

# APPENDICES

**SILABUS K13**  
**MATA PELAJARAN BAHASA INGGRIS**  
*SMAN 1 Dempet, Demak.*  
 Kelas X  
 Tahun Pelajaran 2019/2020

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**KOMPETENSI INTI**

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Waktu 45 menit
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan	<ul style="list-style-type: none"> <li>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi , mengkritik, dsb.</li> <li>• Struktur Teks Dapat mencakup           <ul style="list-style-type: none"> <li>- Identifikasi (nama keseluruhan dan bagian)</li> <li>- Sifat (ukuran, warna, jumlah, bentuk, dsb.)</li> <li>- Fungsi, manfaat, tindakan, kebiasaan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>- Mencermati dan bertanya jawab tentang contoh menganalisisdeskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</li> </ul>	<ul style="list-style-type: none"> <li>- 1 x45</li> <li>2 x45</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Waktu 45 menit
<p>konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i>, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	<ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</li> <li>- Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, dst.</li> <li>- Kalimat dekalraif dan interrogatif dalam tense yang benar</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</li> <li>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.</li> <li>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>	2 x 45

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Waktu 45 menit
secara benar dan sesuai konteks			

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(LESSON PLAN OF EXPERIMENTAL CLASS)**

Nama Sekolah	: SMAN 1 Dempet, Demak
Mata Pelajaran	: Bahasa Inggris
Kelas	: X (Sepuluh)
Alokasi Waktu	: 2 x 45 menit
Jenis Teks	: Descriptive text

**I. Standar Kompetensi**

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

**II. Kompetensi Dasar**

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

**III. Indikator Pencapaian Kompetensi**

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

**IV. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

**V. Nilai Budaya dan Karakter Bangsa**

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu
6. Tanggungjawab

## **VI. Materi Pelajaran**

### 1. Kuta Beach

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

### 2. Singapore

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three millions people. Most Singaporeans live in high-rise apartments. Uhmm...Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.

Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique and antique. They date from the British colonial days. Shopping! Wow, this is the part that I like very much! Singapore is famous for its many good shopping centers. Most of the goods are duty free. It's a heaven for shoppers!

What about food? Uhmm ..yummy..yummy. It's delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you'll like it. Well, since Singapore lies near the

equatorial line, of course, it has a tropical climate, with a nice weather in both dry and rainy season.

### 3. Taj Mahal

Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

## VII. Metode/Teknik Pembelajaran

*Scientific approach, discovery learning*

## VIII. Langkah-langkah Kegiatan

### A. Kegiatan Pendahuluan

#### 1. Apersepsi

- Menyapa siswa dengan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Mengajak siswa membaca doa sebelum memulai pembelajaran

#### 2. Motivasi

- Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### B. Kegiatan Inti

#### 1. Eksplorasi

- Guru memberi penjelasan tentang *Wakie application*
- Guru meminta siswa download aplikasi *wakie*
- Guru menjelaskan langkah menggunakan wakie.

#### 2. Elaborasi

- Guru meminta siswa untuk mengidentifikasi structure of descriptive text  
Guru meminta siswa menyimpulkan isi teks descriptive
  - Guru memberikan pertanyaan yang bersumber dari teks tersebut
  - Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.
3. Konfirmasi
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
  - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
  - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

### C. Penutup

- Bersama-sama dengan peserta didik dana tau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogam
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

### IX. Alat dan Sumber Belajar

Developing English Competencies Grade X, laptop, LCD,,aplikasi wakie papan tulis, spidol, dan penghapus.

**X. Penilaian**

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Semarang , Agustus 2019

Disetujui oleh  
Guru Mata Pelajaran

Mahasiswa

M. Yusuf Efendi , S.Pd.

Rina Rahmawati

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(LESSON PLAN OF EXPERIMENTAL CLASS)**

Nama Sekolah	: SMAN 1 Dempet, Demak
Mata Pelajaran	: Bahasa Inggris
Kelas	: X (Sepuluh)
Alokasi Waktu	: 2 x 45 menit
Jenis Teks	: Descriptive Text

**I. Standar Kompetensi**

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

**II. Kompetensi Dasar**

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

**III. Indikator Pencapaian Kompetensi**

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

**IV. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

**V. Nilai Budaya dan Karakter Bangsa**

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu
6. Tanggungjawab

## **VI. Materi Pemlajaran**

### **1. My House**

My house is located in Pattimura Street 09, Kota Baru. My house has a land area of 1500 m<sup>2</sup> and a building area only 300 m<sup>2</sup>. There are several rooms in my house. They are a living room, a family room, kitchen and bathroom, three bedrooms and a warehouse.

The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofas, desks, and framed photos on the wall and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room because the decoration is chosen by myself.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is a big television, so when we sit together in front of it, we can see the movie clearly. Furthermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema.

Actually, I don't like the chairs and the table in the family room, because it spends the space more and there is a less space for us to sit on the floor. How about my aquarium? This is the thing that I love so much. That aquarium was bought by my own money and I fill it with some fishes like lohan and arwana. Those fishes are so cute when they are grown up. Also, the family room is used for me to do a lot of works. In this room, there is a computer which has been a long time. May be my father will buy a new computer this year, I hope for it.

We have a large kitchen, including a dinning room. There is also a bathroom near the kitchen. I have three bedrooms in my house. The first room is my sister's room. It is close-set to the living room. The second room is my parent's room, and last room is mine. My parent's room is bigger than mine and there is a big bed includes TV and sound system for my father. He usually listens to the music and country is his favorite genre of music. My room is located in the corner of house. My room is completed by some furniture's and there are some big pictures on the wall. Most of the pictures are the football players such as Cristiano Ronaldo and Steven Gerrard.

That's my home, the small and quiet place that I love.

