IMPROVING PROCEDURE TEXT LEARNING OUTCOME OF XI TKKR STUDENTS OF SMK BAKTI UTAMA PATI IN ACADEMIC YEAR 2020/ 2021 TAUGHT BY USING JIGSAW METHOD

A CLASSROOM ACTION RESEARCH REPORT

BY :

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LEMBAR PERSETUJUAN

Laporan penelitian tindakan kelas berjudul:

IMPROVING PROCEDURE TEXT LEARNING OUTCOME OF XI TKKR STUDENTS OF

SMK BAKTI UTAMA PATI IN ACADEMIC YEAR 2020/ 2021

TAUGHT BY USING JIGSAW METHOD

Dilaksanakan guna meningkatkan hasil belajar peserta didik dan meningkatkan

kualitas mengajar guru.

oleh:

Nama   : Nur Arif Fahriza, S.Pd

Jabatan   : Guru Mapel Bahasa Inggris

Laporan penelitian tindakan kelas ini disetujui untuk digunakan sebagaimana

mestinya berdasarkan ketentuan yang berlaku.

Pati, 13 Desember, 2020

Menyetujui
Kepala Sekolah

Heni Wulan Susanti, SE., M.Si

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PREFACE

First of all, the researcher wants to express his deepest gratitude to Allah SWT for His blessing, so that the researcher could finish this classroom action research without any major difficulties. This research was conducted in order to improve the quality of teaching and learning process, especially of teaching English in SMK Bakti Utama Pati.

The researcher also wants to express his gratitude to :

1. Heni Wulan Susanti, SE, M.Si as the Principal of SMK Bakti Utama Pati, who always supported, motivated and encouraged the researcher in conducting this research.
2. Denisa Nurwana, S.Pd as the Deputy Head of Curriculum, who always gave advice and corrections for this research.
3. Jeffi Harkina Senjani, S.Pd as the observer of this research, who helped observe the teaching and learning process in this research.
4. SMK Bakti Utama students of XI TKKR in academic year 2020/ 2021 who became the research subjects.

Finally, the researcher realizes that this research is not perfect. So, the researcher needs supporting comments and advices to help him improve himself, especially in conducting other research in the future.

Pati, December 13, 2020

The researcher

Nur Arif Fahriza, S.Pd

ABSTRACT

Fahriza, Nur Arif. 2020. *Improving Procedure Text Learning Outcome of XI TKKR Students of SMK Bakti Utama Pati in Academic Year 2020/ 2021 Taught by Using Jigsaw Method.*

Keywords: Learning Outcome, Procedure Text, and Jigsaw Method

Learning outcome becomes the variable that needs to be improved in this research. The researcher found out that XI TKKR students couldn't understand Procedure text well, which made them get low score (below KKM: 75) in their learning outcome. Moreover, the teacher didn't use an interactive method in teaching Procedure text, which made the students not really active in learning activity. One of the teaching methods that is suitable to deal with the problems above is Jigsaw. Jigsaw is one of the cooperative learning techniques, is based on group dynamics and social interactions.

The observation sheet in cycle 1 and cycle 2 showed that students were more active in the group discussion activity using Jigsaw method. Jigsaw method can improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021. This can be seen form the tests result. The average score in pre cycle test was only 59 while it was 73 in cycle 1 and 83 in cycle 2. The percentage of XI TKKR students whose scores were above KKM was only 12% in the pre cycle, while it was 53% in cycle 1, and 82% in cycle 2. There were 88% of the students whose scores were below KKM in the pre cycle, while there were 47% of the students with below KKM scores in cycle 1, and 18% in cycle 2.

ABSTRAK

Fahriza, Nur Arif. 2020. *Meningkatkan Hasil Belajar Teks Prosedur Peserta Didik Kelas XI TKKR SMK Bakti Utama Pati Tahun Pelajaran 2020/ 2021 Diajar menggunakan Metode Jigsaw*.

Kata Kunci: Hasil Belajar, Teks Prosedur, and Metode Jigsaw

Hasil belajar menjadi variabel yang perlu ditingkatkan dalam penelitian ini. Peneliti menemukan bahwa siswa XI TKKR tidak dapat memahami teks Prosedur dengan baik, yang membuat mereka mendapatkan nilai rendah (di bawah KKM: 75) dalam hasil belajarnya. Selain itu, guru tidak menggunakan metode yang membuat siswa aktif dalam mengajar teks Prosedur, yang membuat siswa tidak terlalu aktif dalam kegiatan pembelajaran. Salah satu metode pengajaran yang cocok untuk mengatasi permasalahan di atas adalah Jigsaw. Jigsaw merupakan salah satu teknik pembelajaran kooperatif, yang didasarkan pada dinamika kelompok dan interaksi sosial.

Lembar observasi pada siklus 1 dan siklus 2 menunjukkan bahwa siswa lebih aktif dalam kegiatan diskusi kelompok dengan menggunakan metode Jigsaw. Metode jigsaw dapat meningkatkan hasil belajar teks Prosedur siswa kelas XI TKKR SMK Bakti Utama Pati tahun pelajaran 2020/ 2021. Hal ini dapat dilihat dari hasil tes. Nilai rata-rata tes pra siklus hanya 59 sedangkan pada siklus 1 adalah 73 dan siklus 2 adalah 83. Persentase siswa XI TKKR yang nilainya di atas KKM hanya 12% pada pra siklus, sedangkan pada siklus 1 sebanyak 53%, dan 82% pada siklus 2. Ada 88% siswa yang nilainya di bawah KKM pada pra siklus, sedangkan pada siklus 1 ada 47% siswa yang nilainya di bawah KKM, dan 18% pada siklus 2.

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CHAPTER I

INTRODUCTION

A. Background of the Research

Procedure text is one of the materials that is learned by XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021. Procedure texts belong to long functional text which contents are describing how to make or operate something. The purpose/ social function of procedure texts is to inform the readers how to make or operate something (Jaya, 2011: 18). However, there were some problems found in the previous teaching and learning process of Procedure text.

The researcher found out that the students couldn't understand Procedure text well, which made them get low score (below KKM: 75) in their learning outcome. Moreover, the teacher didn't use an interesting method in teaching Procedure text, which made the students not really active in learning activity.

One of the teaching methods that is suitable to deal with the problems above is jigsaw. Jigsaw belongs to group activity which can create student-centered learning activity. The group activity in jigsaw method is expected to make students more active in the classroom, thus can improve their learning outcome. R. et al (2014) stated:

> Jigsaw is a special form of information gap in which each member of a group is given some specific information to achieve some objectives where students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to

the home group and teach the material to their group members, then each student combines the material learned by others and forms a coherent body of knowledge or skill.

Based on the problems found in the learning process and outcome, the researcher used Jigsaw method in order to improve students' learning outcome of Procedure text. Therefore, the researcher conducted a classroom action research entitled "*Improving Procedure Text Learning Outcome of XI TKKR Students of SMK Bakti Utama Pati in Academic Year 2020/ 2021 Taught by Using Jigsaw Method*".

1. Problem Identification

Based on the previous teaching and learning activity, the researcher found two problems. They are:

1) The students got low score (below KKM: 75) in their learning outcome.

2) The students weren't active in learning.

2. Problem Analysis

Based on the problem identification above, the researcher analyzed the problems identified as follows:

1) The students couldn't understand Procedure text well.

2) The teacher didn't use an interesting method in teaching Procedure text

3. Problem Solution

Based on the problem identification and analysis, the researcher found two solutions to deal with the problems.

1) Conducting discussion activity to help students understand Procedure text.

2) Using jigsaw method to encourage students to be active in learning activity.

B. Statement of the Problem

Based on the background of the research above, the researcher constructed a statement of the problem. It is: *"Can jigsaw method improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021?"*

C. Objective of the Research

Based on the background of the research and the statement of the problem above, the researcher constructed an objective of the research. It is to improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021.

D. Significance of the Research

The significance of this classroom action research can be divided into theoretical and practical significance.

1. Theoretical Significance

a. It delivers a new knowledge.

b. It can be used as a reference for similar research in the future.

2. Practical Significance

a. For English teachers

1) It can be used to help English teachers improve the quality of teaching and learning process.

2) It can be used to encourage English teachers to conduct classroom action research.

b. For students

1) It can be used to improve their learning outcome, especially in Procedure text.

2) It can be used to encourage students to be active in learning process.

c. For the researcher

1) It shows the researcher how jigsaw method can improve students' Procedure text learning outcome.

2) It helps the researcher improve his writing ability.

CHAPTER II

LITERATURE REVIEW

A. Learning Outcome

Learning outcome becomes the variable that needs to be improved in this research. Students' learning outcome can be known from the result of their formative and summative assessment. Formative assessment is used in form of *"ulangan harian"* to assess students' understanding of each basic competence, while summative assessment is used in form of final semester test which is conducted in the end of semester to assess students' understanding of basic competences taught in one semester.

However, the researcher only focused on students' formative assessment result of Procedure text. Higgins et al (2010: 5) stated, "Formative assessment is defined as work that a student carries out during a course for which they get feedback to improve their learning, whether marked or not."

B. Procedure Text

Procedure text is the material that is taught in this research. Based on the developed syllabus which is used in SMK Bakti Utama Pati, Procedure text is learned in the eleventh grade, including XI TKKR.

1. Social Function of Procedure Text

Procedure texts belong to long functional text which contents are describing how to make or operate something. The purpose/ social

function of procedure texts is to inform the readers how to make or operate something (Jaya, 2011: 18).

2. Generic Structure of Procedure Text

Procedure texts consists of three parts/ generic structures. They are goal, materials and steps. Below is the elaboration of both parts.

1) Goal

It tells the purpose of the procedure text. It is usually also used as the title.

2) Materials

It contains materials or ingredients used for making/ operating a goal of a procedure text. Materials of a procedure text can be either stated or not stated.

3) Steps

It describes the steps of making/ operating a goal of a procedure text. It can be in form of either list or paragraph. (Jaya, 2011: 18).

3. Linguistic Features of Procedure Text

Procedure texts also contain some linguistic features. They are:

1) Use imperatives

Imperatives are usually found in command or imperative sentences. Examples: Prepare the hair coloring equipment, Wash the client's hair with water, etc.

2) Use action verbs

Action verbs are usually found in verbal sentences and imperarive sentences. Examples: prepare, wash, clean, pour, cut, etc.

3) Use connectives

Connectives are used to connect sentences. Examples: then, after that, next, etc.

4) Use adverbials

Adverbials are used to state the detail of time, place, or manner. Examples: for ten minutes, carefully, on the chair, etc.

C. Jigsaw Method

Jigsaw is the teaching method that is used in this research. Arends (cited in Erfiani and Neno, 2018: 174) stated, "Jigsaw has first introduced and experimented by Elliot Aronson and colleagues in Texas University then have been adopted by Slavin and colleagues in John Hopkins University." Sahin (cited in Erfiani and Neno, 2018: 175) also stated, "Jigsaw is one of the cooperative learning techniques, is based on group dynamics and social interactions."

The steps in conducting jigsaw method are elaborated as follows :

1) First, the teacher divides the students into small groups. Each group consists of three to five students. These groups are called jigsaw group.

2) The teacher gives a passage consists of some segments of the material to all students in jigsaw group.

3) Next, each student in Jigsaw groups is assigned to choose a section or portion of the material.

4) After that, students who choose the same section gather and make a new group called expert group. In this step, the researcher gives time to these "Expert Group" to discuss the main point of their segment. They may share ideas, opinions, and comprehension about the material and try to solve their problem.

5) After that, they return to their jigsaw groups and explain the material to each other, until all of them in jigsaw groups comprehend the material.

6) Finally, the teacher give a quiz based on the material to find out students' achievement (Erfiani and Neno, 2018: 175).

D. The Application of Jigsaw Method for Procedure Text

The researcher applied the following steps in applying jigsaw method in teaching Procedure text for XI TKKR students of SMK Bakti Utama Pati:

1) Students are divided into some jigsaw groups (4 groups).

2) Students learn the material of Procedure text.

3) Teacher gives four pieces of paper containing number 1 - 4 for each group. Each member takes one piece of paper, opens it, and shows what number they get.

4) Teacher explains about the responsibility of each number.

1 : Definition and social function

2 : Generic structure

3 : Language features: imperatives, action verbs

4: Language features: connectives, adverbial

5) Each member of each jigsaw group joins with the other members of the other groups who gets the same responsibility and form an expert group. So there are four expert groups (1 – 4).

6) Students in expert groups have a discussion about their responsibility.

7) Students go back to their jigsaw groups. Each member explains what they have discussed in the expert groups.

8) Students do a quiz about Procedure text individually

E. Previous Research

The researcher took two researches as the references in conducting this research. Those researches helped the researcher to review the use of jigsaw in teaching English.

The first one is a research article entitles Improving Students' Reading Comprehension Using Jigsaw by Agustina Dwi R., A. Dahlan Rais, and Hefy Sulistyawati in 2014. The research finding shows that jigsaw can improve students' reading comprehension, motivation, and activeness.

The second one is a research article entitles the Effect of Jigsaw Method to Improve EFL Students' Vocabulary Mastery by Yohanes P. F. Erfiani and Hesni Neno in 2018. The research finding shows that jigsaw method can improve students' vocabulary ability and interaction with the teacher and other students.

F. Theoretical Framework

PRE CONDITION	⇨	ACTION	⇨	EXPECTED SITUATION

PRE CONDITION	ACTION	EXPECTED SITUATION
1. XI TKKR students got low score (below KKM: 75) in their Procedure text learning outcome. 2. XI TKKR students weren't active in learning Procedure text.	**Cycle 1** 1. Students made four jigsaw groups. 2. Students learned Procedure text. 3. Each member of each main group joined with the other members of the other jigsaw groups who got the same responsibility and formed an expert group. 4. Students in expert groups had a discussion about their responsibility. 5. Students in jigsaw group explained what they had discussed in the expert group. 6. Students did a quiz about Procedure text.	1. XI TKKR students would get higher score (above KKM: 75) in their Procedure text learning outcome. 2. XI TKKR students would be more active in learning Procedure text.

