



*Picture 1 Make a poster about personal information*



*Picture 2 Describing signs*



*Picture 3 Make a map of town*



*Picture 4 Describing signs*

The pictures above are indicated as writing short functional texts because the first picture shows students to make a map of the town. Besides, the second picture shows students to describe signs. It is appropriate with the syllabus.

e. Developing vocabulary into sentences

Developing vocabulary into sentences is the last category of exercises found in the textbook *When English Rings A Bell* based on the 2013 curriculum.

This can be guided exercise when there are some guidelines provided. In this type, there are some exercises found in some pages, as follows: 9, 12, 61, 71, 80, 94, 131, and 140. The pictures below are examples of this exercise.

The things I've done with my family.

Please write down your activities with your family!

No.	Activities	Day and Time
1.	go to the park	every Sunday
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Bahasa Inggris

Picture 1 writing activities in a week

Here are my classmates' feelings.

Please ask your classmates about their feelings and write them down here!

No.	Name	Color	Feeling
1.	Edu	Red	great
2.			Feels a headache
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Bahasa Inggris

picture 2 write about friend's feeling

What is your favorite color? What is your favorite food?

Please ask your classmates about their favorite color and favorite food!

No.	Name	Favourite Color	Favourite Food
1.	Siska	pink	I eat chicken
2.	Dina	blue	meatball
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Bahasa Inggris

Picture 3 asking about favorite color

These are the things in my bag.

Please write down the things in your bag!

- 
- 
- 
- 

Bahasa Inggris

picture 4 write things in bag

and food

## RAIN PURWOKERTO

The pictures above are indicated as developing vocabulary into sentences because students have a vocabulary and develop it into a good sentence. Besides, according to Irvin J.L., in the article Reading and the middle school students. There are some obstacles to developing vocabulary: *first*, the size of the task. It means that the number of words that students need to learn is accordingly large. *Second*, the limitations of sources of information about words. The sources of information about words that are readily available to students dictionaries, word parts, and context pose their problems. Each can be difficult to use, uninformative, or even misleading. *Last*, the complexity of word knowledge. It means, knowing a

word involves much more than knowing its dictionary definition, and simply memorizing a dictionary definition does not guarantee the ability to use a word in reading or writing.

## 2. Categories of Writing Assessment According to Brown

### a. Imitative

The category of writing assessment is imitative. Imitative or writing down means the beginning level of learning to write. The students will simply write down English letters, words, and possibly sentences to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. In this textbook, some exercises include imitative writing, as follows: on pages 6, 9, 11, 18, 21, 23, 31, 32, 33, 38, 40, 60, etc. The following pictures below are some exercises that include in imitative writing.



*Picture 1 is about greetings*

*picture 2 is about describing ourselves*

These are my activities.

Please write down your daily activities here!

Morning Activities	Afternoon Activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Evening Activities	Night Activities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Please ask your classmates about their activities in the morning, in the afternoon, in the evening, and at night!

Picture 3 is about writing daily activities

b. Intensive

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammatical concepts. The writing task requires students to bring their ability in producing appropriate vocabulary within a context, idioms, collocation, correct grammar, and the length of a sentence. As the name implied, intensive controlled writing performance is more strictly controlled by the design of the task. In this textbook, there are some exercises that includes intensive writing, which is on pages 20, 37, 68, 71, 83, 94, 118, 131, 155, 170, etc. Here are the example pictures of intensive writing.

What are they saying?

Please choose the right answers that fit in the bubbles in each picture!

- I'm feeling good.
- See you later.
- Good night.
- I read theory.
- Good morning.

How are you?

These things are in my house.

Please write down the things in your house!

Things in my bedroom	Things in my kitchen
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Things in my living room	Things in my bathroom
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Picture 1 fill in the blanks about greetings

picture 2 writing things in house





Picture 3 describing public signs      picture 4 making sentences based on

### Picture

From some pictures above, the exercises are included on intensive writing because we know from picture 1 and picture 2 that is fill in the blanks about greetings and it is picture cued task. Besides, picture 3 and picture 4 that are describing signs and complete short sentences. It is controlled exercises and appropriate with the 2013 curriculum.