### **2. My School**

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m<sup>2</sup> and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a

Science Laboratory, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.

When enter my school, we are greeted by billboards that written “Let’s go forward with us” in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school.

After passing through the security post, we will pass a parking area with its size approximately 12 m<sup>2</sup>. The parking area can accommodate all vehicles belonging to teachers and students.

Every morning the entire vehicles are parked well there. After passing through the parking area, we’ll see the main building of my school. The building is quite large. It serves as teacher and employees’ room in my school. Every morning the teachers always lined up in front of this building to welcome their students. We always greet them before entering into complex of classroom. It has become a tradition in my school to honor our teachers. We consider our teacher as our parents in school who keep and educate us.

After passing the main building, we will go into a building complex of classrooms. On the right side is complex of classes for 1<sup>st</sup> and 2<sup>nd</sup> grade, while on the left side is a complex of classes for 3<sup>rd</sup> grade and Another buildings such as language laboratories, Science laboratories, an art building, a multimedia room, a library, toilets and a Hall. In front of every classroom there are small flower gardens which add the beauty of my school. The gardens are regularly used by students as a place to play and learn.

My school also has a large canteen. The canteen is located behind the complex class exactly behind the Hall. My School’s canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness.

### 3. My Cat

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

## **VI. Metode/Teknik Pembelajaran**

*Pendekatan scanfific approach, Project-based learning.*

## **VII. Langkah-langkah Kegiatan**

### **A. Kegiatan Pendahuluan**

1. Apersepsi
  - Menyapa siswa dengan mengucapkan selamat pagi
  - Menanyakan kabar siswa
  - Mengajak siswa membaca doa sebelum memulai pembelajaran
2. Motivasi
  - Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
  - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### **B. Kegiatan Inti**

1. Eksplorasi
  - Guru memberi menanyakan materi kemarin.
  - Guru menyampaikan kesalahan dalam menulis teks descriptif .
2. Elaborasi
  - Guru meminta siswa untuk mengidentifikasi structure of descriptive text
  - Guru meminta siswa menyimpulkan isi teks descriptive
  - Guru memberikan pertanyaan yang bersumber dari teks tersebut
  - Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.
3. Konfirmasi
  - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
  - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
  - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

### **C. Penutup**

- Bersama-sama dengan peserta didik dana tau sendiri membuat rangkuman/simpulan pembelajaran

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

### **VIII. Alat dan Sumber Belajar**

Developing English Competencies Grade X, Kertas hvs,laptop, LCD, Wakie application, internet, papan tulis, spidol, dan penghapus.

### **IX. Penilaian**

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Disetujui oleh

Guru Mata Pelajaran

Semarang , Agustus 2019

Mahasiswa

M. Yusuf Efendi, S.Pd.

Rina Rahmawati

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**I. Standar Kompetensi**

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

**II. Kompetensi Dasar**

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

**III. Indikator Pencapaian Kompetensi**

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

**IV. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
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4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

**V. Nilai Budaya dan Karakter Bangsa**

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu
6. Tanggungjawab

## VI. Materi Pelajaran

### 1. Paris

Paris is the capital and largest city of France. It takes a role as the most important place of business and culture of the country. It's located in the France's north-central part that covers a region of 105 square kilometers. This city is divided by Seine River that streams through its center.

Known as City of Light, Paris has a lot of attraction for its magnificence of building and culture. There are many theatres, museums, art galleries, and concert halls. For about centuries, Paris has been considered as a center of culture of western world. Many writers and thinkers of across the world have gone to Paris to get inspiration and knowledge by experiencing its culture and beauty. A lot of great artists, such as Claude Monet and Pablo Picasso, had lived and worked there as well.

As the establishment of Paris, the city provides all of the visitors around the world by its impressive array of monument and historical landmark. Undoubtedly, the most popular landmark in Paris is the Eiffel Tower. It was planned by Gustave Eiffel for an international exposition in 1889. It can be spotted easily from all over the city by having a great height about 300 meters.

Another notable landmark in Paris is The Arc de Triomphe (Arch of Triumph) which took 30 years of construction, started in 1806 and ended in 1836. This monument is intended to honor the French military. At the one end of the Arc, there is a famous street called the Champs-Élysées. At the other end of the street lies the Place de la Concorde (Square of Peace), a large square which contains huge statues and fountains.

Paris also has several bridges that were built in different styles and during different times. The oldest one is Pont Neuf (New Bridge) which was finished in 1604. As a large urban area, Paris has many parks as well. The most famous one is the Tuileries Gardens. Parisians and tourists like to visit this park which lies near the Place de la Concorde to relax and enjoy the view that surrounded flowers and sculptures.

More than two thousand years ago, Paris first existed as a settlement on an island in the Seine River that is now called the Île de la Cité. The site is inhabited by a tribe of Celtic people that is known as the Parisii. This settlement then was known as Lutetia which was conquered by the Romans in the first century BC. Lutetia grew and finally extend to the Seine River's left bank. Started at the early 300s AD the city was known as Paris.

### 2. Indonesia

Indonesia is the place where I can stand and live. It is a country in Southeast Asia and Oceania. Indonesia, as I know it well, is an archipelago

comprising at around 17,000 islands. It has 33 provinces with over 230 million people, including myself and is the world's fourth most populous country. I stand for years here, wasting my time to work hard for its beauty. This country is too much perfect to live in, especially the nation's capital city, Jakarta, the city in which I fall in love.

The country shares land borders with Papua New Guinea, East Timor, and Malaysia; but no borders of my heart with Indonesia at all. All people know that other neighboring countries of Indonesia are Singapore, Philippines, Australia, and the Indian territory of the Andaman and Nicobar Islands. All of them are only neighbors which do not really love it as well as I do.