Cycle 2
1. Teacher made four jigsaw groups.
2. Students learned Procedure text.
3. Each member of each main group joined with the other members of the other jigsaw groups who got the same responsibility and formed an expert group.
4. Students in expert

groups had a discussion about their responsibility. Teacher provided some questions to help students do the discussion. 5. Students in jigsaw group explained what they had discussed in the expert group. 6. Students did a quiz about Procedure text.

Figure 2.1. The theoretical framework of the research

Based on the figure above, before being taught by using jigsaw model, the students got low score (below KKM: 75) in their Procedure text learning outcome and weren't active in learning Procedure text.

The researcher used jigsaw method to improve students' Procedure text learning outcome in two cycles. The steps of both cycles are almost similar, yet there are two differences in cycle 1 and cycle 2. The jigsaw groups were made by the students in cycle 1, however the groups were made the teacher in cycle 2 so that all groups had the same level. The teacher also provided some questions to help students do discussion in expert groups.

After being taught by using jigsaw method, students' Procedure text learning outcome was expected to be improved. This improvement was in line with their activeness which was also improved. The students were also expected to be more active after being taught by using jigsaw method.

G. Action Hypothesis

Based on the statement of the problem, the researcher constructed an action hypothesis. It is : *"Jigsaw method can improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021."*

CHAPTER III

RESEARCH METHOD

A. Research Subject, Location, and Schedule

1. Research Subject

The research chose XI TKKR class, consisting of 17 students, as the subject of the classroom action research. The list of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021 can be seen in appendix 1. The characteristics of the students of XI TKKR are as follow:

1) Some students have low motivation in learning English.

2) There is only a few students who have high motivation in learning English.

3) Some students have low English vocabulary mastery.

4) There is only a few students who have intermediate level of English vocabulary mastery.

5) Some students have low English reading comprehension.

6) There is only a few students who have intermediate level of English reading comprehension.

2. Research Location

This research was conducted at SMK Bakti Utama Pati. It is a vocational high school which is located at 15 Ki Ageng Selo Street, Pati. It is located around two (2) kms from Simpang Lima town square.

3. Research Schedule

This research was conducted in two cycles in XI TKKR class. Before conducting the research, the researcher taught the students of XI TKKR about Procedure text material as the pre cycle teaching. After that, the researcher conducted the first cycle (cycle 1) a week afterwards. Finally, the researcher conducted the second cycle (cycle 2) a week after cycle 1 was conducted. The schedule of the research can be seen as follows:

Table 3.1. The schedule of the research

No	Cycle	Date	Time
1.	Pre Cycle	Monday, November 15, 2020	07.45 – 10.00
2.	Cycle 1	Monday, November 22, 2020	07.45 – 10.00
3.	Cycle 2	Monday, November 29, 2020	07.45 – 10.00

B. The Description of Each Cycle

Classroom action research is a research which is conducted in the researchers' own classrooms through self-reflection to improve the quality of the learning process in the classroom, so that student learning outcomes can be improved. (Kurinawan, 2017: 8)

The researcher planned to do this classroom action research in two cycles (cycle 1 and cycle 2). Each cycle consists of four steps; planning, action, observation, and reflection.
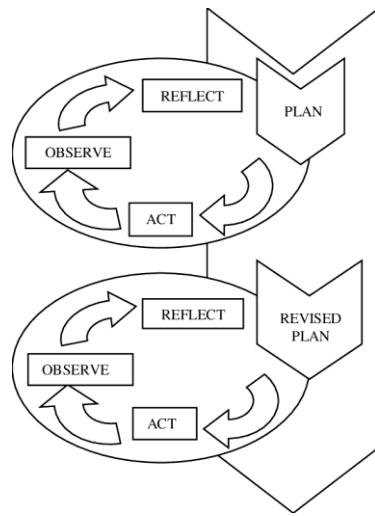
Figure 3.1 Classroom action research cycle of Kemmis and Taggart model. Taken from: https://www.researchgate.net/figure/Classroom-Action-Research-Cycle-of-Kemmis-and-Taggart-Models_fig1_346703805

1. **Cycle 1**

   a. *Planning*

   In this step, the researcher constructed the lesson plan of Procedure text material to be applied in XI TKKR. The main activities of the lesson plan are as follows :

   1) Students made four jigsaw groups.

   2) Students learned Procedure text.

   3) Each member of each main group joined with the other members of the other jigsaw groups who got the same responsibility and formed an expert group.

   4) Students in expert groups had a discussion about their responsibility.

5) Students in jigsaw group explained what they had discussed in the expert group.

6) Students did a quiz about Procedure text.

b. *Action*

In this step, the researcher taught Procedure text by using jigsaw method in XI TKKR. The researcher applied the lesson plan which had been constructed beforehand.

c. *Observation*

In this step, the researcher observed the teaching and learning process that was conducted in the action step. The researcher was assisted by one of the teachers in SMK Bakti Utama Pati as the class observer.

d. *Reflection*

In this step, the researcher reflected the activities that had been done in cycle 1 by taking some notes about the aspects that need to be improved in the next cycle (cycle 2). The data were taken from the class observation and the students' learning outcomes on cycle 1.

2. **Cycle 2**

a. *Planning*

In this step, the researcher constructed the revised lesson plan after doing reflection in cycle 1. The main activities in the revised lesson plan are as follows :

1) Teacher made four jigsaw groups.

2) Students learned Procedure text.

3) Each member of each main group joined with the other members of the other jigsaw groups who got the same responsibility and formed an expert group.

4) Students in expert groups had a discussion about their responsibility. Teacher provided some questions to help students do the discussion.

5) Students in jigsaw group explained what they had discussed in the expert group.

6) Students did a quiz about Procedure text.

b. *Action*

In this step, the researcher taught Procedure text by using jigsaw method in XI TKKR using the revised lesson plan. The researcher applied the revised lesson plan to improve the quality of teaching and learning process in XI TKKR class, so that the students' learning outcome would be better than in the first cycle.

c. *Observation*

In this step, the researcher observed the teaching and learning process that was conducted in the action step of cycle 2. The researcher was also assisted by one of the teachers in SMK Bakti Utama Pati as the class observer.

d. *Reflection*

In this step, the researcher reflected the activities that had been done in cycle 2 by taking some notes about the aspects that need to be improved. However, the classroom action research is considered to be done if the researcher meets the expected result in the cycle. The data were taken from the class observation and the students' learning outcomes on cycle 2.

C. Research Instrument

The researcher used two kinds of instrument in conducting this classroom action research; multiple choice test and class observation.

1. Multiple Choice Test

The researcher used the multiple choice test consisting of ten (10) questions. The researcher conducted two tests. The first test was conducted in cycle 1, while the second test was conducted in cycle 2.

2. Class Observation

The researcher used class observation. The researcher asked one of the teachers in SMK Bakti Utama Pati to be an observer. The researcher also conducted two class observations. The first observation was conducted in cycle 1, while the second one was conducted in cycle 2.

D. Data Analysis Technique

1. Quantitative Technique

This technique is used to process the quantitative or numeric data into more understandable information. The researcher used quantitative technique to know students' learning outcome of Procedure text by using a ten-question multiple choice test.

2. **Qualitative Technique**

The researcher used qualitative technique to know students' activeness in the learning process by using a class observation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings' Description

Before conducting the classroom action research, the researcher conducted a teaching learning process in XI TKKR class on Monday, November 15, 2020 at 07.45 – 10.00 as the pre cycle. The researcher hadn't used Jigsaw method to teach Procedure text in the pre cycle. In the pre cycle, the students were not active in the learning process. Thus, it also influenced the students' learning outcome.

The result of the XI TKKR students' Procedure text learning outcome of the pre cycle can be seen on the following table :

Table 4.1. XI TKKR students' learning outcome of the pre cycle

No	Name	Score	Note (KKM: 75)
1.	Aina Mazandarani Choirunnisa	40	Below KKM
2.	Alya Luthfia Nafisah	70	Below KKM
3.	Anita Wanda Sari	60	Below KKM
4.	Aprilia Tria Safira	80	Above KKM
5.	Anisa Firda Nur Hidayah	60	Below KKM
6.	Della Triananda	70	Below KKM
7.	Eka Febriana	50	Below KKM
8.	Evi Febriani	50	Below KKM
9.	Gita Ayu Lestari	60	Below KKM
10.	Ingelia Feby Yuwana	60	Below KKM
11.	Marcelina Hardiyanti	70	Below KKM
12.	Marna Fahratun Indriyani	60	Below KKM

13.	Nadza Zakhiya Liulinnuha	60	Below KKM
14.	Nur Fadhila S	50	Below KKM
15.	Pintan Inggarani	80	Above KKM
16.	Puput Puspita Sari	40	Below KKM
17.	U'ut Dian Wijayanti	50	Below KKM

From the result on the table, the researcher made a table of the recapitulation of pre cycle's learning outcome of XI TKKR students.

Table 4.2. The recapitulation table of pre cycle's learning outcome

No.	Scoring Category	Score
1.	The lowest score	40
2.	The highest score	80
3.	Average score	59

Based on the recapitulation above, the researcher found out that the pre cycle's average score was 59 (below the KKM which is 75). The result can be seen in the following bar diagram :
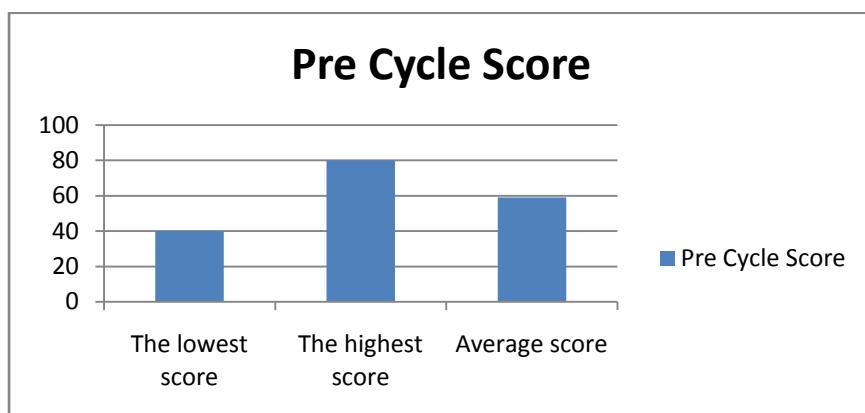
Figure 4.1. The recapitulation diagram of pre cycle's learning outcome

Based on the recapitulation, the researcher also counted the KKM passing percentage as follows :

Table 4.3. KKM passing percentage of pre cycle

No	Category	Numbers	Percentage
1.	Above KKM	2	12%
2.	Below KKM	15	88%

The researcher also made the bar diagram of the KKM passing percentage of XI TKKR students' Procedure text learning outcome. The bar diagram of the KKM passing percentage can be seen as follows:
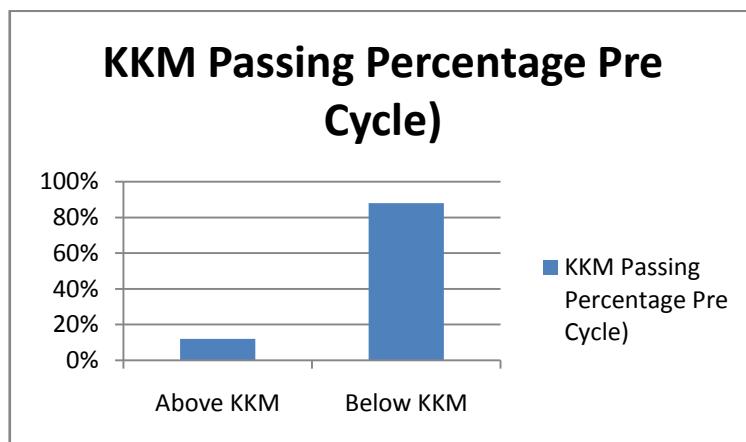
Figure 4.2. The bar diagram of the KKM passing percentage of pre cycle

Based on the learning outcome result and the percentage above, the researcher found out that the average score of students' learning outcome was 59. The KKM passing percentage showed that there were only two (2) out of

seventeen (17) students, or only 12% of all students of XI TKKR who passed the KKM score. Therefore, the researcher conducted the classroom action research consisting of two (2) cycles to improve XI TKKR students' learning outcome of Procedure text.

1. **Cycle 1**

    a. *Planning*

   In this step, the researcher constructed the lesson plan of Procedure text material to be applied in XI TKKR. The main activities of the lesson plan are as follows :

    1) Students made four jigsaw groups.

    2) Students learned Procedure text.

    3) Each member of each main group joined with the other members of the other jigsaw groups who got the same responsibility and formed an expert group.

    4) Students in expert groups had a discussion about their responsibility.

    5) Students in jigsaw group explained what they had discussed in the expert group.

    6) Students did a quiz about Procedure text.

    The researcher also prepared the observation sheet and the ten-question multiple choice test about Procedure text.

    b. *Action*

In this step, the researcher taught Procedure text by using jigsaw method in XI TKKR class. The researcher applied the lesson plan which had been constructed beforehand. In the end of the lesson, the researcher conducted the test in form of multiple choice test to know the learning outcome's result.

c. *Observation*

In this step, the researcher observed the teaching and learning process that was conducted in the action step. The researcher was assisted by one of the teachers in SMK Bakti Utama Pati as the class observer.