#### c. Responsive

In responsive assessment, learners are performing at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Under specified conditions, the learner begins to exercise some freedom of choice among alternative forms of expressions or ideas. The learner has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning. In this category, there is no from chapter 1 until chapter 8 that includes responsive exercises. It because the example of responsive exercises is paraphrasing, paragraph construction, guided writing (question/answer), etc.

#### d. Extensive

The last category of writing assessment stated by Douglas Brown are extensive assessment. It implies successful management of all the processes and



strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. This type focus on achieving a purpose, organizing and developing ideas logically, sing details to support or illustrate ideas, demonstrating syntactic, and in many cases, engaging in the process of multiple drafts to achieve a final product. Besides, focus on grammatical form is limited to occasional editing and proofreading of a draft. In this category, there is no from chapter 1 until chapter 8 that includes extensive exercises.

### **C. The Compatibility Between Writing Exercises and Syllabus 2013**

In this research, to analyzing the compatibility of writing exercise in *When English Rings A Bell* English textbook with the syllabus, the researcher used a checklist instrument. First, the researcher compares the material of the writing exercise using every category in KI KD. Then, calculating used theory the Schema of Quality Classification as proposed by Arikunto (1993). Based on the finding after calculating the compatibility of writing exercise in English textbook with 2013 Curriculum, the score is 71% (good). From this result, it can be concluded that this textbook compatible with the 2013 curriculum and can be recommended as teaching-learning media in the class.

### **D. Discussion**

From the analysis, it can be concluded that there are 5 categories of writing exercises based on the syllabus, and also 4 categories for writing assessment according to Douglas Brown that explained in every chapter. In writing exercises there are some categories namely arranging scrambled into good sentences, completing texts/sentences, writing sentences dealing with grammar, writing short functional texts, and developing vocabulary into sentences.<sup>66</sup> Besides, in writing

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<sup>66</sup> Noviani, Thesis: An Analysis on Writing Exercises in When English Rings A Bell English Textbook Based On Syllabus 2013 Curriculum (Surakarta: The State Islamic Institute of Surakarta, 2017), p. 85

assessment there are some categories namely imitative, intensive, responsive, and extensive.<sup>67</sup>

For arranging scrambled into sentences category, the researcher does not found it in every chapter. So, it can be said that arranging scrambled is not appropriate with the syllabus 2013. Next, completing texts / sentences. In this category, there are on pages 11, 23, 31, 38, 39, 40, 45, 55, 57, 80. For examples are on pages 38 and 45. On page 35, there are some pictures about activities in the morning and the students have to complete the blank sentences at the right time. Besides, on page 45 the students were asked to complete about friend's birthday and write it down on the table. It is a controlled exercise and appropriate with the syllabus 2013. The third category is writing sentences dealing with grammar. In the textbook *When English Rings A Bell*, some pages include in this exercise, which are on pages 12, 31, 38, 40, 45, 129, 131, 134, 145, and 153. For example, is on page 129. On that page, the students were asked to make lists of classmate characteristics on a table. It can be controlled exercise or guided exercise and it is appropriate with the syllabus 2013. The next category is writing short functional texts. This exercise be found on pages 13, 14, 23, 72, 74, 101, 124, 166, 170, and 172. It can be controlled exercises and guided exercises. It is guided if there are guidelines. For examples are on pages 72 and 124. On page 72, students are asked to write a letter for their mother and post it. Besides, on page 124 each student has to make a map of their town in a group. It is appropriate with the syllabus 2013 and good to use as a learning material for Seventh Grade Students. The last category is developing vocabulary into sentences. This exercise is found on pages 9, 12, 61, 71, 80, 94, 131, and 140. The example exercises are on page 80 and 131. First, on page 80 students are asked to write in their bag, and then mention how many things they have. Next, on page 131, students were asked to make a table and write down their classmates' physical appearance. The two exercises in controlled exercise and it is appropriate with the syllabus and good to used learning material for Seventh Grade Students.