With its islands, Indonesia gives me many friends from distinct ethnic, linguistic, and religious groups. The Javanese are the largest—and the politically dominant—ethnic group. Due to Nationalism, I and my friends will always get together for sharing identity defined by a national language, ethnic diversity, religious pluralism, within a majority Muslim population. I will hold this country with the real spirit and power with its national motto, “Bhinneka Tunggal Ika” (“Unity in Diversity” literally, “many, yet one”), articulates the diversity that shapes the country.

Despite its large population and densely populated regions, Indonesia has vast areas of wilderness that support the world's second highest level of biodiversity. The country is richly endowed with natural resources, yet poverty remains widespread.

### 3. Kangaroos

Kangaroos are the planet's largest marsupials, a variety of mammal in which offspring, called joeys, undergo most of their development inside an exterior pouch on the mother's abdomen. Kangaroos reside exclusively in Australia and nearby islands, including Tasmania. Highly social animals, kangaroos typically live and travel in groups.

Males of the largest kangaroo species, the red kangaroo, can be up to 1,8 meter tall and weigh 90 kilograms. In all species, females are smaller than males. Male red kangaroos have a maroon-colored coat; female red kangaroos are bluish-gray.

All red kangaroos have a white stripe on each side of their faces. The western gray and eastern gray kangaroo both have silver hair, but the latter's coat is longer and lighter in color. All kangaroos have strong hind legs and conspicuously large feet. They cannot move one leg independently of the other and must therefore get around by hopping. A sturdy tail that ranges from 0,7 to 1 meter in length depending on the species helps them maintain their balance while they hop.

## **VII. Metode/Teknik Pembelajaran**

### **Scientific approach**

## **VIII. Langkah-langkah Kegiatan**

### **A. Kegiatan Pendahuluan**

1. Apersepsi
  - Menyapa siswa dengan mengucapkan selamat pagi
  - Menanyakan kabar siswa
  - Mengajak siswa membaca doa sebelum memulai pembelajaran
2. Motivasi
  - Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
  - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### **B. Kegiatan Inti**

1. Eksplorasi
  - Guru memberi penjelasan tentang *Wakie*.
  - Guru meminta siswa mengedit kesalahan kemarin.
2. Elaborasi
  - Guru meminta siswa untuk mengidentifikasi structure and language features of descriptive text
  - Guru meminta siswa menyimpulkan isi teks descriptive
  - Guru memberikan pertanyaan yang bersumber dari teks tersebut
  - Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.
3. Konfirmasi
  - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
  - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
  - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

### **C. Penutup**

- Bersama-sama dengan peserta didik dana tau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogam

- Memberikan umpan balik terhadap proses dan hasil pembelajaran
- 

## **IX. Alat dan Sumber Belajar**

Developing English Competencies Grade X, Kertas hvs, alptop, LCD, Wakie Application, Internet, papan tulis, spidol, dan penghapus.

## **X. Penilaian**

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Disetujui oleh  
Guru Mata Pelajaran

Semarang , Agustus 2019

Mahasiswa

M.Yusuf Efendi, S.Pd.

Rina Rahmawati

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**  
**(LESSON PLAN OF EXPERIMENTAL CLASS)**

Nama Sekolah	: SMAN 1 Dempet, Demak.
Mata Pelajaran	: Bahasa Inggris
Kelas	: X (Sepuluh)
Alokasi Waktu	: 2 x 45 menit
Jenis Teks	: Descriptive Text

**I. Standar Kompetensi**

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

**II. Kompetensi Dasar**

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

**III. Indikator Pencapaian Kompetensi**

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

**IV. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

**V. Nilai Budaya dan Karakter Bangsa**

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu
6. Tanggungjawab

## **VI. Materi Pelajaran**

### 1. My mom

I have to tell you about my mother. Her name is Dini Septiyanti. She is uncommonly dazzling anyway she is not tall. She has chestnut and light skin. Her eyes shading is cocoa. Her eyes are shocking and astonishing. I genuinely love her eyes. She is a greatly kind person. She is energetic. She reveres to interest and divert her adolescents when her children were aggravated. She for the most part rouses me to understand various things and research the data with experience. She is patient and great woman I have ever known. She appreciates to help people. She is a better than average individual, as a wife and mother. She for the most part manages her pack. She values her companion and children all that much.

She cherishes her home to be perfect and impeccable. She does most of the errands without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is astonishing in cerebrum science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

For my father, my mother is everything. She is his life. He can't live without my mother. Everything gives off an impression of being so untidy if my mother goes to other city for a couple of days. My mother is a sacred detachment without wings. She is a holy person for me. She is some individual who I love the most in my life. I wish she will reliably be sound and perky.

### 2. Yogyakarta

Yogyakarta also Jogja or Jogjakarta, is a city and the capital of Yogyakarta Special Region in Java, Indonesia. It is renowned as a center of education (Kota Pelajar), classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, and puppet shows. Yogyakarta was the Indonesian capital during the Indonesian National Revolution from 1945 to 1949, with Gedung Agung as the president's office.

One of the districts in Yogyakarta, Kotagede, was the capital of the Mataram Sultanate between 1575 and 1640. The city is named after the Indian city of Ayodhya from the Ramayana epic. Yogy means "suitable, fit, proper", and karta, "prosperous, flourishing". Its population was 388,627 inhabitants at the 2010 census and its built-up (or metro) area was home to, 4,010,436 inhabitants spread on two cities (Yogyakarta and Magelang) and 65 districts spread on Sleman, Klaten, Bantul, Kulon Progo and Magelang regencies.