Based on the class observation result, the teaching and learning process ran smoothly without any technical problem. The students seemed more active in learning Procedure text because Jigsaw method helped students to interact each other through group discussion. However, students were a little bit confused when conducting discussion. The result of the cycle 1 test is as follows:

Table 4.4. The learning outcome of cycle 1

No	Name	Score	Note (KKM: 75)
1.	Aina Mazandarani Choirunnisa	60	Below KKM
2.	Alya Luthfia Nafisah	80	Above KKM
3.	Anita Wanda Sari	80	Above KKM
4.	Aprilia Tria Safira	90	Above KKM
5.	Anisa Firda Nur Hidayah	60	Below KKM

6.	Della Triananda	80	Above KKM
7.	Eka Febriana	60	Below KKM
8.	Evi Febriani	70	Below KKM
9.	Gita Ayu Lestari	80	Above KKM
10.	Ingelia Feby Yuwana	80	Above KKM
11.	Marcelina Hardiyanti	80	Above KKM
12.	Marna Fahratun Indriyani	70	Below KKM
13.	Nadza Zakhiya Liulinnuha	70	Below KKM
14.	Nur Fadhila S	80	Above KKM
15.	Pintan Inggarani	80	Above KKM
16.	Puput Puspita Sari	60	Below KKM
17.	U'ut Dian Wijayanti	60	Below KKM

From the result on the table, the researcher made a table of the recapitulation of cycle 1 learning outcome of XI TKKR students.

Table 4.5. The recapitulation table of cycle 1 learning outcome

No.	Category	Score
1.	The lowest score	60
2.	The highest score	90
3.	Average score	73

Based on the recapitulation above, the researcher found out that the average score of cycle 1 was 73 (below the KKM which is 75). The result can be seen in the following bar diagram :
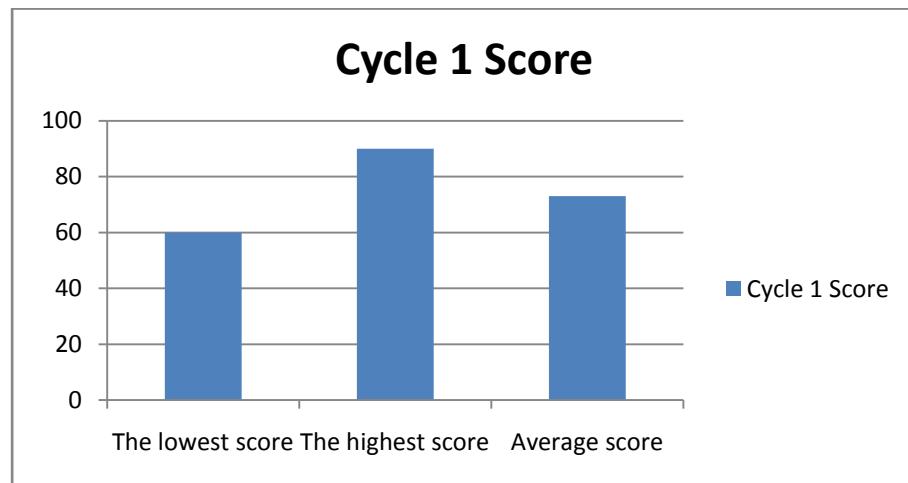
Figure 4.3. The recapitulation diagram of cycle 1 learning outcome

Based on the recapitulation, the researcher also counted the KKM passing percentage of cycle 1 as follows :

Table 4.6. KKM passing percentage of cycle 1

No	Category	Numbers	Percentage
1.	Above KKM	9	53%
2.	Below KKM	8	47%

The researcher also made the bar diagram of the KKM passing percentage of XI TKKR students' Procedure text learning outcome in cycle 1. The bar diagram of the KKM passing percentage can be seen as follows:

KKM Passing Percentage (Cycle 1)
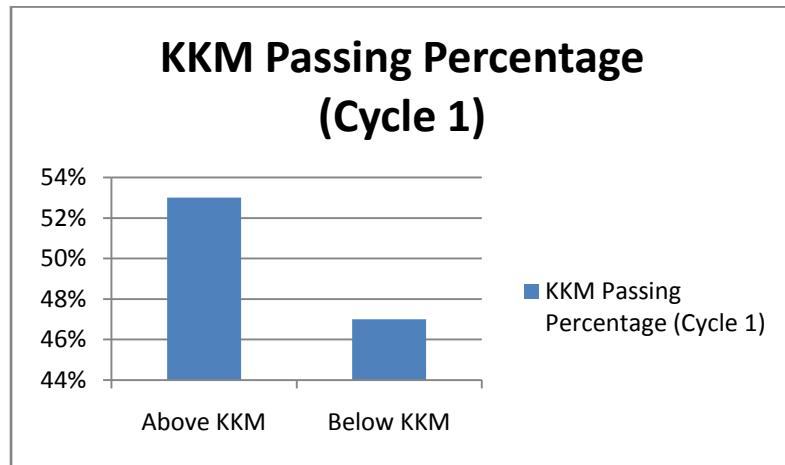
Figure 4.4. The bar diagram of the KKM passing percentage of cycle 1

Based on the learning outcome result and the percentage above, the researcher found out that the average score of students' learning outcome of cycle 1 was 73. The KKM passing percentage showed that there were ten (9) out of seventeen (17) students, or 53% of all students of XI TKKR who passed the KKM score.

d. *Reflection*

In this step, the researcher reflected the activities that had been done in cycle 1 by taking some notes about the aspects that need to be improved in the next cycle (cycle 2). The data were taken from the class observation and the students' learning outcome on cycle 1.

Eventhough the students were quite active in the learning process, the researcher would conduct the second cycle (cycle 2) because the students' average learning outcome of Procedure text (73) was still below KKM. This was because of some reasons:

1) The students freely decided the groups. Therefore, the researcher would divide the group fairly so that there wouldn't be very strong group and very weak group.

2) The researcher didn't deliver questions in the discussion session. Therefore, the researcher would deliver questions to help students think in the discussion session.

2. Cycle 2

a. Planning

In this step, the researcher constructed the revised lesson plan after doing reflection in cycle 1. The main activities in the revised lesson plan are as follows :

1) Teacher made four jigsaw groups.

2) Students learned Procedure text.

3) Each member of each main group joined with the other members of the other jigsaw groups who got the same responsibility and formed an expert group.

4) Students in expert groups had a discussion about their responsibility. Teacher provided some questions to help students do the discussion.

5) Students in jigsaw group explained what they had discussed in the expert group.

6) Students did a quiz about Procedure text.

This revised lesson plan of cycle 2 was almost similar with the one used for cycle 1. However, there are two (2) differences. First, the researcher made the jigsaw group instead of letting students chose their own group. Next, the researcher provided some questions to help students do the discussion.

The researcher also prepared the observation sheet and the ten-question multiple choice test about Procedure text.

b. *Action*

In this step, the researcher taught Procedure text by using jigsaw method in XI TKKR using the revised lesson plan. The researcher applied the revised lesson plan to improve the quality of teaching and learning process in XI TKKR class, so that the students' learning outcome would be better than in the first cycle. In the end of the lesson, the researcher conducted the test to know students' learning outcome of Procedure text in cycle 2.

c. *Observation*

In this step, the researcher observed the teaching and learning process that was conducted in the action step of cycle 2. The researcher was also assisted by one of the teachers in SMK Bakti Utama Pati as the class observer.

Based on the class observation result of cycle 2, the teaching and learning process ran smoothly without any technical problem. The students were more active in learning Procedure text. The students

seemed enjoying the discussion better than in cycle 1. The result of the cycle 2 test can be seen in the following table:

Table 4.7. The learning outcome of cycle 2

No	Name	Score	Note (KKM:75)
1.	Aina Mazandarani Choirunnisa	60	Below KKM
2.	Alya Luthfia Nafisah	90	Above KKM
3.	Anita Wanda Sari	90	Above KKM
4.	Aprilia Tria Safira	100	Above KKM
5.	Anisa Firda Nur Hidayah	70	Below KKM
6.	Della Triananda	100	Above KKM
7.	Eka Febriana	80	Above KKM
8.	Evi Febriani	80	Above KKM
9.	Gita Ayu Lestari	80	Above KKM
10.	Ingelia Feby Yuwana	80	Above KKM
11.	Marcelina Hardiyanti	100	Above KKM
12.	Marna Fahratun Indriyani	80	Above KKM
13.	Nadza Zakhiya Liulinnuha	80	Above KKM
14.	Nur Fadhila S	80	Above KKM
15.	Pintan Inggarani	90	Above KKM
16.	Puput Puspita Sari	80	Above KKM
17.	U'ut Dian Wijayanti	70	Below KKM

From the result on the table, the researcher made a table of the recapitulation of cycle 2 learning outcome of XI TKKR students.

Table 4.8. The recapitulation table of cycle 2 learning outcome

No.	Scoring Category	Score
1.	The lowest score	60
2.	The highest score	100
3.	Average score	83

Based on the recapitulation above, the researcher found out that the average score of cycle 2 was 83 (above the KKM which is 75). The result can be seen in the following bar diagram :
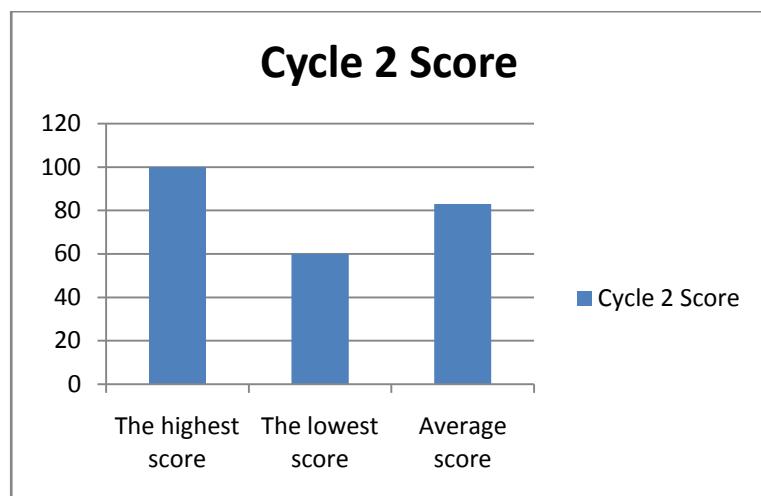

Figure 4.5. The recapitulation diagram of cycle 2 learning outcome

Based on the recapitulation, the researcher also counted the KKM passing percentage of cycle 2 as follows :

Table 4.9. KKM passing percentage of cycle 2

No	Category	Numbers	Percentage
1.	Above KKM	14	82%

2.	Below KKM	3	18%

The researcher also made the bar diagram of the KKM passing percentage of XI TKKR students' Procedure text learning outcome in cycle 2. The bar diagram of the KKM passing percentage of cycle 2 can be seen as follows:
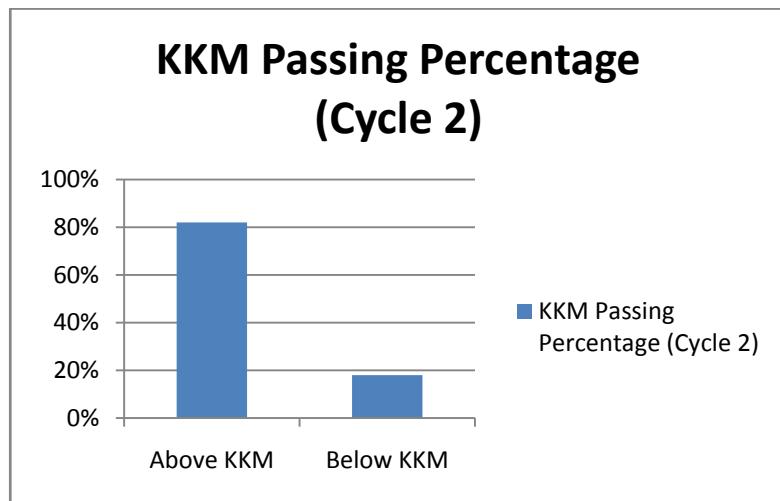
Figure 4.6. The bar diagram of the KKM passing percentage of cycle 2

Based on the learning outcome result and the percentage above, the researcher found out that the average score of students' learning outcome of cycle 2 was 81. The KKM passing percentage showed that there were fourteen (14) out of seventeen (17) students, or 82% of all students of XI TKKR who passed the KKM score.

d. *Reflection*

In this step, the researcher reflected the activities that had been done in cycle 2 by taking some notes about the aspects that need

to be improved. However, the classroom action research is considered to be done if the researcher meets the expected result in the cycle. The researcher found out that 82% of XI TKKR students passed the KKM score with the average score 83. Therefore, the researcher considered this research had succeeded in improving XI TKKR students' Procedure text learning outcome.

B. Discussion

The researcher conducted a classroom action research to improve XI TKKR students' Procedure text learning outcome by using Jigsaw method. Based on the result of the cycle 1 and cycle 2, the researcher found out the Jigsaw method can improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021.

1. The Result Comparison of Pre Cycle and Cycle 1

In the pre cycle, the students were not active in the Procedure text learning process as the researcher hadn't used Jigsaw method, thus it also influenced the students' learning outcome.

In cycle 1, the students seemed more active in learning Procedure text because Jigsaw method helped students to interact each other through group discussion. However, students were a little bit confused when conducting discussion.