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<sup>67</sup> Douglas H. Brown, "*Language Assessment: Principle and Classroom Practice*". Longman, p. 218

The next category is writing assessment. First, imitative. Imitative means the beginning level of learning to write. Students will simply write down English letters, words, and possibly sentences to learn the conventions of the orthographic code. Examples of imitative exercise are on pages 21 and 40. On page 21, there is a picture and students are asked to complete the blank sentences with a good answer. Besides, on page 40 students were asked to write down their daily activities begin from morning activities until night activities. The second category is intensive assessment. It means writing is used as a production mode for learning, reinforcing, or testing grammatical concepts. The writing task requires students to bring their ability in producing appropriate vocabulary within a context, idioms, collocation, correct grammar, and the length of a sentence. Intensive assessment can be found in some pages, that are 20, 37, 68, 71, 83, 94, 118, 131, 155, 170, etc. for example, on page 71 there is a table and students asked to complete the table with activities, date, and time with family. Another example is on page 155. The exercise shows a picture, and the students have to make a descriptive text based on the picture. Third, responsive assessment. This exercise asked students to master the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning. The researcher can not found the exercises that include in responsive assessment because the examples of it are paraphrasing, paragraph construction, guided writing (question/answer), etc. usually, kinds of the task found in senior high school or university level. The last is extensive assessment. It implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. This type focus on achieving a purpose, organizing and developing ideas logically, sing details to support or illustrate ideas, demonstrating syntactic, and in many cases, engaging in the process of multiple drafts to achieve a final product. It usually for the university level, so there are no exercises that include in this assessment.

Next, for the compatibility of writing exercises with the syllabus, the researcher counts the percentage based on schema by Arikunto(1993).<sup>68</sup>Based on the finding after calculating the compatibility of writing exercise in English textbook with 2013 Curriculum, the score is 71% (good). It can be concluded that the textbook *When English Rings A Bell* is appropriate to use in the learning process.



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<sup>68</sup> Noviani, op.Cit, p. 167

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and suggestions of this research. The conclusions and suggestions are drawn based on the findings and discussions.

#### **A. Conclusion**

Based on the result that explained in the data analysis, it can be concluded that there are 5 types of writing exercises found in the textbook that are arranging scrambled into good sentences, completing texts/sentences, writing sentence dealing with grammar, writing short functional texts, and developing vocabulary into sentences. For arranging scrambled, there are no exercises that available in the textbook, so the count is 0. For completing texts/sentences, the researcher found 10 exercises, for writing sentences dealing with grammar there are 10 exercises, for writing short functional text, there are 10 exercises. The last is for developing vocabulary into sentences, there are 8 exercises. All in all, the composition of writing exercises are the number of compatible is 71%, and the number of not compatible is 8%

The data showed that the count of writing exercises which compatible is higher than not compatible. So, the researcher can say that When English Rings A Bell textbook published by Kemendikbud is appropriate as the students' reference in the teaching and learning process.

#### **B. Suggestion**

In the last part of this thesis, the researcher would like to give some suggestion for the teachers and also material developers:

1. For the teachers, it might help to evaluate the writing exercises are appropriate and not appropriate.
2. The teachers could help students in categorizing writing exercises in every chapter.

3. The author should add an explanation in every chapter before the example of exercise. It can help students to clearly understand what their teacher's explained before doing the exercises.
4. It would be better if, after the sub-material, the author gives an explanation of the picture in the textbook. For example, in developing vocabulary into sentences, there are some pictures, then below the picture, the author gives a little explanation why it called developing vocabulary into sentences.



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# APPENDICES

**A. Table 4.1 (imitative assessment in every chapter)**

Chapter	Page
1	6
	9
	11
	18
	21
	23
2	31
	32,33
	38
	40
	45
3	60
	61
	69
	72
4	80
5	116
6	129
	134
	140
7	158
8	-
Total	22

**B. Table 4.2 (intensive assessment in every chapter)**

Chapter	Pages
1	20
2	37
3	57
	63
	68
	71
4	77
	79
	83
	84
	87
	89
	93
5	108
	118
	119
	122
6	131
	133
	138
7	150
	155
	161
8	170
	171
Total	26

**C. Table of Compatibility of Writing Exercises with the syllabus**

Aspect	Exercises	Pages	Compatible	Not compatible
KD 4.1 – Greeting and responds	– Dialogue 1 (between dad and his son)	5	✓	
	– Dialogue 2 (between Lina and her mom)	5	✓	
	– Dialogue 3 (between a student and teacher)	7		
	– Dialogue 4 (between a boy and a girl)		✓	
	– Dialogue 5 (between dad and son)	7		
	– Dialogue 6 (between son and mom)		✓	
	– Dialogue (between mom and son)	15	✓	✓
	–	15	✓	
	–			✓
	–			
– Take leave and responds		17	✓	