While urbanization sprawls, Yogyakarta-Magelang and Surakarta are being agglomerated in a few years. The Dutch name of the city is Jogjakarta. Because of its proximity to the Borobudur and Prambanan temples, and because of the Javanese court Kraton culture of Kraton Yogyakarta, Yogyakarta has become an important tourist destination in Indonesia. Most tourists come to Yogyakarta as an accommodation base to visit Borobudur and Prambanan. At tourist sites, you may meet high school students who look forward to have a conversation in English with you to polish their language skills.

### 3. Dolphins

Dolphins are marine mammals and are a part of the cetacean species which also includes whales and porpoises. Dolphins can vary greatly in size from the smallest dolphin (Maui's dolphin) measuring in at around 120 cm and weighing around 40 kg to the massive killer whale which can measure in at 900 cm and weigh more than 1000 kg.

Most dolphins have streamlined bodies which are designed for agility and fast swimming. The size and shape of their body can vary from one species to the next. The long-beaked common dolphin for example has a very slim streamlined body with a long beaked compared to the killer whale that has a stockier build and lacks a beak.

The size and shape of a dolphins teeth along with its jaw strength play a major role in determining whether or not these marine mammals swallow their prey whole or break it down for easier consumption and can have some affect on the types of prey they hunt. When it comes to color and skin tone dolphins can vary greatly from one species to the next. Colors may include black, dark grey, light grey, bluish, brown, yellow, pink and white with some species being a solid color while others may have spots or lines across sections of their body.

In order to swim dolphin's use their tail for propulsion while their fins help them stabilize, turn, roll and navigate through the water. Dolphins (along with all toothed whales) are born with a single blowhole used for breathing compared to baleen whales which are born with two blowholes.

Having a blowhole on the top of their head also makes it easier for them breathe during resting periods as they do not have to consistently lift their mouth above the water to take in air.

## VII. Metode/Teknik Pembelajaran *Scientific Approach*

## VIII. Langkah-langkah Kegiatan

### **A. Kegiatan Pendahuluan**

1. Apersepsi
  - Menyapa siswa dengan mengucapkan selamat pagi
  - Menanyakan kabar siswa
  - Mengajak siswa membaca doa sebelum memulai pembelajaran
2. Motivasi
  - Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
  - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

### **B. Kegiatan Inti**

1. Eksplorasi
  - Guru memberi penjelasan tentang *Wakie Application*.
  - Guru menjelaskan langkah pengumpulan tugas di wakie .
2. Elaborasi
  - Guru meminta siswa untuk mengidentifikasi hasil tugas tentang descriptive text.
  - Guru meminta siswa mengirim tugas ke wakie guru
  - Guru memberikan pertanyaan yang bersumber dari teks tersebut
  - Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.
3. Konfirmasi
  - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
  - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
  - Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

### **C. Penutup**

- Bersama-sama dengan peserta didik dana tau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

## **IX. Alat dan Sumber Belajar**

Developing English Competencies Grade X, Kertas hvs, papan tulis, spidol, dan penghapus.

## X. Penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Semarang , Agustus 2019

Disetujui oleh  
Guru Mata Pelajaran

Mahasiswa

M.Yusuf Efendi S.Pd.

Rina Rahmawati

### **RUBRIK VALIDASI**

Mohon untuk mencentang () pada bagian yang sesuai dengan ukuran 1=sangat tidak valid  
2= tidak valid, 3= kurang valid, 4= valid, 5= sangat valid !

<b>Aspek</b>	<b>No</b>	<b>Indikator</b>	<b>Validator</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Content Validity ( Validitas Isi)</b>							
Isi	1	Kesesuaian materi dalam media pembelajaran bahasa Inggris dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD).					
	2	Ketetapan dari isi materi.					
	3	Pengaplikasian materi.					
	4	Kebenaran dan ketetapan fakta.					
	5	Kekinian dalam ilmu.					
	6	Kejelasan contoh yang diberikan.					
	7	Keterkaitan dengan wawasan produktif.					
	8	Ketepatan materi untuk mengembangkan kemandirian belajar.					
Kebahasaan	9	Kesesuaian bahasa dengan tingkat berpikir peserta didik.					
	10	Keterpahaman materi.					
	11	Ketepatan tata bahasa dan ejaan.					
	12	Kemampuan bahasa yang disajikan mendorong rasa ingin tahu peserta didik.					
	13	Ketepatan istilah.					
<b>Face Validity (Validitas Tampilan)</b>							
Kelengkapan Instrument	14	Kelengkapan struktur media pembelajaran menggunakan wakie					
	15	Kelengkapan desain setiap lembaran					
	16	Kelengkapan gambar tambahan untuk media komunikasi					
Desain Instrument	17	Kemampuan instrument untuk menggugah peserta didik berpikir kritis					
	18	Proporsi ukuran, warna dan gambar ilustrasi					
	19	Keserasian komposisi warna					
Tampilan	20	Kemenarikan desain instrument					

Menyeluruh	21	Keteraruran desain instrument					
	22	Ketepatan penulisan huruf					
	23	Ketepatan penempatan soal dan gambar ilustrasi					
Tata Letak Isi	24	Kekonsistennan penempatan unsur tata letak desain dan gambar ilustrasi					
	25	Ketepatan bidang cetak dan penentuan margin					
	26	Kesesuaian spasi antar teks					
	27	Kesesuaian topik dalam memperjelas penyajian tes					
Tipografi	28	Penggunaan jenis huruf					
	29	Kenormalan spasi antar huruf					
	30	Kemudahan ukuran huruf untuk dibaca					
	31	Kenormalan spasi antar baris susunan kalimat					
Ilustrasi	32	Kemenarikan desain pada setiap lembaran					
	33	Kemenarikan wakie pada setiap instrument penelitian					
	34	Keteraturan komposisi warna					
Jumlah							

Semarang, 04 Maret 2019

Dosen Pembimbing,

Huyi Intan Sari, S.Pd.,M.Pd M.Pd.