Table 4.10. The score recapitulation comparison table of pre cycle and cycle 1

No	Score Category	Score	
		Pre cycle	Cycle 1
1.	The lowest score	40	60
2.	The highest score	80	90
3.	Average score	59	73

The table shows that XI TKKR students' Procedure text learning outcome was improved. However the average score was still below KKM. The lowest score in pre cycle was 40 while it was 60 in cycle 1. The highest score in pre cycle was 80 while it was 90 in cycle 1. The average score in pre cycle was only 59 while it was 73 in cycle 1.
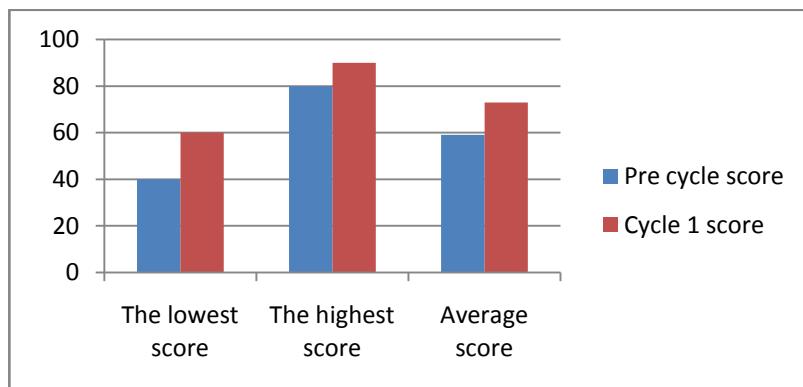

Figure 4.7. The score recapitulation comparison diagram of pre cycle and cycle 1

The researcher also compared the KKM passing percentage of pre cycle and cycle 1. Here is the KKM passing percentage comparison table of pre cycle and cycle 1:

Table 4.11. The KKM passing percentage comparison table of pre cycle and cycle 1

No	Category	Numbers		Percentage	
		Pre Cycle	Cycle 1	Pre Cycle	Cycle 2
1.	Above KKM	2	9	12%	53%
2.	Below KKM	15	8	88%	47%

Based on the table, the numbers of XI TKKR students whose scores were above KKM was only two (2) or 12% in the pre cycle, while it was nine (9) or 53% in cycle 1. There were fifteen (15) or 88% of the students whose scores were below KKM in the pre cycle, while there were eight (8) or 47% of the students with below KKM scores in cycle 1.
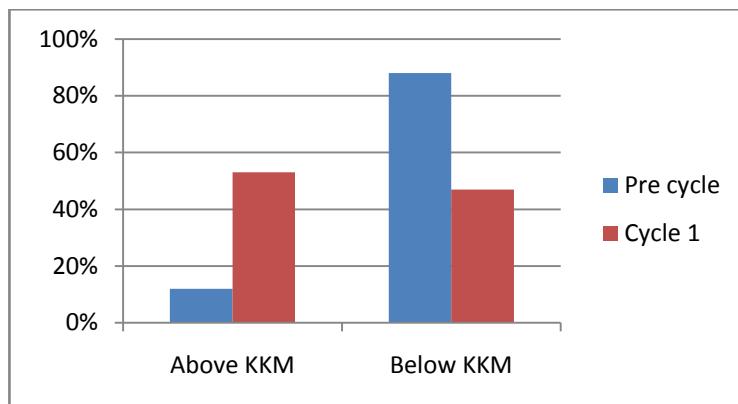

Figure 4.8. The KKM passing percentage comparison diagram of pre cycle and cycle 1

2. The Result Comparison of Cycle 1 and Cycle 2

In cycle 1, the students were more active in learning Procedure text because Jigsaw method helped students to interact each other through group discussion. However, students had a little confusion when conducting discussion.

In cycle 2, the researcher did some changes in the lesson plan. The researcher decided the group division, and also provided some questions to help students in the discussion session. These changes made students feel more comfortable and they became more active and understand more about Procedure text. Here are the score recapitulation comparison table of cycle 1 and cycle 2.

Table 4.12. The score recapitulation comparison table of cycle 1 and cycle 2

No	Score Category	Score	
		Cycle 1	Cycle 2
1.	The lowest score	60	60
2.	The highest score	90	100
3.	Average score	73	83

The table shows that XI TKKR students' Procedure text learning outcome was improved. The lowest score in cycle 1, as well as in cycle 2 was 60. The highest score in cycle 1 was 90 while it was 100 in cycle 2. The average score in cycle 1 was only 73 while it was 83 in cycle 2.
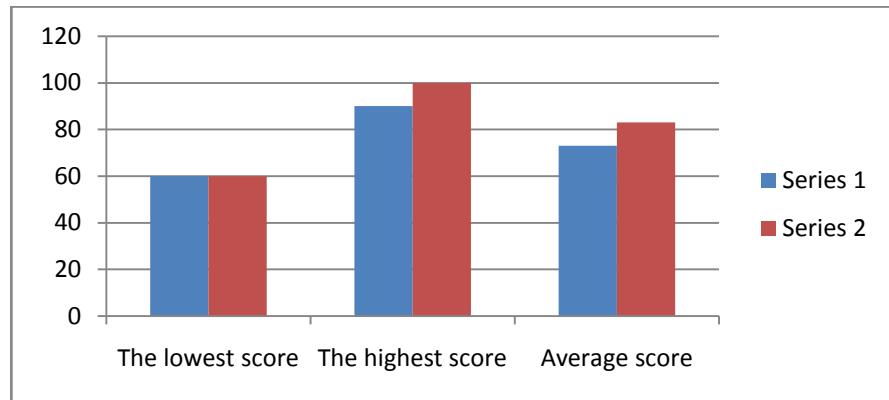
Figure 4.9. The score recapitulation comparison diagram of cycle 1 and cycle 2

The researcher also compared the KKM passing percentage of cycle 1 and cycle 2. Here is the KKM passing percentage comparison table of cycle 1 and cycle 2 :

Table 4.13. The KKM passing percentage comparison table of cycle 1 and cycle 2

No	Category	Numbers		Percentage	
		Cycle 1	Cycle 2	Cycle 1	Cycle 2
1.	Above KKM	9	14	53%	82%
2.	Below KKM	8	3	47%	18%

Based on the table, the numbers of XI TKKR students whose scores were above KKM was nine (9) or 53% in the cycle 1, while it was fourteen (14) or 82% in cycle 2. There were eight (8) or 47% of the students whose scores were below KKM in the cycle 1, while there were three (3) or 18% of the students with below KKM scores in cycle 2.
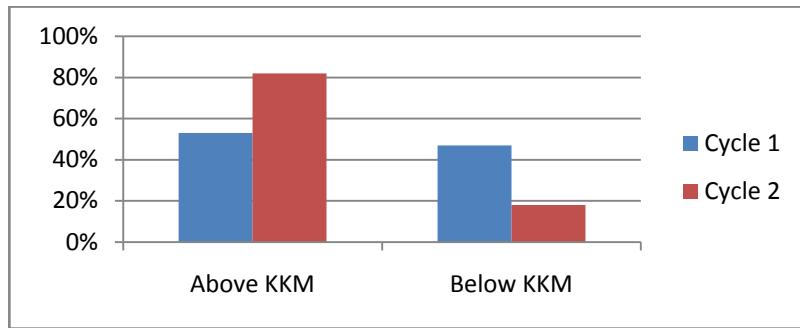
Figure 4.10. The KKM passing percentage comparison diagram of cycle 1 and cycle 2

3. The Overall Discussion

The researcher had conducted the classroom action research to improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021 taught by using Jigsaw method.

In the pre cycle, the students were not active in the Procedure text learning process as the researcher hadn't used Jigsaw method, thus it also influenced the students' learning outcome.

In cycle 1, the researcher applied Jigsaw method. the students seemed more active in learning Procedure text because Jigsaw method helped students to interact each other through group discussion. However, students were a little bit confused when conducting discussion.

In cycle 2, the researcher did some revisions in the lesson plan. The researcher decided the group division, and also provided some questions to help students in the discussion session. These changes made

students feel more comfortable and they became more active and understand more about Procedure text.

The score recapitulation comparison of pre cycle, cycle 1, and cycle 2 can be seen in the following table :

Table 4.14. The score recapitulation comparison table of pre cycle, cycle 1, and cycle 2

No	Score Category	Score		
		Pre cycle	Cycle 1	Cycle 2
1.	The lowest score	40	60	60
2.	The highest score	80	90	100
3.	Average score	59	73	83

The table shows that XI TKKR students' Procedure text learning outcome was improved. The lowest score in pre cycle was 40 while it was 60 in both cycle 1 and cycle 2. The highest score in pre cycle was 80 while it was 90 in cycle 1 and 100 in cycle 2. The average score in pre cycle was only 59 while it was 73 in cycle 1 and 83 in cycle 2.
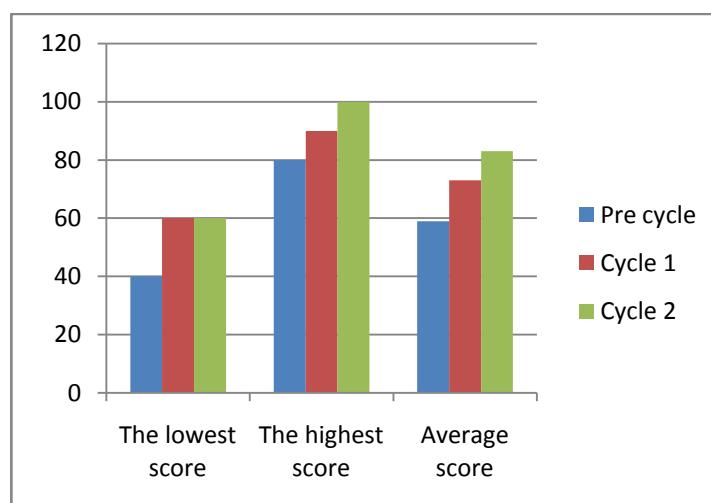
*Figure 4.11. The score recapitulation comparison table of pre cycle, cycle
1, and cycle 2*

The researcher also compared the KKM passing percentage of
pre cycle, cycle 1 and cycle 2. Here is the KKM passing percentage
comparison table of pre cycle, cycle 1 and cycle 2 :

*Table 4.15. The KKM passing percentage comparison table of pre cycle,
cycle 1 and cycle 2*

No	Category	Percentage		
		Pre cycle	Cycle 1	Cycle 2
1.	Above KKM	12%	53%	82%
2.	Below KKM	88%	47%	18%

Based on the table, the percentage of XI TKKR students whose
scores were above KKM was only 12% in the pre cycle, while it was
53% in cycle 1, and 82% in cycle 2. There were 88% of the students
whose scores were below KKM in the pre cycle, while there were 47% of
the students with below KKM scores in cycle 1, and 18% in cycle 2.
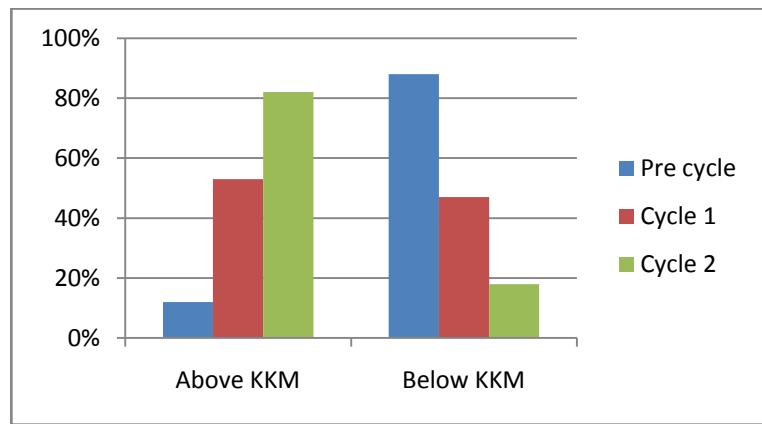
Figure 4.12. The KKM passing percentage comparison diagram of pre cycle, cycle 1 and cycle 2

Based on the data above, researcher found out that Jigsaw method can improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021 which is in line with the action hypothesis stated in the chapter II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research which had been conducted, the researcher made some conclusion:

1. Jigsaw method can improve the activeness of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021 in learning Procedure text. This can be seen from the observation sheet in cycle 1 and cycle 2 which showed that students were more active in the group discussion activity using Jigsaw method.

2. Jigsaw method can improve Procedure text learning outcome of XI TKKR students of SMK Bakti Utama Pati in academic year 2020/ 2021. This can be seen form the tests result. The average score in pre cycle test was only 59 while it was 73 in cycle 1 and 83 in cycle 2. The percentage of XI TKKR students whose scores were above KKM was only 12% in the pre cycle, while it was 53% in cycle 1, and 82% in cycle 2. There were 88% of the students whose scores were below KKM in the pre cycle, while there were 47% of the students with below KKM scores in cycle 1, and 18% in cycle 2.

B. Suggestions

Based on the conclusions above, the researcher wrote some suggestions for teachers and future researchers.

1. For teachers

a. The researcher suggested teachers to use Jigsaw method or other grouping methods to increase students' activeness.

b. The researcher suggested teachers to apply Jigsaw method to teach Procedure text or other functional texts.

2. For future researchers

a. The researcher suggested future researchers to use this classroom action research's result as the reference for their research in the future.

b. The researcher suggested future researcher to use or apply Jigsaw method as the teaching method for their research.

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APPENDICES

SILABUS MATA PELAJARAN

Nama Sekolah : SMK Bakti Utama Pati
Bidang Keahlian : Otomotif dan Pariwisata
Kompetensi Keahlian : TBSM dan TKKR
Mata Pelajaran : Bahasa Inggris
Durasi (Waktu) : 105 JP
Kelas/Semester : XI/5 & 6
KI-3 (Pengetahuan) : **Memahami, menerapkan, menganalisis,** dan **mengevaluasi** tentang **pengetahuan faktual, konseptual, operasional dasar**, dan **metakognitif** sesuai dengan bidang dan lingkup Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan) :

Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan lingkup *Bahasa Inggris* .

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	Penilaian	Kisi-kisi Soal
1	2	3	4	5	6	6
Aspek Pengetahuan 3.14 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*) **Aspek Keterampilan** 4.14 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	**Aspek Pengetahuan** 1. Sosial: siswa dapat mengungkapkan opini dalam bahasa Inggris. 2. Struktur teks: siswa dapat mengidentifikasi urutan ungkapan opini. 3. Unsur bahasa: - Siswa dapat menggunakan ekspresi untuk mengungkapkan opini. - Siswa dapat menggunakan present perfect - Siswa dapat menggunakan modal+perfective **Aspek Keterampilan** Siswa dapat mempraktikkan role play bertema "What Do You Thing about Smoking?"	• Fungsi sosial: penyampaian pendapat/opini diperlukan dalam kehidupan sehari-hari • Struktur teks Amir: Opening Budi: Responding Amir: Asking for opinion Budi: Giving opinion Amir: Responding • Unsur kebahasaan - Ungkapan yang sesuai untuk mengungkapkan opini: I think … In my opinion … I believe that … I agree that … I disagree that … - Present Perfect (Verb) S + has/have + V3 - Present Perfect (Be)	6 jp	**Mengamati** - Mengamati beberapa contoh opini (gambar/ video) **Mempertanyakan** - Mengidentifikasi ekspresi-ekspresi dalam opini di dalam contoh. **Mengumpulkan info** - Mengumpulkan contoh-contoh lain dari ekspresi penyampaian opini. - Membuat tabel contoh-contoh ekspresi sesuai struktur teks. **Menalar** - Membandingkan ekspresi-ekspresi yang didapat dari video dengan di buku. - Membuat sebuah role play "What Do You Think about Smoking?" **Mengkomunikasikan**	**Aspek Pengetahuan:** ● Tes tertulis (Ulangan) **Aspek Keterampilan:** ● Unjuk kerja /speaking (role play)	**Aspek Pengetahuan** 1. Informasi **tersurat** sebuah opini. 2. Informasi **tersurat** sebuah opini. 3. Informasi **tersurat** sebuah opini. 4. Arranging sentence (present perfect: verb) 5. Arranging sentence (present perfect: be) 6. Arranging sentence (would have+V3) 7. Arranging sentence (could have+ V3) 8. Arranging sentence (should have + V3) 9. Arranging sentence (might have + V3) 10. Arranging sentence (must have + V3) **Aspek Keterampilan** Mempraktikkan role play tentang opini bertema "What Do You Think about Smoking?"