<ul style="list-style-type: none"> <li>- Grateful and responds</li> <li>- Apologizing and responds</li> </ul>		-		
Total	7	7	7	2

Aspect	Exercises	Pages	Compatible	Not compatible
KD 4.2  <ul style="list-style-type: none"> <li>- Asking personal information</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogue (between teacher and student)</li> <li>- Describe personal information (about name and their residence)</li> </ul>	55	✓	
	<ul style="list-style-type: none"> <li>- Mentioning members of the family based on picture</li> </ul>	57	✓	
<ul style="list-style-type: none"> <li>- Giving personal information</li> </ul>	<ul style="list-style-type: none"> <li>- Writing the members of family</li> </ul>	63	✓	
			✓	

		69		
Total	4	4	4	0

Aspect	Exercise	Pages	Compatible	Not Compatible
KD 4.3 – Giving information about name of the day, month, name of time (in day), time (in numeric form, date, and year)	– Practice an expression using different days.	29	✓	
	– Mention the days when we do some activities based on pictures.	32, 33	✓	
	– Write an activity and the time based on picture .			
	– Write a time		✓	

	based on Picture	37		
	<ul style="list-style-type: none"> <li>- Asking to friends about their birthday</li> <li>- Asking about activities in the morning, in the afternoon, in the evening, and also at night</li> </ul>	38,39	✓	
- Asking information about name of the day, month, name of time (in day), time (in numeric form, date, and year)		45	✓	
		40	✓	
Total	6	6	6	0

Aspect	Exercise	Pages	Compatible	Not Compatible
KD 4.4				
	<ul style="list-style-type: none"> <li>- Write things in bag</li> <li>- Describing things in the living room</li> <li>- Describing things in the bathroom</li> </ul>	80	✓	
- Giving information about name and number of animals, things, and public building		83	✓	
			✓	

<ul style="list-style-type: none"> <li>- Asking information about name and number of animals, things, and public building</li> </ul>	<ul style="list-style-type: none"> <li>- Describing things at home</li> </ul>	87		
	<ul style="list-style-type: none"> <li>- Kinds of animals in the backyard</li> </ul>	92	✓	
	<ul style="list-style-type: none"> <li>- Where do you do this activity?</li> </ul>	95	✓	
		90	✓	
Total	6	6	6	0

Aspect	Exercises	Pages	Compatible	Not Compatible
KD 4.5 <ul style="list-style-type: none"> <li>- Giving information about the characteristics of people, animals, and things.</li> </ul>	<ul style="list-style-type: none"> <li>- Giving information about friend's physical appearance.</li> </ul>	131	✓	
	<ul style="list-style-type: none"> <li>- Describing animal's physical appearance</li> </ul>	133	✓	
	<ul style="list-style-type: none"> <li>- Writing animals find around us and their physical appearance</li> </ul>		✓	
	<ul style="list-style-type: none"> <li>- Asking to our</li> </ul>	134		



<ul style="list-style-type: none"> <li>- Asking information about the characteristics of people, animals, and things.</li> </ul>	classmate about their characteristics	129	✓	
Total	4	4	4	0

Aspect	Exercises	Pages	Compatible	Not Compatible
KD 4.6 <ul style="list-style-type: none"> <li>- Giving information about the behavior / actions / functions of people, animals, and things / objects</li> <li>- Asking information about the behavior / actions / functions of people, animals, and things / objects</li> </ul>	-	-		✓
	-	-		✓

Total	0	0	0	2

Aspect	Exercises	Pages	Compatible	Not Compatible
KD 4.7.2 – Compile descriptive texts related to people, animals, and things	– Describing members of family.	153	✓	
	– Describing public signs		✓	
	– Describing warning signs based on picture	166	✓	
	– Describing favorite animals, idols, and things	173		
	– Describing animals based on picture	163		✓
		133		
Total	5	5	5	0

Aspect	Exercises	Pages	Compatible	Not compatible
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<p>KD 4.8</p> <ul style="list-style-type: none"> <li>- Capture contextual meaning related to social functions and linguistic elements of song lyrics</li> </ul>	<ul style="list-style-type: none"> <li>- Good morning song</li> <li>- Old MCDonald</li> </ul>	<p style="text-align: center;">3</p> <p style="text-align: center;">126</p>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	
<p style="text-align: center;">Total</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">0</p>