NIK. 210809016

## **INSTRUMENT OF TRY OUT**

### **A. Read the instruction carefully**

1. Pray before doing the test !
2. Write your name and the class on the answer sheet !
3. Write 100 -150 words of Descriptive Text “Thanks Giving”
4. No cheating !
5. Collect the answer sheet after you have done writing your narrative text !
6. Your writing will be evaluated based on content (5), organization (5), vocabulary (5), grammar (5), mechanics (5). The maximal score will be 25, your score :

$$P = \frac{F}{N} \times 100$$

7. The allocated time for doing the test is 30 minutes.

## **INSTRUMENT OF PRE-TEST**

### **A. Read the instruction carefully**

1. Pray before doing the test !
2. Write your name and the class on the answer sheet !
3. Write 100 -150 words of Descriptive text about “Christmas Celebration
4. No cheating !
5. Collect the answer sheet after you have done writing your narrative text !
6. Your writing will be evaluated based on content (5), organization (5), vocabulary (5), grammar (5), mechanics (5). The maximal score will be 25, your score :

$$P = \frac{F}{N} \times 100$$

*N*

7. The allocated time for doing the test is 30 minutes.

## INSTRUMENT OF POST-TEST

### **A. Read the instruction carefully**

1. Pray before doing the test !
2. Write your name and the class on the answer sheet !
3. Write 100 -150 words of Descriptive Text about "Independent Celebration"
4. No cheating !
5. Collect the answer sheet after you have done writing your narrative text !
6. Your writing will be evaluated based on content (5), organization (5), vocabulary (5), grammar (5), mechanics (5). The maximal score will be 25, your score :

$$P = \frac{F}{N} \times 100$$

7. The allocated time for doing the test is 30 minutes.

**STUDENTS' SCORE OF PRE-TEST**  
**CONTROL CLASS X MIPA 1**

No	Students' Code	Score
1	C-1	50
2	C -2	50
3	C-3	50
4	C-4	50
5	C-5	60
6	C-6	65
7	C-7	50
8	C-8	55
9	C-9	60
10	C-10	60
11	C-11	65
12	C-12	50
13	C-13	45
14	C-14	40
15	C-15	45
16	C-16	55
17	C-17	70
18	C-18	70
19	C-19	35
20	C-20	45
21	C-21	65
22	C-22	65
23	C-23	60

24	C-24	40
25	C-25	60
26	C-26	55
27	C-27	60
28	C-28	70
29	C-29	50
30	C-30	65
31	C-31	70
32	C-32	60
33	C-33	45
34	C-34	50
35	C-35	70
36	C-36	60
37	C-37	55
38	C-38	65
39	C-39	55
40	C-40	45

**STUDENTS' SCRORE OF POST-TEST**  
**CONTROL CLASS X MIPA 1**

No	Students' Code	Score
1	C-1	60
2	C -2	50
3	C-3	55
4	C-4	60
5	C-5	65
6	C-6	60
7	C-7	60
8	C-8	55
9	C-9	55
10	C-10	65
11	C-11	65
12	C-12	55
13	C-13	55
14	C-14	60
15	C-15	55
16	C-16	55
17	C-17	50
18	C-18	70
19	C-19	45
20	C-20	55
21	C-21	65
22	C-22	65
23	C-23	65

24	C-24	55
25	C-25	60
26	C-26	55
27	C-27	60
28	C-28	70
29	C-29	55
30	C-30	55
31	C-31	60
32	C-32	60
33	C-33	50
34	C-34	60
35	C-35	70
36	C-36	65
37	C-37	55
38	C-38	70
39	C-39	55
40	C-40	55

**STUDENTS' SCRORE OF PRE-TEST**  
**EXPERIMENTAL CLASS X MIPA 2**

No	Students' Code	Score
1	E-1	75
2	E-2	70
3	E-3	55
4	E-4	60
5	E-5	60
6	E-6	65
7	E-7	80
8	E-8	80
9	E-9	60
10	E-10	80
11	E-11	65
12	E-12	70
13	E-13	65
14	E-14	65
15	E-15	70
16	E-16	60
17	E-17	60
18	E-18	65
19	E-19	65
20	E-20	70

21	E-21	55
22	E-22	60
23	E-23	50
24	E-24	50
25	E-25	65
26	E-26	70
27	E-27	75
28	E-28	70
29	E-29	65
30	E-30	70
31	E-31	55
32	E-32	65
33	E-33	65
34	E-34	65
35	E-35	65
36	E-36	50
37	E-37	70
38	E-38	60
39	E-39	60

**STUDENTS' SCRORE OF POST-TEST**  
**EXPERIMENTAL CLASS X MIPA 2**

No	Students' Code	Score
1	E-1	90
2	E-2	80
3	E-3	65
4	E-4	70
5	E-5	75
6	E-6	75
7	E-7	80
8	E-8	80
9	E-9	70
10	E-10	80
11	E-11	75
12	E-12	70
13	E-13	75
14	E-14	75
15	E-15	80
16	E-16	75
17	E-17	65
18	E-18	70
19	E-19	75
20	E-20	70

21	E-21	70
22	E-22	75
23	E-23	70
24	E-24	70
25	E-25	75
26	E-26	80
27	E-27	75
28	E-28	75
29	E-29	70
30	E-30	75
31	E-31	70
32	E-32	75
33	E-33	75
34	E-34	70
35	E-35	75
36	E-36	70
37	E-37	80
38	E-38	75
39	E-39	70