		S+has/have+been+adj - Modal+perfective would have + V3 could have + V3 should have + V3 might have + V3 must have + V3			- Menampilkan role play. .		
Aspek Pengetahuan 3.15 Menerapkan fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pesan sederhana lewat telephone (*taking simple phone* message) sesuai dengan konteks penggunaannya di dunia kerja. **Aspek Keterampilan** 4.15 Menuliskan kembali teks pesan sederhana lewat telephone terkait tempat kerja dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks dunia kerja.	**Aspek Pengetahuan** 1. Sosial: siswa dapat melakukan panggilan dan menerima panggilan telepon dalam bahasa Inggris. 2. Struktur teks: - Siswa dapat mengidentifikasi struktur teks dialog melalui telepon. 3. Unsur bahasa: - Siswa dapat menggunakan ekspresi menelpon dan menerima telpon. - Siswa dapat menggunakan past perfect. **Aspek Keterampilan** 1. Siswa dapat menampilkan role play betema 'Can I Take Your Message?" 2. Siswa dapat mencatat pesan lewat telepon dalam bahasa	• Fungsi sosial Menelpon dan menerima pesan lewat telepon merupakan salah satu keterampilan yang harus dikuasai pada masa kini. • Struktur teks Receiver - Greeting - Mention name - Asking what can be done - Write down the message • Unsur kebahasaan - Ungkapan (Rina is speaking, what can I do	6 jp	**Mengamati** - Mengamati contoh panggilan telepon yang diperagakan guru atau ditayangkan. **Mempertanyakan** - Mempertanyakan urutan dalam menelepon dan menjawab telepon. **Mengumpulkan info** - Mengumpulkan ekspresi-ekspresi yang digunakan dalam menelpon/menerima telepon. - Membuat tabel ekspresi-ekspresi dalam	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan:** • Mencatat pesan telepon (**listening**)	**Aspek Pengetahuan** 1. Informasi tersurat teks percakapan telepon. 2. Informasi tersurat teks percakapan telepon. 3. Informasi tersurat teks percakapan telepon. 4. Kosakata teks 5. Kosakata teks 6. Kosakata teks 7. Arranging sentence (past perfect) 8. Arranging sentence (past perfect) 9. Arranging sentence (past perfect) 10. Arranging sentence (past perfect) **Aspek Keterampilan** 1. Menampilkan role play bertema "Can I Take Your

Inggris (listening)		for you?, can I take your message) - Past Perfect (Verb) $S + had + V3$ - Past Perfect (Be) $S + had + been + V3$		menelpon/menerima telepon sesuai struktur teksnya. **Menalar** - Menyusun dialog telepon bertema "Can I Take Your Messsage?" **Mengkomunikasikan** - Secara berkelompok, mempresentasikan dialog yang dibuat.		Message?" 2. Mencatat pesan telpon (**listening**)
Aspek Pengetahuan 3.16 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. **Aspek Keterampilan** 4.16 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**Aspek Pengetahuan** • Sosial: siswa dapat membuat surat undangan resmi dalam bahasa Inggris. • Struktur teks: - Siswa dapat mengidentifikasi struktur teks undangan resmi. • Unsur bahasa: - Siswa dapat menggunakan ekspresi dalam penulisan surat resmi. - Siswa dapat menggunakan gerund. **Aspek Keterampilan** Siswa dapat menulis surat undangan resmi dalam bahasa Inggris bertema "I Cordially Invite You".	• Fungsi sosial Surat undangan resmi digunakan dalam acara-acara resmi. • Struktur teks 3. Heading. 4. Dateline 5. Inside address. 6. Salutation. 7. Body. 8. Complimentary close. 9. Additional notation section often follows the close. • Unsur kebahasaan - Ungkapan dan kosakata (I	9 jp	**Mengamati** - Membaca contoh-contoh surat undangan resmi. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam surat undangan resmi. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat yang dipakai dalam surat undangan resmi. - Membuat tabel kalimat-kalimat dalam surat undangan resmi sesuai struktur teks. **Menalar** - Membuat surat	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan :** • Portofolio (menulis undangan resmi)	**Aspek Pengetahuan** 1. Informasi tersurat teks undangan resmi. 2. Informasi tersurat teks undangan resmi. 3. Informasi tersurat teks undangan resmi. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (gerund) 8. Arranging sentence (gerund) 9. Arranging sentence (gerund) 10. Arranging sentence (gerund) **Aspek Keterampilan** Portofolio (menulis undangan resmi bertema

		cordially invite, Yours faithfully, etc) - Gerund As subject (<u>Swimming</u> is my hobby) As object (I like <u>swimming</u>). After special words (no use, be worth, be busy, be used to, get used to, be accustomed to, look forward to) After preposition (He is interested in <u>swimming</u>) After possessive adjective (<u>Her crying</u> makes me sad). After special verbs (mind, begin, avoid, finish, enjoy, deny, etc)		undangan resmi bertema "I Cordially Invite You". **Mengkomunikasikan** - Mempresentasikan surat undangan resmi yang dibuat secara berkelompok.		"I Cordially Invite You")
Aspek Pengetahuan 3.17 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan	**Aspek Pengetahuan** • Sosial: siswa dapat membuat surat pribadi dalam bahasa Inggris. • Struktur teks: - Siswa dapat mengidentifikasi	• Fungsi sosial Surat undangan resmi digunakan dalam acara-acara resmi.	9 jp	**Mengamati** - Membaca contoh-contoh surat pribadi. **Mempertanyakan**	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek**	**Aspek Pengetahuan** 1. Informasi tersurat teks surat pribadi. 2. Informasi tersurat teks surat pribadi.. 3. Informasi tersurat

memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya.
 	
Aspek Keterampilan
4.17 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
	struktur teks surat pribadi.
	• Unsur bahasa:
	  - Siswa dapat menggunakan ekspresi yang biasa digunakan dalam surat pribadi.
	  - Siswa dapat menggunakan infinitive.
	
	Aspek Keterampilan
	Siswa dapat menulis surat pribadi dalam bahasa Inggris bertema "Dear My Friend".
		• Struktur teks
		  - Heading. This includes the address, line by line, with the last line being the date.
		  - Greeting. The greeting always ends with a comma.
		  - Body. Also known as the main text.
		  - Complimentary close.
		  - Signature line
		• Unsur kebahasaan
		  - Ungkapan dan kosakata yang sesuai (Hello, Dear, With love, etc)
		  - Infinitive
		    Bare infinitive (let, make, help, etc)
		    To-infinitive (want, need, etc), direct object (I want to buy a book), noun clause (I want to know who she is), object complement (He
				- Mempertanyakan unsur-unsur dalam surat pribadi.
				Mengumpulkan info
				
				- Mencermati kalimat-kalimat yang dipakai dalam surat pribadi.
				Menalar
				
				- Membuat surat pribadi sesuai contoh yand ada bertema "Dear My Friend".
				Mengkomunikasikan
				
				- Mempresentasikan surat pribadi yang dibuat secara berkelompok.
					Keterampilan:
					• Portofolio (menulis surat pribadi bertema "Dear My Friend")
						teks surat pribadi..
						4. Kosakata
						5. Kosakata
						6. Kosakata
						7. Arranging sentence (infinitive)
						8. Arranging sentence (infinitive)
						9. Arranging sentence (infinitive)
						10. Arranging sentence (infinitive)
						
						Aspek Keterampilan
						Portofolio (menulis surat pribadi bertema "Dear My Friend")

		is a nice man to talk to), impersonal it (It is easy for me to do this).					
Aspek Pengetahuan 3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (*tips*), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya**.** **Aspek Keterampilan** 4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**Aspek Pengetahuan** • Sosial: siswa dapat menyusun teks prosedur dalam bahasa Inggris. • Struktur teks: - Siswa dapat mengidentifikasi struktur teks prosedur. • Unsur bahasa: - Siswa dapat menggunakan ekspresi dan kosakata yang biasa digunakan dalam manual dan tips. - Siswa dapat menggunakan imperative. - Siswa dapat menggunakan noun clause **Aspek Keterampilan** Siswa dapat menulis teks prosedur/manual dalam bahasa Inggris bertema 'How to Operate This".	• Fungsi sosial: Teks prosedur/manual digunakan untuk memberi petunjuk cara melakukan sesuatu. • Struktur teks 10. Goal 11. Materials 12. Steps • Unsur kebahasaan - Ungkapan dan kosakata yang sesuai (plug, unplug, cover, uncover, install, uninstall) - Imperative Positive (Open the box) Negative (Don't open the box) - Concrete noun (apple) and abstract noun (happiness) - Noun compound (e.g.	6 jp	**Mengamati** - Membaca contoh-contoh manual. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam manual. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat yang dipakai dalam manual. - Membuat tabel kalimat-kalimat dalam manual sesuai struktur teksnya. **Menalar** - Membuat sebuah teks prosedur/manual sesuai contoh yand ada. **Mengkomunikasikan** - Mempresentasikan teks prosedur/manual secara berkelompok.	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan :** • Portofolio (menulis manual bertema "How to Operate This")	**Aspek Pengetahuan** 1. Informasi tersurat teks prosedur. 2. Informasi tersurat teks prosedur. 3. Informasi tersurat teks prosedur. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (imperative) 8. Arranging sentence (imperative) 9. Arranging sentence (noun clause) 10. Arranging sentences (noun clause) **Aspek Keterampilan** Portofolio (menulis manual bertema "How to Operate This)

		air conditioner) - Noun clauses As subject (That she won was surprising) As object (I know that she won).				
Aspek Pengetahuan 3.19 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *passive voice*). **Aspek Keterampilan** 4.19 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya	**Aspek Pengetahuan** • Sosial: siswa dapat menjelaskan hal secara ilmiah kepada orang lain. • Struktur teks: - Siswa dapat mengidentifikasi unsur-unsur teks ilmiah. • Unsur bahasa: - Siswa dapat menggunakan ungkapan/kosakata yang sering dipakai dalam teks ilmiah. - Siswa dapat menggunakan passive voice. **Aspek Keterampilan** Siswa dapat menulis teks ilmiah dalam bahasa Inggris bertema "How … is Formed?" (contoh: How a Fruit is Formed?)	• Fungsi sosial: Teks ilmiah digunakan untuk menjelaskan suatu eksperimen/peneliti an. • Struktur teks - Problems - Purpose - Method (hypothesis, data collection or experiment) - Discussion - Conclusion • Unsur kebahasaan - Ungkapan dan kosakata yang sesuai. - Passive voice 1) Present -Simple -Continuous -Perfect 2) Past -Simple -Continuous	9 jp	**Mengamati** - Membaca contoh-contoh teks ilmiah. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam teks ilmiah. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat dan ekspresi dalam teks ilmiah. - Membuat tabel kalimat/ekspresi dalam teks ilmiah sesuai struktur teksnya. **Menalar** - Membuat sebuah teks teks ilmiah berteme "How … is Formed?" **Mengkomunikasikan** - Mempresentasikan teks ilmiah secara	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan :** • Portofolio (menulis teks ilmiah bertema "How … is Formed?", contoh: How a Fruit is Formed?)	**Aspek Pengetahuan** 1. Informasi tersurat teks ilmiah. 2. Informasi tersurat teks ilmiah. 3. Informasi tersurat teks ilmiah. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (passive voice) 8. Arranging sentence (passive voice) 9. Arranging sentence (passive voice) 10. Arranging sentence (passive voice) **Aspek Keterampilan** Portofolio (menulis teks ilmiah berteme "How … is Formed?", contoh: How a Fruit is Formed?)

dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		-Perfect 3) Future -Simple -Continuous -Perfect			berkelompok.	
Aspek Pengetahuan 3.20 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. **Aspek Keterampilan** 4.20 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Aspek Pengetahuan** • Sosial: siswa dapat mengungkapkan pengandaian untuk menjawab pertanyaan orang lain. • Struktur teks: Siswa dapat membedakan conditional sentence tipe 1, 2, dan 3. • Unsur bahasa: Siswa dapat menggunakan conditional sentence. **Aspek Keterampilan** Siswa dapat mempresentasikan role play bertema "If I Graduate from This School."	• Fungsi sosial: Conditional sentence dipakai untuk membuat pengandaian dan dapat dipakai untuk menyatakan cita-cita atau harapan (conditional tipe 1), saran (conditional tipe 2), dan penyesalan (conditional tipe 3). • Struktur teks Amir: opening Budi: responding Amir: asking Budi: responding with conditional sentence • Unsur kebahasaan - Conditional tipe 1 (If I graduate from this school, I will start a business)	9 jp	**Mengamati** - Membaca contoh-contoh conditional sentence. **Mempertanyakan** - Mempertanyakan struktur pembicaraan dengan menggunakan conditional sentence. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat yang dipakai dalam conditional sentence tipe 1, 2, 3. - Membuat tabel kalimat sesuai struktur conditional sentence tipe 1, 2, 3 **Menalar** - Membuat sebuah teks dialog yang berisi conditional sentence tipe 1 bertema "If I Graduate from This	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan:** • Role play bertema "If I Graduate from This School".	**Aspek Pengetahuan** 1. Informasi **tersirat** dialog (conditional sentence tipe 1). 2. Informasi **tersirat** dialog (conditional sentence tipe 1). 3. Informasi **tersirat** dialog (conditional sentence tipe 2). 4. Informasi **tersirat** dialog (conditional sentence tipe 2). 5. Informasi **tersirat** dialog (conditional sentence tipe 3). 6. Informasi **tersirat** dialog (conditional sentence tipe 3). 7. Arranging conditional sentence (with clue) 8. Arranging conditional sentence (with clue) 9. Arranging conditional sentence (with clue)