## SILABUS SMP/MTs

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VII  
**Kompetensi Inti** :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</p>					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsional.					
<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf,</p>	<p><b>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</b></p> <p><u><i>Masing-masing diajarkan secara terpisah</i></u></p> <p><b>Fungsi sosial</b></p> <p>Menjagas hubungan interpersonal dengan guru dan</p>	<p><u><i>Masing-masing menggunakan prosedur yang sama</i></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</li> <li>Tingkat kelengkapan dan keruntutan struktur ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>teman</p> <p><b>Struktur teks</b></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.,</i> dan semacamnya</p> <p>c. <i>Thank you. You are welcome.,</i> dan semacamnya</p>	<p>Indonesia, dan bahasa lain, untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai dengan konteksnya (keteladanan).</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga</li> </ul>	<p>baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara</p>		<ul style="list-style-type: none"> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>d. <i>I'm sorry. That's fine, okay. Allright.,</i> dan sebagainya</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosa kata dan tata bahasa baku</p> <p>(2) Ucapan, tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di</p>	<p>hubungan interpersonal dan sesuai dengan konteksnya.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan</p>	<p>lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf ketika muncul kesempatan di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.</p>	<p>ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa menirukan contoh-contoh</li> </ul>	<p>bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p>interaksi (a) sapaan, (b) pamitan, (c)</p>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya, dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan berbagai ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</b></p> <p><i>Fungsi sosial</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p><i>Myname is ..., I'm ..., I live in ... , What's your name?, Where do you live?, Nice to meet you, How do you do, ... dan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa melihat, mendengar, dan dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat.</li> <li>Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya.</li> <li>Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, serta responnya.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap santun, peduli, dan percaya diri yang menyertai perkenalan diri, serta responnya.</li> </ul> <p><b>CARA PENILAIAN:</b></p>	<p>4 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata  (2) Tata bahasa: <i>be, have</i>; kata ganti <i>I, he, she, they</i>, dst.; kata ganti kepemilikan <i>my, your, his, their</i>, dst.  (3) Ucapan, tekanan kata, dan intonasi  (4) Ejaan dan tanda baca  (5) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara</p>	<p>dan unsur kebahasaan yang digunakan dalam pengenalan diri.</p> <ul style="list-style-type: none"> <li>Siswa menirukan guru mengatakan setiap kalimat.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pengenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengumpulkan</b></p>	<p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan pengenalan diri, serta responnya.</p> <p><b>Observasi:</b>  (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk pengenalan diri, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kesantunan dan kepedulian</li> </ul>		<p>internet, seperti:</p> <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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	<p>guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab.</p>	<p><b>Informasi</b></p> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>• Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>• Dengan bimbingan dan</li> </ul>	<p>dalam melaksanakan komunikasi di dalam dan di luar kelas.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan perkenalan diri, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>membandingkan ungkapan perkenalan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan antara ungkapan perkenalan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			
<p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam</b></p>	<p><u><i>Masing-masing menggunakan prosedur yang sama</i></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal,</li> </ul>	<p>16 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>bentuk angka, (e) tanggal, dan (f) tahun</b></p> <p><u><i>Masing-masing diajarkan secara terpisah</i></u></p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</p> <p><i>Struktur teks</i></p> <p>a. <i>What day is it</i></p>	<p>menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris, tentang berbagai kegiatan dan keadaan nyata.</p> <ul style="list-style-type: none"> <li>• Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari,</li> </ul>	<p>dan (e) tahun.</p> <ul style="list-style-type: none"> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal,</li> </ul>		<p>interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>• Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>• Contoh interaksi tertulis</li> <li>• Contoh teks tertulis</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>today? It's Monday today. It is Tuesday tomorrow. When do we have English?, dan semacamnya.</i></p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January, dan semacamnya</i></p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p>	<p>(d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,</p>	<p>dan (e) tahun.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama</li> </ul>		<p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>d. <i>What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five,</i> dan seterusnya</p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first</i> dan seterusnya</p> <p>f. <i>What year is it? When were you born? Nineteen</i></p>	<p>kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dari film, kaset,</li> </ul>	<p>hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>ninety eight. Two thousand and three.</i> dan semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(3) Kata tanya <i>What time? What date?, When?</i></p> <p>(4) Kata ganti <i>it</i></p>	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi</li> </ul>	<p>(a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan artikel <i>the</i>.</p> <p>(5) Angka kardinal dan angka ordinal</p> <p>(6) Ucapan, tekanan kata, intonasi,</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan</p>	<p>sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.	<p>bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dikumpulkan dari</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>• Siswa memperoleh</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a)</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat</p>	<p><b>Teks lisan dan tulis untuk pemaparan jati diri</b></p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa melihat, mendengar, dan dan menyaksikan guru memaparkan jati diri dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan jati diri.</li> <li>Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri.</li> <li>Tingkat ketepatan unsur</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan</li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>hubungan antar pribadi dengan teman dan guru.</p> <p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?</i> dan semacamnya.</p> <p>b. <i>My dad is a nurse? He helps</i></p>	<p>secara lebih dekat, dalam maksimal 6 kalimat.</p> <ul style="list-style-type: none"> <li>Guru mengulangnya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam pemaparan jati diri.</li> <li>Siswa menirukan guru mengatakan setiap kalimat.</li> </ul> <p><b>Menanya</b> Dengan bimbingan</p>	<p>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b> Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara</p>		<p>akurat</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms.</i>, dan semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Nama status hubungan keluarga, kekerabatan, teman, tetangga</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Article <i>a, an, the..</i></p>	<p>dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pemaparan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi pemaparan jati diri dalam bahasa Inggris dari film, kaset, buku teks,</li> </ul>	<p>lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati diri, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live,</i> dan sebagainya.</p> <p>(6) Penyebutan kata benda singular dan plural (-s), dan children</p> <p>(7) Ucapan, tekanan kata, Intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan</p>	<p>dsb.</p> <ul style="list-style-type: none"> <li>Siswa mengikuti dan menirukan contoh-contoh interaksi pemaparan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi pemaparan jati diri.</li> <li>Secara kolaboratif, siswa berusaha</li> </ul>	<p>pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan memaparkan dan menanyakan jati diri.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tangan.</p> <p><b>Topik</b></p> <p>Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan untuk pemaparan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan antara ungkapan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>untuk pemaparan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris untuk saling</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>memaparkan jati diri agar saling mengenal secara lebih dekat.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
<p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</b></p> <p><i>Fungsi sosial</i></p> <p>Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris (keteladanan).</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda</li> </ul>	24 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> </ul>