**STUDENTS' SCORE OF TRY-OUT 1****CONTROL CLASS X MIPA 3**

No	Students' Code	Score
1	T-1	75
2	T-2	90
3	T-3	70
4	T-4	75
5	T-5	75
6	T-6	85
7	T-7	75
8	T-8	55
9	T-9	65
10	T-10	70
11	T-11	50
12	T-12	65
13	T-13	50
14	T-14	60
15	T-15	75
16	T-16	60
17	T-17	60
18	T-18	55
19	T-19	60
20	T-20	55
21	T-21	55

22	T-22	60
23	T-23	65
24	T-24	60
25	T-25	70
26	T-26	70
27	T-27	65
28	T-28	65
29	T-29	60
30	T-30	70
31	T-31	80
32	T-32	75
33	T-33	75
34	T-34	75
35	T-35	75
36	T-36	80
37	T-37	80
38	T-38	80
39	T-39	70
40	T-40	65

**STUDENTS' SCORE OF TRY-OUT 2****CONTROL CLASS X MIPA 3**

No	Students' Code	Score
1	T-1	65
2	T-2	85
3	T-3	55
4	T-4	65
5	T-5	75
6	T-6	75
7	T-7	60
8	T-8	65
9	T-9	70
10	T-10	60
11	T-11	55
12	T-12	60
13	T-13	55
14	T-14	60
15	T-15	70
16	T-16	55
17	T-17	55
18	T-18	50
19	T-19	50
20	T-20	50
21	T-21	50

22	T-22	65
23	T-23	60
24	T-24	55
25	T-25	65
26	T-26	70
27	T-27	70
28	T-28	65
29	T-29	60
30	T-30	65
31	T-31	70
32	T-32	70
33	T-33	65
34	T-34	70
35	T-35	70
36	T-36	75
37	T-37	85
38	T-38	80
39	T-39	75
40	T-40	65

### **The Schedule of Treatment Activity**

<b>No</b>	<b>Date</b>	<b>Length of Time</b>	<b>Target of Treatment</b>
1	August 14 <sup>th</sup> 2019	1X 24 jam ( because need time to collect the exercise using Wakie application)	The students to make draft, and the students search information from the Wakie friends.
2	August 20 <sup>th</sup> 2019	1X 24 jam ( because need time to collect the exercise using Wakie application)	the students to write descriptive text from drafts their made , and then the students collect in the chat Wakie researchers. After that, the researcher
3	August 23 <sup>th</sup> 2019	1X 24 jam ( because need time to collect the exercise using Wakie application)	the students to edit the errors of the descriptive text their made.
4	August 25 <sup>th</sup> 2019	1X 24 jam ( because need time to collect the exercise using Wakie application)	the students to collect their task to her wakie chat

### The Schedule of Experimental and Control Group

No	Class	Date	Agenda	Time
1	X MIPA 1	August 10 <sup>th</sup> 2019	Pre-Test	2X45 Minutes
2	X MIPA 2	August 11 <sup>th</sup> 2019	Pre-Test	2X45 Minutes
3	X MIPA 2	August 14 <sup>th</sup> 2019	First Treatment	1X24 Hours
4	X MIPA 2	August 20 <sup>th</sup> 2019	Second Treatment	1X24 Hours
5	X MIPA 2	August 23 <sup>th</sup> 2019	Third Treatment	1X24 Hours
6	X MIPA 2	August 25 <sup>th</sup> 2019	Fourth Treatment	1X24 Hours
7	X MIPA 1	August 13 <sup>th</sup> 2019	First Conventional Method	2X 45 Minutes
8	X MIPA 1	August 19 <sup>th</sup> 2019	Second Conventional Method	2X45 Minutes
9	X MIPA 1	August 21 <sup>th</sup> 2019	Third Conventional Method	2X45 Minutes
10	X MIPA 1	August 24 <sup>th</sup> 2019	Fourth Conventional Method	2X45 Minutes
11	X MIPA 1	August 26 <sup>th</sup> 2019	Post- Test	2X45 Minutes
12	X MIPA 2	August 27 <sup>th</sup> 2019	Post-Test	2X 45 Minutes

## Jurnal Pelaksanaan Penelitian Experimental Group

**Nama Sekolah** : SMAN 1 Dempet

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : X MIPA 2

**Materi** : Pre - Test

**Alokasi Waktu** : 2 X 45 Menit

- Peneliti masuk kelas dan memberi salam.
- Peneliti membagi soal pre-test kepada siswa.
- Peneliti mengawasi siswa.
- Peneliti mengumpulkan soal pre-test.
- Peneliti mengenalkan aplikasi Wakie kepada siswa.
- Peneliti menutup kegiatan.

Mengetahui

Guru Mata Pelajaran

M. Yusuf Efendi , S.Pd

**Jurnal Pelaksanaan Penelitian Experimental Group**

**Nama Sekolah** : SMAN 1 Dempet

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : X MIPA 2

**Materi** : Treatment 1

**Alokasi Waktu** : 2 X 45 Menit

- Peneliti memberikan dorongan atau scaffolding kepada siswa yang berhubungan dengan materi.
- Peneliti memberikan penjelasan materi tentang descriptive text.
- Peneliti menjelaskan *generic structure* dari descriptive text.
- Peneliti memberikan contoh descriptive text.
- Peneliti memberikan tugas pada siswa untuk menganalisis text descriptive yang telah diberikan.

Mengetahui

Guru Mata Pelajaran

M.YusufEfendi,S.Pd

## Jurnal Pelaksanaan Penelitian Experimental Group

**Nama Sekolah** : SMAN 1 Dempet

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : X MIPA 2

**Materi** : Treatment 2

**Alokasi Waktu** : 2 X 45 Menit

- Peneliti memberikan dorongan atau scaffolding kepada siswa yang berhubungan dengan materi.
- Peneliti memberikan penjelasan tentang apa yang akan dipelajari hari ini.
- Peneliti meminta siswa untuk membuat identification dari text descriptive dan siswa diminta mencari informasi dari teman wakie masing-masing untuk melengkapi tugasnya.
- Peneliti meminta siswa untuk mengumpulkan tugas mereka di pesan wakie peneliti.