		- Conditional tipe 2 (If I studied hard, I would have good score) - Conditional tipe 3 (If I had studied hard last night, I would have had good score)		School." **Mengkomunikasikan** - Mempresentasikan teks secara berkelompok.		10. Arranging conditional sentence (with clue) **Aspek Keterampilan** Mempresentasikan role play bertema "If I Graduate from This School".
Aspek Pengetahuan 3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain. **Aspek Keterampilan** 4.21 Menyusun teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.	**Aspek Pengetahuan** • Sosial: siswa dapat menjelaskan hal secara faktual kepada orang lain. • Struktur teks: - Siswa dapat mengidentifikasi unsur-unsur dalam teks laporan faktual. • Unsur bahasa: - Siswa dapat menggunakan ungkapan/kosakata yang biasa digunakan dalam teks laporan faktual. - Siswa dapat menggunakan future perfect tense. **Aspek Keterampilan** Siswa dapat menyusun teks ilmiah faktual dalam bahasa Inggris bertema "What is …?" (contoh: What is a Digital Camera?)	• Fungsi sosial: Teks laporan faktual dipakai untuk menjelaskan fenomena faktual tentang orang, binatang, benda, gejala, dan peristiwa alam. • Struktur teks - General classification - Description (parts, qualities, habits/behavior) • Unsur kebahasaan -Ungkapan/kosakata yang sesuai. -Future perfect tense (verb) S+will+have+V3 (I will have studied English for 5 years by the end of this year)	9 jp	**Mengamati** - Membaca contoh-contoh teks laporan faktual. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam teks laporan faktual. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat/ekspresi yang dipakai dalam teks-teks laporan faktual. - Membuat tabel kalimat/ekspresi yang dipakai sesuai struktur teksnya. **Menalar** - Menyusun sebuah teks laporan faktual. **Mengkomunikasikan** - Mempresentasikan	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan:** • Portofolio (teks laporan faktual bertema 'What is …?", contoh: What is a Digital Camera?)	**Aspek Pengetahuan** 1. Informasi tersurat dalam teks laporan faktual. 2. Informasi tersurat dalam teks laporan faktual. 3. Informasi tersurat dalam teks laporan faktual. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (future perfect) 8. Arranging sentence (future perfect) 9. Arranging sentence (future perfect) 10. Arranging sentence (future perfect) **Aspek Keterampilan** Portofolio (teks laporan faktual bertema "What is …?", contoh: What is a Digital Camera?)

		-Future perfect tense (be) S+will+have been+adjective/adverb (I will have been in India by the end of this year)		teks secara berkelompok.		
Aspek Pengetahuan 3.22 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *eksposisi analitis* lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya. **Aspek Keterampilan** 4.22 Menyusun teks *eksposisi analitis* tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	**Aspek Pengetahuan** • Sosial: siswa dapat menjelaskan hal secara analitis kepada orang lain. • Struktur teks: - Siswa dapat mengidentifikasi unsur-unsur dalam teks eksposisi analitis. • Unsur bahasa: - Siswa dapat menggunakan ungkapan/kosakata yang biasa digunakan dalam teks eksposisi analitis. - Siswa dapat menggunakan connectors dalam tulisannya. **Aspek Keterampilan** Siswa dapat menyusun teks eksposisi analitis dalam bahasa Inggris bertema "Why Unemployment Number of SMK Graduates is High?"	• Fungsi sosial: Kemampuan menganalisis masalah diperlukan agar kita mampu menemukan solusi terbaik bagi permasalahan sehari-hari maupun di dunia kerja. • Struktur teks - Thesis - Argument - Reiteration • Unsur kebahasaan - Ungkapan/kosa kata yang sesuai. - Connectors a. Coordinating (and, or, but, etc) b. Subordinatin	9 jp	**Mengamati** - Membaca contoh-contoh teks eksposisi analitis. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam teks eksposisi analitis. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat/ekspresi yang dipakai dalam teks eksposisi analitis. - Membuat tabel kalimat/ekspresi yang dipakai sesuai struktur teksnya. **Menalar** - Menyusun sebuah teks eksposisi analitis.	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan :** • Portofolio (teks eksposisi analitis bertema "Why Unemploy ment Number for SMK Graduates is High?")	**Aspek Pengetahuan** 1. Informasi tersurat dalam teks eksposisi analitis. 2. Informasi tersurat dalam teks eksposisi analitis. 3. Informasi tersurat dalam teks eksposisi analitis. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (connector-coordinating) 8. Arranging sentence (connector-subordinating) 9. Arranging sentence (connector-correlating) 10. Arranging sentence (connector-conjunctive adverb)

		g (if, so, that, because, while, etc) c. Correlating (either…or …, neither…nor …) d. Conjunctive adverb (therefore, however, etc)		**Mengkomunikasikan** - Mempresentasikan teks secara berkelompok.		**Aspek Keterampilan** Portofolio (teks eksposisi analitis bertema "Why Unemployment Number of SMK Graduates is High?")
Aspek Pengetahuan 3.23 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks biografi tokoh sesuai dengan konteks penggunaannya. **Aspek Keterampilan** 4.23 Menyusun teks biografi tokoh lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Aspek Pengetahuan** • Sosial: siswa dapat menceritakan jalan hidup orang lain dan mengambil pesan moralnya. • Struktur teks: - Siswa dapat mengidentifikasi unsur-unsur dalam teks biografi tokoh. • Unsur bahasa: - Siswa dapat menggunakan ungkapan/kosakata yang biasa digunakan dalam teks biografi tokoh. - Siswa dapat menggunakan preference. **Aspek Keterampilan** Siswa dapat menyusun teks biografi tokoh dalam bahasa	• Fungsi sosial: Dengan mengetahui biografi orang yang terkenal, kita bisa mengambil pesan moralnya dan menasihati diri sendiri serta orang lain. • Struktur teks - Birth and childhood - Adult life - Accomplishment - Moral of the story • Unsur kebahasaan - Ungkapan/kosak ata yang sesuai.	9 jp	**Mengamati** - Membaca contoh-contoh teks biografi tokoh. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam teks biografi tokoh. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat/ekspresi yang dipakai dalam teks biografi tokoh. - Membuat tabel kalimat/ekspresi yang dipakai sesuai struktur teksnya.	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan:** • Portofolio (teks biografi tokoh terkenal dengan tema "The Life of …")	**Aspek Pengetahuan** 1. Informasi tersurat dalam teks biografi tokoh. 2. Informasi tersurat dalam teks biografi tokoh. 3. Informasi tersurat dalam teks biografi tokoh. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (preference) 8. Arranging sentence (preference) 9. Arranging sentence (preference) 10. Arranging sentence (preference)

	Inggris bertema "The Life of…."	- Preference
		  - prefer … to…
		  - would rather
		   … than…
		  - like … better
		   than …
		  - had better …
				Menalar
				
				- Menyusun sebuah teks biografi tokoh.
				Mengkomunikasikan
				
				- Mempresentasikan teks secara berkelompok.
						Aspek Keterampilan
						Portofolio (teks biografi tokoh dengan tema "The Life of …)

Aspek Pengetahuan
3.24 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of ..., due to ..., thanks to ...*)
 	
Aspek Keterampilan
 	
4.24 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	Aspek Pengetahuan
	• Sosial: siswa dapat menjelaskan hubungan sebab-akibat dari suatu hal kepada orang lain.
	• Struktur teks:
	  - Siswa dapat mengidentifikasi struktur dalam teks hubungan sebab-akibat.
	• Unsur bahasa:
	  - Siswa dapat menggunakan ungkapan/kosakata yang biasa digunakan dalam teks hubungan sebab-akibat.
	  - Siswa dapat menggunakan conjunction dalam tulisannya.
	
	Aspek Keterampilan
	Siswa dapat menyusun teks hubungan sebab-akibat dalam bahasa Inggris bertema "The Cause of Poverty"
		• Fungsi sosial: Teks hubungan sebab-akibat dipakai untuk menjelaskan hubungan sebab-akibat dalam kehidupaan sehari-hari.
		
		• Struktur teks
		  - Thesis
		  - Cause
		  - Effect
		  - Supporting details/evidence
		• Unsur kebahasaan
		  - Ungkapan/kosa kata yang sesuai.
		  - Conjunction
		  a. Stand alone and, because, if, therefore, when, after,
			6 jp	**Mengamati**
				
				- Membaca contoh-contoh teks hubungan sebab-akibat.
				Mempertanyakan
				
				- Mempertanyakan unsur-unsur dalam teks hubungan sebab-akibat.
				Mengumpulkan info
				
				- Mengumpulkan kalimat-kalimat/ekspresi yang dipakai dalam teks hubungan sebab-akibat.
				- Membuat tabel kalimat/ekspresi yang dipakai sesuai struktur teksnya.
				Menalar
				
				- Menyusun sebuah teks hubungan sebab-
					Aspek Pengetahuan:
					• Tes tertulis (ulangan)
					
					Aspek Keterampilan:
					• Portofolio (teks hubungan sebab-akibat bertema "The Cause of Poverty")
						Aspek Pengetahuan
						1. 2. Informasi tersurat dalam teks hubungan sebab-akibat.
						3. Informasi tersurat dalam teks hubungan sebab-akibat.
						4. Kosakata
						5. Kosakata
						6. Kosakata
						7. Arranging sentence (conjunction)
						8. Arranging sentence (conjunction)
						9. Arranging sentence (conjunction)
						10. Arranging sentence (conjunction)
						
						Aspek Keterampilan
						Portofolio (teks hubungan sebab-akibat bertema "The Cause of Poverty")

		before, otherwise, while, or, but, for, although, that b. Coupled both … and…, not only…but also…, either…or…, neither…nor …		**Mengkomunikasikan** - Mempresentasikan teks secara berkelompok.		
Aspek Pengetahuan 3.25 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana. **Aspek Keterampilan** 4.25 Menyusun teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan	**Aspek Pengetahuan** • Sosial: siswa dapat memberi laporan kepada orang lain. • Struktur teks: - Siswa dapat mengidentifikasi unsur-unsur dalam laporan sederhana. • Unsur bahasa: - Siswa dapat menggunakan ungkapan/kosakata yang biasa digunakan dalam dalam laporan sederhana. - Siswa dapat menggunakan tanda baca (punctuation) secara baik dalam tulisannya. **Aspek Keterampilan** Siswa dapat menyusun laporan sederhana dalam bahasa Inggris bertema "Report of Group	• Fungsi sosial: Laporan diperlukan untuk melaporkan hasil suatu kegiatan atau tugas individu/kelompok kepada guru, atasan, atau pihak pemberi tugas. • Struktur teks - Introduction - Discussion - Conclusion - Recommendation • Unsur kebahasaan - Ungkapan/kosa kata yang sesuai. - Punctuation	9 jp	**Mengamati** - Membaca contoh-contoh laporan sederhana. **Mempertanyakan** - Mempertanyakan unsur-unsur dalam laporan sederhana. **Mengumpulkan info** - Mengumpulkan kalimat-kalimat/ekspresi yang dipakai dalam laporan sederhana. - Membuat tabel kalimat/ekspresi yang dipakai sesuai struktur teksnya.	**Aspek Pengetahuan:** • Tes tertulis (ulangan) **Aspek Keterampilan:** • Portofolio (laporan sederhana)	**Aspek Pengetahuan** 1. Informasi tersurat dalam laporan sederhana. 2. Informasi tersurat dalam laporan sederhana. 3. Informasi tersurat dalam laporan sederhana. 4. Kosakata 5. Kosakata 6. Kosakata 7. Arranging sentence (punctuation) 8. Arranging sentence (punctuation) 9. Arranging sentence (punctuation) 10. Arranging sentence (punctuation)

sesuai dengan konteks penggunaannya di dunia kerja.	Practice in School Workshop".	Full stop (.) Question mark (?) Exclamation mark (!) Comma (,) Semicolon (;) Capitalization		**Menalar** - Menyusun sebuah laporan sederhana **Mengkomunikasikan** - Mempresentasikan teks secara berkelompok.		**Aspek Keterampilan** Portofolio (laporan sederhana) bertema "Report of Group Practice in School Workshop".

Aspek Pengetahuan 3.26 Menganalisis fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation).
 	
Aspek Keterampilan
 	
4.26 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.
	Aspek Pengetahuan
	• Sosial: siswa dapat mempresentasikan laporan sederhana dalam bahasa Inggris.
	• Struktur teks:
	  - Siswa dapat mengidentifikasi urutan dalam presentasi laporan.
	• Unsur bahasa:
	  - Siswa dapat menggunakan ungkapan/kosakata yang biasa digunakan dalam dalam presentasi laporan sederhana.
	  - Siswa dapat menggunakan elliptical construction (so/too, either/neither, but, both … and …, either … or …, neither … nor …)
	
	Aspek Keterampilan
	Siswa dapat mempresentasikan laporan sederhana dalam bahasa Inggris bertema "Report of Group Practice in School Workshop".
		• Fungsi sosial: Presentasi laporan diperlukan untuk mempertanggungja wabkan secara lisan hasil suatu kegiatan atau tugas kepada guru, atasan, atau pemberi tugas.
		