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<p>yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</i></p> <p>b. <i>Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?</i></p> <p>c. <i>The hospital is near the post office. The</i></p>	<p>dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dan bahasa lainnya.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada</p>	<p>baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara</p>		<ul style="list-style-type: none"> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



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	<p><i>police station is in the corner.</i> dan semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Nama binatang di lingkungan rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes,</i> dll.</p> <p>(2) Nama benda di lingkungan rumah dan sekolah: <i>table, pillow, toy, mug,</i></p>	<p>dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset,</li> </ul>	<p>lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis</p>		

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	<p><i>book shelf, pen, bag</i>, dll.</p> <p>(3) Nama bangunan umum: <i>the post office, the bank, the hospital</i>, dll.</p> <p>(4) Kata tanya <i>What? Which one? How many?</i></p> <p>(5) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(6) Kata ganti <i>it, they, this, that, those, these</i>.</p>	<p>buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul>	<p>dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p>		

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	<p>(7) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(8) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take,</i> dan sebagainya.</p> <p>(9) Ucapan, tekanan kata, Intonasi</p> <p>(10) Ejaan dan tanda baca</p> <p>(11) Tulisan</p>	<p>interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang</li> </ul>			

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	<p>tangan.</p> <p><b>Topik</b></p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.</p>	<p>terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan</li> </ul>			

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		<p>publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk</li> </ul>			

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		<p>menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam</li> </ul>			

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		<p>menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p>	<p><b>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</b></p> <p><u><i>Masing-masing diajarkan secara terpisah</i></u></p>	<p><u><i>Masing-masing menggunakan prosedur yang sama</i></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) label nama dan (b) daftar barang.</li> <li>Tingkat kelengkapan dan keruntutan (a) label nama dan (b) daftar barang.</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional</li> </ul>