Mengetahui

Guru Mata Pelajaran

M.Yusuf Efendi.S.Pd

## Jurnal Pelaksanaan Penelitian Experimental Group

<b>Nama Sekolah</b>	<b>: SMAN 1 Dempet</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas</b>	<b>: X MIPA 2</b>
<b>Materi</b>	<b>: Treatment 3</b>

**Alokasi Waktu** : 2 X 45 Menit

- Peneliti memberikan dorongan atau scaffolding kepada siswa yang berhubungan dengan materi.
- Peneliti menyampaikan kesalahan yang sering dilakukan oleh siswa ketika menulis identification dalam text descriptive.
- Peneliti memberikan penjelasan tentang apa yang akan dipelajari hari ini.
- Peneliti meminta siswa untuk membuat description dari text descriptive dan siswa diminta mencari informasi dari teman wakie masing-masing untuk melengkapi tugasnya.
- Peneliti meminta siswa untuk mengumpulkan tugas mereka di pesan wakie peneliti.

## Jurnal Pelaksanaan Penelitian Experimental Group

**Nama Sekolah** : SMAN 1 Dempet

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : X MIPA 2

**Materi** : Treatment 4

**Alokasi Waktu** : 2 X 45 Menit

- Peneliti memberikan dorongan atau scaffolding kepada siswa yang berhubungan dengan materi.
- Peneliti menyampaikan kesalahan yang sering dilakukan oleh siswa ketika membuat description pada text descriptive.
- Peneliti meminta siswa merangkai text descriptive secara utuh yang sudah mereka buat dan sudah di beri feedback oleh peneliti.
- Peneliti meminta siswa untuk mengumpulkan tugas di pesan wakie peneliti.

## **Jurnal Pelaksanaan Penelitian Experimental Group**

**Nama Sekolah : SMAN 1 Dempet**

**Mata Pelajaran : Bahasa Inggris**

**Kelas : X MIPA 2**

**Materi : Post - Test**

**Alokasi Waktu : 2 X 45 Menit**

- Peneliti masuk kelas dan memberikan salam.
- Peneliti membagi soal post-test kepada siswa.
- Peneliti mengawasi siswa.
- Peneliti mengumpulkan soal post-test melalui Wakie.
- Peneliti menutup kegiatan.

## **Definition About Wakie Application**

### **Wakie**

#### **Talk to strangers**

Connect with the right person for any question, moment or life situation.

Wakie is a mobile app for phone calls. A community where you say what you want to talk about and get to have a phone call with interested person right away.

How it works to find the right person to talk to instantly:

##### **1. Set a topic**

The first steps you must have the topic to be discussed. For example, say “ I want to practice Spanish with a native speaker” or “ I want to sing a song and get an honest feedback”. In wakie, You can also discuss about books, news, cooking, parenting, business, love, and any other life issue you can think of on wakie. And then you can find someone to talk about it within seconds.

##### **2. Get on a phone call**

With wakie you can have a voice chat with a stranger. Pour your heart out and don't be afraid to express your true emotions. Wakie is a pseudonymous community and no one will judge you unlike almost any social media

##### **3. Find a true friend**

In this steps, when you open up and express your true self you click with someone who feels exactly the same and that is a great foundation to start a great friendship 55% of older wakie members say they found one or several real friends

here.

With wakie you can also get:

- ✓ A safe space where you can be your true self.

No judgement and no limits to share your emotions. Wakie is a pseudonymous community where we are free to set any nickname and express our sometimes good, sometimes not so good

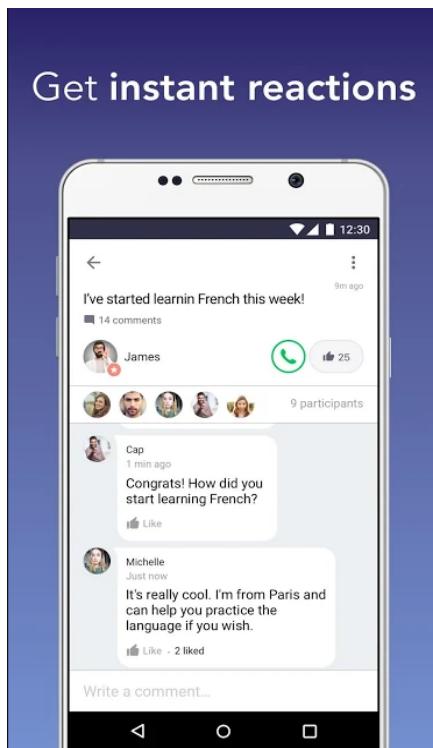
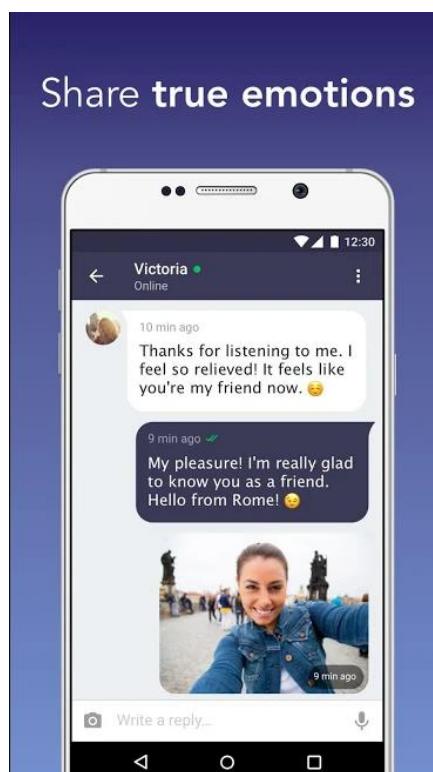
- ✓ Wakie converts strangers into friends.