		• Struktur teks (agenda)
		  - Opening
		  - Presentation
		  - Discussion
		  - Conclusion
		• Unsur kebahasaan
		  - Ungkapan/kosak ata yang sesuai.
		  - Ellliptical construction (so/too, either/neither, but, both … and …, either … or
			9 jp	**Mengamati**
				
				- Menonton video presentasi laporan.
				Mempertanyakan
				
				- Mempertanyakan urutan presentasi laporan.
				Mengumpulkan info
				
				- Mengumpulkan kalimat-kalimat/ekspresi yang dipakai dalam presentasi laporan sederhana.
				- Membuat tabel kalimat/ekspresi yang dipakai untuk membuka acara presentasi, menyampaikan presentasi, bertanya, menjawab, menyimpulkan, dan menutup acara presentasi.
					Aspek Pengetahuan:
					• Tes tertulis (ulangan)
					
					Aspek Keterampilan :
					• Presentasi laporan sederhana
						Aspek Pengetahuan
						1. Kosakata
						2. Kosakata
						3. Kosakata
						4. Kosakata
						5. Arranging sentence (elliptical construction)
						6. Arranging sentence (elliptical construction)
						7. Arranging sentence (elliptical construction)
						8. Arranging sentence (elliptical construction)
						9. Arranging sentence (elliptical construction)
						10. Arranging sentence (elliptical construction)
						
						Aspek Keterampilan
						Presentasi (laporan sederhana) dari laporan yang dibuat di KD sembelumnya.

| | | …, neither … nor …) | | **Menalar**

- Merencanakan sebuah acara presentasi laporan yang dibuat di KD sebelumnya.
Mengkomunikasikan

- Mempresentasikan laporan sederhana yang dibuat di KD sebelumnya secara berkelompok. | | |

RENCANA PELAKSANAAN PEMBELAJARAN SIKLUS 1

Nama Sekolah	: SMK Bakti Utama Pati
Mata Pelajaran	: Bahasa Inggris
Komp. Keahlian	: Semua Kompetensi Keahlian
Kelas / Semester	: XI/ 1
Tahun Pelajaran	: 2020/ 2021
Alokasi waktu	: 1 Pertemuan / 3 x 45 menit

A. Kompetensi Inti (KI)

KI.3	**Memahami, menerapkan, menganalisis,** dan **mengevaluasi** tentang **pengetahuan faktual, konseptual, operasional dasar**, dan **metakognitif** sesuai dengan bidang dan lingkup Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
KI.4	**Melaksanakan tugas spesifik** dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan lingkup *Bahasa Inggris .* **Menampilkan kinerja** di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. **Menunjukkan keterampilan menalar, mengolah, dan menyaji** secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. **Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami** dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar (KD)

3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (*tips*), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya**.**

4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

IPK

3.18.1.Menangkap makna tersurat maupun tersirat dari text prosedur.

3.18.2.Mengidentifikasi fungsi sosial, struktur text dan unsure kebahasaan yang ada dalam text Prosedur

- 4.18.1.Mengkomunikasikan text Prosedur secara lisan.

D. Tujuan Pembelajaran

3.18.1.1.Setelah membaca text Prosedur, siswa dapat menangkap makna tersurat dan tersirat di dalam text tersebut.

3.18.2.1.Setelah membaca text Prosedur tertentu,siswa dapat mengidentifikasi fungsi sosial, struktur text dan unsure kebahasaan yang ada dalam text tersebut.

4.18.2.1 Siswa dapat mengkomunikasikan teks Prosedur secara lisan.

E. Materi Pembelajaran

- Teks Prosedur

F. Pendekatan, Model, dan Metode

1. Pendekatan berfikir   : Saintifik
2. Model Pembelajaran   : Discovery learning
3. Metode Pembelajaran   : Jigsaw

G. Kegiatan Pembelajaran

1. Pertemuan ke 1

Langkah-Langkah Pembelajaran		Waktu
1. Pendahuluan		
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran 2. Melakukan pengkondisian peserta didik 3. Menyampaikan tujuan pembelajaran yang akan dicapai. 4. Menyampaikan teknik penilaian yang akan digunakan 5. Menyampaikan metode pembelajaran yang akan digunakan		20 Menit
2. Kegiatan Inti		
A. Pemberian Rangsangan (stimulation)	• Siswa membuat 4 kelompok utama dalam satu kelas. • Setiap anggota kelompok memiliki tanggungjawab memahami bagian teks Prosedur yang berbeda. (siswa A bertanggungjawab memahami fungsi sosial, siswa B bertanggung jawab memahami struktur teks, dst) • Siswa mempelajari teks Prosedur.	**90 menit**

B. Mengamati	Siswa mengamati contoh teks Prosedur.	
C. Menanya	Siswa menanyakan hal-hal yang terkait dengan teks Prosedur yang disajikan	
D. Pengumpulan data (Data Collection)	• Setiap anggota kelompok utama bergabung dengan anggota kelompok lain yang memiliki tanggungjawab yang sama dan membentuk kelompok expert. • Siswa di grup expert berdiskusi tentang materi yang menjadi tanggungjawab mereka. • Siswa kembali ke grup utama dan menjelaskan apa yang mereka diskusikan di kelompok expert.	
E. Pembuktian (verification)	Siswa mengerjakan kuis tentang teks Prosedur	
F. Menarik kesimpulan (generalizati on)	• Siswa membuat kesimpulan mengenai teks Prosedur yang mereka peroleh • Siswa mempresentasikan hasil kesimpulan tentang teks Prosedur yang dikaji	

3. Penutup (25 menit)

1. Guru mengakhiri kegiatan belajar dengan memberikan tes mengenai teks Prosedur.
2. Guru meminta siswa untuk memimpin doa penutup.

H. Penilaian Hasil Belajar (PHB)

a. Teknik : Tes dan Non Tes

b. Bentuk :

- Penilaian pengetahuan : Tes tertulis pilihan ganda
- Penilaian keterampilan : Mengkomunikasikan teks Prosedur secara lisan

PENILAIAN PENGETAHUAN

❖ TES TERTULIS : PLILIHAN GANDA

Kisi-kisi soal

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Tujuan Pembelajaran	Indikator Soal	Nomor Soal	Soal

| 3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (*tips*), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya**.** | 3.18.1.Menangkap makna tersurat maupun tersirat dari text Prosedur tentang orang ,benda atau tempat wisata tertentu. 3.18.2.Mengidentifikasi struktur text dan unsure kebahasaan yang ada dalam text Prosedur | 3.18.1.1.Setelah membaca text Prosedur orang, benda atau tempat wisata tertentu, siswa dapat menangkap makna tersurat dan tersirat di dalam text tersebut. 3.18.2.1.Setelah membaca text Prosedur tertentu,siswa dapat mengidentifikasi fungsi sosial, struktur text dan unsure kebahasaan yang ada dalam text tersebut. | 1. Disediakan sebuah teks prosedur, Siswa dapat menjawab pertanyaan tersurat dan tersirat dari teks prosedur dengan benar. 2.Disediakan teks prosedur, siswa dapat menjawab pertanyaan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks Prosedur. | 1, 2, 4, 9, 10   3, 5, 6, 7, 8 | Terlampir |

Kriteria Penskoran Penilaian Pengetahuan:

Jumlah jawaban benar x 10

Jadi skor ideal = 100

PENILAIAN KETERAMPILAN

❖ **UNJUK KERJA**

Indikator penilaian keterampilan :

4.18.1.Mengkomunikasikan text Prosedur secara lisan.

Instrumen :

Elaborate procedure text with your own words!

❖ **KRITERIA PENILAIAN KETRAMPILAN**

No.	Nama/ Kelompok	Aspek yang dinilai															Skor Perolehan
		Pelafalan				ketatabahasaan				Isi				Kosakata			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Keterangan :

Point	Keterangan Aspek Yang Dinilai			
	Pelafalan	**Ketatabahasaan**	**Isi**	**Kosakata**
1	Kurang	Kurang	Kurang	Kurang
2	Cukup	Cukup	Cukup	Cukup
3	Baik	Baik	Baik	Baik
4	Sangat Baik	Sangat Baik	Sangat Baik	Sangat Baik

I. Media, Alat, Bahan dan Sumber Belajar

   1. Alat dan media pembelajaran   : LCD, Laptop,

   2. Sumber belajar   :

          - Modul Siswa Bahasa Inggris Kelas XI

          - Berbagai sumber dari website

                                                                 Pati, 19 November 2020

Menyetujui   Guru Mata Pelajaran

Kepala Sekolah

Heni Wulan Susanti, SE., M.Si   Nur Arif Fahriza, S.Pd.

Soal Tes Siklus 1

Answer the questions by choosing a, b, c, d, or e!

The following text is for questions number 1 - 5

Cellphone is a modern communication device which connects one to the others by voice, written message and data. However this device can not work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction bellow:

First of all, press the locking catch and slide the cover then lift it off the phone. After that, push two catches in the opposite directions and remove the battery. Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. Then, put the battery and align it until snaps into its place. Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place Don't forget to switch on the cellphone. Wait until it is ready to use.

1. Based on the text, what is the best title?
   a. **How to insert SIM card.**
   b. How to turn on a cellphone.
   c. How to turn off a cellphone.
   d. How to use a cellphone.
   e. How to operate a cellphone.
2. What is the last step in the text above?
   a. Put the battery.   d. Push two catches.
   b. Slide the SIM card carefully   e. Remove the battery.
   c. **Wait until it is ready to use**.
3. What does paragraph 2 tell us about?
   a. The identification of SIM card.

b. **The steps of inserting SIM card.**
c. The identification of procedure text.
d. The description of SIM card.
e. The description of procedure text.
4. "*Cellphone is a **modern** communication device ....* (1st line)." What is the synonym of ***modern***?
   a. Ancient
   b. Old
   c. Smart
   d. **Up-to-date**
   e. Complicated
5. What is the social function of the text above?
   a. To describe about SIM card in general.
   b. **To tell how to insert a SIM card.**
   c. To amuse the readers about a story.
   d. To explain how to operate a cellphone.
   e. To retell past experience

The following text is for questions number 6 – 10

"HOW TO CHANGE GOOGLE MEET BACKGROUND DURING THE VIDEO CALL"

1. On your self view, tap Effects ✦.
   • To slightly blur your background, tap Slightly blur.
   • To completely blur your background, tap Blur background.
   • To upload your own background, tap Add +.
   • To select a pre-uploaded background, tap the background you want to use.
   • To select a style, at the bottom, tap **Styles** > the style you want to use.
   • To select a filter, at the bottom, tap **Filters** > the filter you want to use.

2. When you are done, tap Close ✕.

Background effects may increase your battery usage. You may want to turn the effects off if your battery is low. Your video may be cropped to view other participants so some of the background or effect may not be visible to other participants.

6. What is the social function of the text above?

    a. To retell past experience.

    b. To describe the writer's daily activity.

    c. To tell how to change google meet background.

    d. To amuse the readers.

    e. To describe google meet in general.

7. What is the goal of the text?

    a. How to change Google Meet Background during the video call.

    b. On your self-view, tap Effects

    c. When you are done, tap Close.

    d. Background Efect may increase your battery usage.

8. What does the last paragraph tell us about?

    a. How to change G-meet Background.

    b. Background Efect may increase your battery usage.

    c. The way to blur your background.

    d. The way to change background effect

    e. The detailed information of G-meet

9. How to completely blur your background?

    a. Open G-meet   d. Tap Close

    b. Tap blur background   e. Tap Slightly Blur

    c. Tap effects

10. Which of the following statement is NOT true based on the text?

    a. Tap blur background to completely blur your background

    b. Tap slightly blur to slightly blur your background

    c. G-meet background can be changed during video call.

    d. Background Efect may increase your battery usage

    e. Turning the effects off wouldn't save battery life.

LEMBAR OBSERVASI KELAS

SIKLUS 1

No	Aspek yang diamati	Ya	Tidak	Penilaian				Keterangan
				1	2	3	4	
PENGAMATAN KBM								
Pendahuluan								
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	V					V	Sangat baik
2.	Melakukan pengkondisian peserta didik.	V					V	Sangat baik
3.	Menyampaikan tujuan pembelajaran yang akan dicapai.		V					Peneliti tidak menyampaikan tujuan pembelajaran
4.	Menyampaikan teknik penilaian yang akan digunakan		V					Peneliti tidak menyampaikan teknik penilaian
5.	Menyampaikan metode pembelajaran yang akan digunakan.	V					V	Penyampaian tentang Jigsaw kurang mendetail
Inti								
6.	Siswa membuat 4 kelompok utama dalam satu kelas.	V			V			Waktu yang digunakan untuk pengelompokan lama.
7.	Siswa mempelajari teks prosedur.	V			V			Ada 3 siswayang sibuk sendiri.
8.	Siswa mengamati contoh teks prosedur.	V			V			Ada 3 siswayang sibuk sendiri.
9.	Siswa menanyakan hal-hal yang terkait dengan teks prosedur yang disajikan.	V			V			Hanya 2 siswa yang bertanya.
10.	Setiap anggota kelompok utama bergabung dengan anggota kelompok lain yang memiliki tanggungjawab yang sama dan membentuk kelompok expert.	V					V	Sangat baik
11.	Siswa di grup expert berdiskusi tentang materi yang menjadi tanggungjawab mereka.	V			V			Siswa kurang aktif dalam berdiskusi.
12.	Siswa kembali ke grup utama dan menjelaskan apa yang mereka diskusikan di kelompok expert.	V				V		Siswa menyampaikan apa yang didapat dari kelompok expert.
13.	Siswa mengerjakan kuis tentang teks prosedur	V					V	Sangat baik

No.	Kegiatan	Ya	Tidak	1	2	3	4	Keterangan
14.	Siswa membuat kesimpulan mengenai teks prosedur yang mereka peroleh	V					V	Sangat baik
15.	Siswa mempresentasikan hasil kesimpulan tentang teks prosedur yang dikaji	V					V	Sangat baik
Penutup								
16.	Guru mengakhiri kegiatan belajar dengan memberikan tes mengenai teks prosedur.	V					V	Semua siswa mengerjakan tes dengan khidmat.
17.	Guru meminta siswa untuk memimpin doa penutup.	V			V			Siswa saling menunjuk. Akhirnya guru menunjuk salah satu siswa untuk memimpin doa.
SUASANA KELAS								
1.	Siswa merasa senang dan nyaman.	V				V		Siswa lumayan senang
2.	Siswa berperan aktif dalam pembelajaran.	V				V		Siswa lumayan aktif
3.	Guru dapat mengendalikan kelas.	V				V		Guru dapat mengendalikan kelas secara umum.
PERANGKAT PEMBELAJARAN								
1.	Tahapan pembelajaran sesuai dengan RPP.	V					V	Sangat sesuai
2.	Tes sesuai dengan indikator.	V					V	Sangat sesuai
3.	Alokasi waktu sesuai dengan RPP.	V				V		Membutuhkan waktu lebih dari alokasi, terutama di bagain pembagian grup dan doal penutup.