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<p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Fungsi sosial</b></p> <p>Mengenalkan, mengidentifikasi, menginventarisasi</p> <p><b>Struktur text</b></p> <p>a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.</p> <p>b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Artikel <i>a</i>, kata</p>	<p>mana terdapat (a) label nama atau perlu diberi label nama dan (b) daftar barang, termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut.</p> <ul style="list-style-type: none"> <li>Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) label nama dan (b) daftar barang, dari berbagai sumber termasuk internet, film, koran,</li> </ul>	<ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) label nama dan (b) daftar barang.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan membuat (a) label nama dan (b) daftar barang untuk fungsi nyata.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk</p>		<p>dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>



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	<p>benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p><b>Topik</b></p> <p>Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan</p>	<p>majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa memberikan komentar dan pandangannya tentang fungsi (a) label nama dan (b) daftar barang, ketepatan unsur kebahasaannya, format, tampilan, dsb.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur</p>	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa memahami dan menghasilkan (a) label nama dan (b) daftar barang sesuai fungsi sosialnya, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana</p>		

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	<p>tentang perilaku jujur, disiplin, peduli, kerjasama.</p> <p><b>Multimedia:</b></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>kebahasaan, antara (a) label nama dan (b) daftar barang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) label nama dan</li> </ul>	<p>berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) label nama dan (b) daftar barang, termasuk kemudahan dan kesulitannya.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya berbagai (a) label nama dan (b) daftar barang yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa berbagai (a) label nama dan (b) daftar barang.</li> </ul>		

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		<p>(b) daftar barang.</p> <ul style="list-style-type: none"> <li>• Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</li> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label</li> </ul>			

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		<p>nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan dan persamaan</li> </ul>			

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		<p>dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul>			

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		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat lebih banyak (a) label nama dan (b) daftar barang dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan</li> </ul>			

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		<p>permasalahan yang dialami dalam membuat (a) label nama dan (b) daftar barang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</b></p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan sifat orang, binatang, benda.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda.</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>mengagumi</p> <p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>The baby is cute. I'm tired. Her sister is friendly. The children are very strong and healthy. What is he like?</i>, dan semacamnya.</p> <p>b. <i>Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide</i></p>	<p>unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara</p>	<ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <p><b>Observasi:</b></p>		<ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>and green. How is your school?, dan</i> semacamnya.</p> <p>c. <i>The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., dan</i> semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata sifat terkait fisik, mental, psikologis</p> <p>(2) Kata tanya <i>What ... look like? How?</i></p> <p>(3) Nama benda-benda dan hewan yang</p>	<p>cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam</li> </ul>	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>sangat lazim di rumah, kelas, sekolah, dan sekitarnya.</p> <p>(4) Adverbia: <i>very</i></p> <p>(5) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(6) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan</p>	<p>bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul>	<p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tangan.</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>interaksi menyebutkan dan menanyakan sifat orang, binatang, benda.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang,</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
<p>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</b></p> <p><i>Fungsi sosial</i></p> <p>Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>We exercise in the morning. We don't say bad words. He doesn't like noodles. What do you do in the afternoon?</i> dan semacamnya.</p> <p>b. <i>Where does the dog poo? My cat sleeps on the sofa. Tigers don't sleep at night. Monkeys live on trees.</i>, dan semacamnya.</p> <p>c. <i>This story</i></p>	<p>fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/</p>	<p>kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk</p>		<ul style="list-style-type: none"> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>makes her cry. His toy train moves on the track. My TV doesn't work. The movie plays at 4 pm., dan semacamnya.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata tanya dan pernyataan negatif <i>What do ...? Do you ...? Does he ...? He doesn't ... They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam</p>	<p>tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang,</li> </ul>	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>simple present tense untuk menyatakan kebiasaan, tanpa dan dengan –s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in, at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan</p>	<p>benda dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi</li> </ul>	<p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.</p>		

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	<p>tangan.</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-</i></li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><i>play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tindakan/fungsi orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan</li> </ul>			