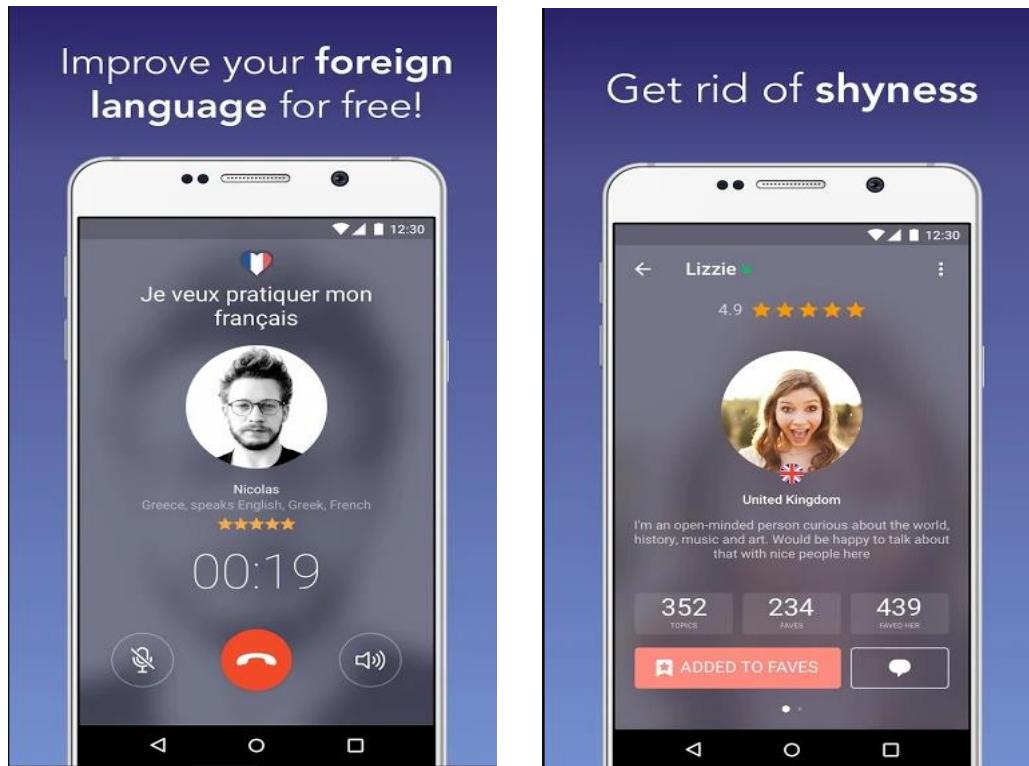
True friendship is a rare thing nowadays, being extremely open is rewarding because other people can relate to what you say and provide a sincere support.

- ✓ Fill your life with joy and excitement.

Wakie is your free world to get rid of boredom and have fun.

The following screenshot show the example what you can do with wakie:





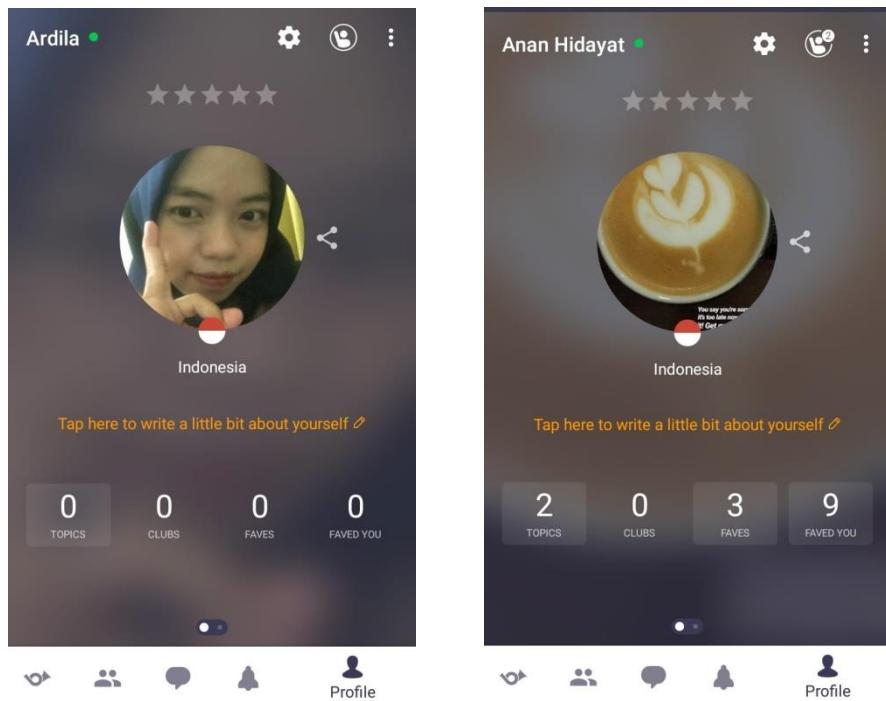
So, wakie is a global community of strangers who convert into friends through a meaningful conversation. You can call your members wakies, who represent a culture of social media. Unlike social media users, you can represent your true selves, not an imaginary person your ‘friends’ or followers want to see and like. When you like something, you tell it openly. Same if you dislike something.

## Account Wakie of the Researcher and the Students'

### 1. The Account Wakie of Researcher



### 2. The Account Wakie of Studenta



## Documentation

### The Documentation of Try-out



### The Documentation of Control



### The Documentation of Experimental Class