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		<p>rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p>	<p><b>Teks (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), lisan dan tulis</b></p> <p><u><i>Masing-masing diajarkan secara terpisah</i></u></p> <p><b>Fungsi sosial</b></p> <p>Menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p><b>Struktur teks</b></p> <p>Menyebutkan tujuan dan informasi rinci</p>	<p><u><i>Masing-masing menggunakan prosedur yang sama</i></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> <li>Tingkat kelengkapan dan keruntutan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai</li> </ul>	<p>16 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://american.english.state.gov/files/ae/resource_files">http://american.english.state.gov/files/ae/resource_files</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.11 Menyusun teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dari:</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution</i> -</p>	<p>tersebut.</p> <ul style="list-style-type: none"> <li>Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa memberikan komentar dan pandangannya tentang fungsi (a)</li> </ul>	<p>tindakan memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www.google.com/">https://www.google.com/</a></li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Very hot water. Danger, 240 volts. Slippery when wet. Warning – Dangerous chemicals.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik</p> <p>(2) Ucapan, tekanan kata, intonasi</p>	<p>instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) instruksi (<i>instruction</i>), (b) tanda atau rambu</p>	<p>siswa memahami dan menghasilkan (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Ejaan dan tanda baca</p> <p>(4) Tulisan tangan</p> <p><b>Topik</b></p> <p>Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p> <p><b>Multimedia</b></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>(<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) instruksi</li> </ul>	<p>pengalaman belajar memahami dan membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>), termasuk kemudahan dan kesulitannya.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>).</p> <ul style="list-style-type: none"> <li>Siswa membaca secara lebih cermat semua (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teks, dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>)</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat lebih banyak (a) instruksi (<i>instruction</i>), (b) tanda atau rambu</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami</li> </ul>			



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam membuat (a) instruksi (<i>instruction</i>), (b) tanda atau rambu (<i>short notice</i>), (c) tanda peringatan (<i>warning/caution</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan</p>	<p><b>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang</li> </ul>	<p>24 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>mengidentifikasi, memuji, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari</p>	<p>berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul>	<p>deskripsi orang, binatang, benda dalam teks derkriptif.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif</p>		<p>akurat</p> <ul style="list-style-type: none"> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, dst.; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>,</p>	<p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber,</li> </ul>	<p>tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dst.</p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful</i>, dll.</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(5) Penggunaan nominal</p>	<p>termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul</li> </ul>	<p>luar kelas.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang,</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan</p>	<p>tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- nama orang, binatang, benda yang dideskripsikan</li> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa,</li> </ul>	<p>binatang, benda yang telah dibuat.</p> <ul style="list-style-type: none"> <li>• Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.</li> <li>• Lembar soal dan hasil tes</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>ucapan, tekanan kata, ejaan, tanda baca yang digunakan</p> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan</li> </ul>			

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		<p>unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan</li> </ul>			



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		<p>fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> <li>Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan</li> </ul>			

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		<p>masing-masing tentang isi deskripsi, dsb.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya</li> </ul>			

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam jurnal belajar sederhana dalam bahasa Indonesia.			
<p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p><b>Teks lagu pendek dan sederhana</b></p> <p><i>Fungsi sosial</i></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ucapan,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</li> <li>Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu.</li> <li>Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Contoh lagu dalam CD/VCD/ DVD/kaset</li> <li>Kumpulan lirik lagu</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul> </li> </ul>

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	<p>tekanan kata, intonasi</p> <p>(3) Ejaan dan tanda baca.</p> <p>(4) Tulisan tangan</p> <p><b>Topik</b></p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<ul style="list-style-type: none"> <li>Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin.</li> </ul>	<p>siswa tentang isi pesan lagu.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa</li> </ul>		<p><a href="http://cil.org/en/">cil.org/en/</a></p> <p>- <a href="http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php">http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php</a></p>

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		<ul style="list-style-type: none"> <li>• Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb.</li> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.</li> <li>• Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa</li> </ul>	<p>dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan lagu yang ditulis</li> </ul>		

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		<p>membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan dan melaporkan analisisnya tentang</li> </ul>	<p>tangan</p> <ul style="list-style-type: none"> <li>Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.</li> <li>Lembar soal dan hasil tes</li> </ul>		

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		<p>satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>• Siswa membicarakan</li> </ul>			

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		<p>permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</p>			