Keterangan:

1 = kurang baik

2 = cukup baik

3 = baik

4 = sangat baik

Pati, 22 November 2020

Pengamat

Jeffi Harkina Senjani, S.Pd

REFLEKSI PEMBELAJARAN SIKLUS 1

1. Bagaimana pencapaian hasil belajar siswa setelah mengikut pembelajaran siklus 1?

   Pencapaian hasil belajar siswa di siklus 1 lebih baik daripada pra siklus, tetapi belum mencapai hasil yang diinginkan karena nilai rata-rata siswa (73) masih dibawah KKM.

2. Apakah pengaturan waktu yang saya gunakan dalam pembelajaran sudah baik dan sesuai?

   Belum. Pengaturan waktu dalam pembelajaran masih belum sesuai dengan RPP yang sudah saya rancang. Hal ini dikarenakan lamanya waktu yang dibutuhkan siswa dalam membuat kelompok dan siswa yang saling tunjuk ketika saya minta memimpin doa, sehingga membutuhkan waktu lebih untuk mengatasi permasalahan-permasalahan tersebut.

3. Apakah siswa telah mencapai tujuan pembelajaran yang diharapkan?

   Secara rata-rata, siswa belum mencapai tujuan pembelajaran yang diharapkan. Hal ini ditunjukkan dengan nilai rata-rata siswa (73) yang masih di bawah KKM.

4. Apakah saya telah melakukan penilaian dengan baik?

   Iya. Saya telah melakukan penilaian dengan baik, dan saya akan mempertahankannya di siklus 2.

5. Apakah kegiatan pembelajaran yang saya lakukan sudah efektif?

   Secara umum sudah efektif dan sebagian siswa aktif dalam pembelajaran. Hanya saja, beberapa siswa masih belum begitu aktif dalam pembelajaran.

6. Langkah-langkah apa saja yang akan saya lakukan supaya pembelajaran siklus 2 lebih baik daripada siklus 1?

   Ada dua hal utama yang akan saya ubah. Pertama, mengingat di siklus 1 siswa membutuhkan waktu lama dalam membagi kelompok, maka di siklus 2 saya akan menjadi pihak yang membagi siswa kedalam kelompok-kelompok supaya lebih bisa menghemat waktu, dan supaya tiap kelompok seimbang. Kedua, saya akan memberikan stimulus berupa pertanyaan-pertanyaan untuk mendorong siswa berpikir pada saat diskusi kelompok.

Nama Sekolah	: SMK Bakti Utama Pati
Mata Pelajaran	: Bahasa Inggris
Komp. Keahlian	: Semua Kompetensi Keahlian
Kelas / Semester	: XI/ 1
Tahun Pelajaran	: 2020/ 2021
Alokasi waktu	: 1 Pertemuan / 3 x 45 menit

A. Kompetensi Inti (KI)

KI.3	Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
KI.4	Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik di bawah pengawasan langsung

B. Kompetensi Dasar (KD)

3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual penggunaan teknologi dan kiat-kiat (*tips*), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya**.**

4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk manual terkait penggunaan teknologi dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi (IPK)

IPK
3.18.1.Menangkap makna tersurat maupun tersirat dari text deskriptip tentang orang ,benda atau tempat wisata tertentu.
3.18.2.Mengidentifikasi fungsi sosial, struktur text dan unsure kebahasaan yang ada dalam text Prosedur
• 4.18.1.Mengkomunikasikan text Prosedur secara lisan.

D. Tujuan Pembelajaran

3.18.1.1.Setelah membaca text Prosedur, siswa dapat menangkap makna tersurat dan tersirat di dalam text tersebut.

3.18.2.1.Setelah membaca text Prosedur tertentu,siswa dapat mengidentifikasi fungsi sosial, struktur text dan unsure kebahasaan yang ada dalam text tersebut.

4.18.2.1 Siswa dapat mengkomunikasikan teks Prosedur secara lisan.

E. Materi Pembelajaran

- Teks Prosedur

F. Pendekatan, Model, dan Metode

1. Pendekatan berfikir   : Saintifik
2. Model Pembelajaran   : Discovery learning
3. Metode Pembelajaran   : Jigsaw

G. Kegiatan Pembelajaran

1. Pertemuan ke 1

Langkah-Langkah Pembelajaran		Waktu
1. Pendahuluan		
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran 2. Melakukan pengkondisian peserta didik 3. Menyampaikan tujuan pembelajaran yang akan dicapai. 4. Menyampaikan teknik penilaian yang akan digunakan 5. Menyampaikan metode pembelajaran yang akan digunakan		20 Menit
2. Kegiatan Inti		
A. Pemberian Rangsangan (stimulation)	• Guru membuat 4 kelompok utama dalam satu kelas. • Setiap anggota kelompok memiliki tanggungjawab memahami bagian teks Prosedur yang berbeda. (siswa A bertanggungjawab memahami fungsi sosial, siswa B bertanggung jawab memahami struktur teks, dst) • Siswa mempelajari teks Prosedur.	**90 menit**
B. Mengamati	Siswa mengamati contoh teks Prosedur.	
C. Menanya	Siswa menanyakan hal-hal yang terkait dengan teks Prosedur yang disajikan	
D. Pengumpulan	• Setiap anggota kelompok utama bergabung dengan	

	anggota kelompok lain yang memiliki tanggungjawab yang sama dan membentuk kelompok expert.
data (Data Collection)	• Siswa di grup expert berdiskusi tentang materi yang menjadi tanggungjawab mereka. Guru menyediakan pertanyaan-pertanyaan untuk membantu jalannya diskusi.
	• Siswa kembali ke grup utama dan menjelaskan apa yang mereka diskusikan di kelompok expert.
E. Pembuktian (verification)	Siswa mengerjakan kuis tentang teks Prosedur
F. Menarik kesimpulan (generalizati on)	• Siswa membuat kesimpulan mengenai teks Prosedur yang mereka peroleh
	• Siswa mempresentasikan hasil kesimpulan tentang teks Prosedur yang dikaji

3. Penutup (25 menit)

1. Guru mengakhiri kegiatan belajar dengan memberikan tes mengenai teks Prosedur.
2. Guru meminta siswa untuk memimpin doa penutup.

H. Penilaian Hasil Belajar (PHB)

a. Teknik : Tes dan Non Tes

b. Bentuk :

- Penilaian pengetahuan   : Tes tertulis pilihan ganda
- Penilaian keterampilan   : Mengkomunikasikan teks Prosedur secara lisan

PENILAIAN PENGETAHUAN

❖ **TES TERTULIS : PLILIHAN GANDA**

Kisi-kisi soal

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Tujuan Pembelajaran	Indikator Soal	Nomor Soal	Soal
3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi	3.18.1.Menangk ap makna tersurat maupun tersirat dari text Prosedur tentang orang ,benda atau tempat wisata tertentu. 3.18.2.Mengiden tifikasi struktur text dan unsure kebahasaan yang ada dalam text	3.18.1.1.Setelah membaca text Prosedur orang, benda atau tempat wisata tertentu, siswa dapat menangkap makna tersurat dan tersirat di dalam text tersebut. 3.18.2.1.Setelah membaca text Prosedur	1. Disediakan sebuah teks prosedur, Siswa dapat menjawab pertanyaan tersurat dan tersirat dari teks prosedur dengan benar.	1, 2, 4, 9, 10	Terlampir

terkait manual penggunaan teknologi dan kiat-kiat (*tips*), pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya**.**	Prosedur	tertentu,siswa dapat mengidentifikasi fungsi sosial, struktur text dan unsure kebahasaan yang ada dalam text tersebut.	2.Disediakan teks prosedur, siswa dapat menjawab pertanyaan mengenai fungsi sosial, struktur teks, dan unsur kebahasaan teks Prosedur.	3, 5, 6, 7, 8

Kriteria Penskoran Penilaian Pengetahuan:

Jumlah jawaban benar x 10

Jadi skor ideal = 100

PENILAIAN KETERAMPILAN

❖ **UNJUK KERJA**

Indikator penilaian keterampilan :

4.4.1.Mengkomunikasikan text Prosedur secara lisan.

Instrumen :

Elaborate procedure text with your own words!

❖ **KRITERIA PENILAIAN KETRAMPILAN**

No.	Nama/ Kelompok	Aspek yang dinilai																Skor Perolehan
		Pelafalan				ketatabahasaan				Isi				Kosakata				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	

Keterangan :

Point	Keterangan Aspek Yang Dinilai			
	Pelafalan	**Ketatabahasaan**	**Isi**	**Kosakata**
1	Kurang	Kurang	Kurang	Kurang
2	Cukup	Cukup	Cukup	Cukup
3	Baik	Baik	Baik	Baik
4	Sangat Baik	Sangat Baik	Sangat Baik	Sangat Baik

I. Media, Alat, Bahan dan Sumber Belajar

1. Alat dan media pembelajaran   : LCD, Laptop,

2. Sumber belajar   :

   - Modul Siswa Bahasa Inggris Kelas XI
   - Berbagai sumber dari website

Menyetujui
Kepala Sekolah

Heni Wulan Susanti, SE., M.Si

Pati, 26 November 2020
Guru Mata Pelajaran

Nur Arif Fahriza, S.Pd.

Soal Tes Siklus 2

Answer the questions by choosing a, b, c, d, or e!

The following text is for questions number 1 – 5

"HOW TO CHANGE GOOGLE MEET BACKGROUND DURING THE VIDEO CALL"

1. On your self view, tap Effects ✦.
   - To slightly blur your background, tap Slightly blur.
   - To completely blur your background, tap Blur background.
   - To upload your own background, tap Add +.
   - To select a pre-uploaded background, tap the background you want to use.
   - To select a style, at the bottom, tap **Styles** > the style you want to use.
   - To select a filter, at the bottom, tap **Filters** > the filter you want to use.

2. When you are done, tap Close ✕.

Background effects may increase your battery usage. You may want to turn the effects off if your battery is low. Your video may be cropped to view other participants so some of the background or effect may not be visible to other participants.

1. What is the social function of the text above?
   a. To retell past experience.
   b. To describe the writer's daily activity.
   c. To tell how to change google meet background.
   d. To amuse the readers.
   e. To describe google meet in general.
2. What is the goal of the text?
   a. How to change Google Meet Background during the video call.
   b. On your self-view, tap Effects
   c. When you are done, tap Close.
   d. Background Efect may increase your battery usage.

3. What does the last paragraph tell us about?
    a. How to change G-meet Background.
    b. Background Efect may increase your battery usage.
    c. The way to blur your background.
    d. The way to change background effect
    e. The detailed information of G-meet
4. How to completely blur your background?
    a. Open G-meet   d. Tap Close
    b. Tap blur background   e. Tap Slightly Blur
    c. Tap effects
5. Which of the following statement is NOT true based on the text?
    a. Tap blur background to completely blur your background
    b. Tap slightly blur to slightly blur your background
    c. G-meet background can be changed during video call.
    d. Background Efect may increase your battery usage
    e. Turning the effects off wouldn't save battery life.

The following text is for questions number 6 - 10

Cellphone is a modern communication device which connects one to the others by voice, written message and data. However this device can not work until the SIM card is inserted. When inserting the SIM Card to cellphone, make sure that the cellphone has been switched off and follow the direction bellow:

First of all, press the locking catch and slide the cover then lift it off the phone. After that, push two catches in the opposite directions and remove the battery. Next, slide the SIM card carefully into the slot and make sure that the golden connect arson are facing to the connector of the phone. Then, put the battery and align it until snaps into its place. Finally, insert the two catches of the back cover corresponding slot in the phone and slide the cover forward button of the phone until locks into place Don't forget to switch on the cellphone. Wait until it is ready to use.

6. Based on the text, what is the best title?
    a. **How to insert SIM card.**
    b. How to turn on a cellphone.
    c. How to turn off a cellphone.
    d. How to use a cellphone.
    e. How to operate a cellphone.
7. What is the last step in the text above?
    a. Put the battery.
    b. Slide the SIM card carefully
    c. **Wait until it is ready to use**.
    d. Push two catches.
    e. Remove the battery.
8. What does paragraph 2 tell us about?
    a. The identification of SIM card.
    b. The steps of inserting SIM card.
    c. The identification of procedure text.
    d. The description of SIM card.
    e. The description of procedure text.
9. "*Cellphone is a **modern** communication device* .... (1st line)." What is the synonym of ***modern***?
    a. Ancient
    b. Old
    c. Smart
    d. Up-to-date
    e. Complicated
10. What is the social function of the text above?
    a. To describe about SIM card in general.
    b. To tell how to insert a SIM card.
    c. To amuse the readers about a story.
    d. To explain how to operate a cellphone.
    e. To retell past experience

LEMBAR OBSERVASI KELAS

SIKLUS 2

No	Aspek yang diamati	Ya	Tidak	1	2	3	4	Keterangan
				Penilaian				
				1	2	3	4	
**PENGAMATAN KBM**							
	Pendahuluan							
1.	Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran.	V					V	Sangat baik
2.	Melakukan pengkondisian peserta didik.	V					V	Sangat baik
3.	Menyampaikan tujuan pembelajaran yang akan dicapai.	V					V	Sangat baik
4.	Menyampaikan teknik penilaian yang akan digunakan	V					V	Sangat baik
5.	Menyampaikan metode pembelajaran yang akan digunakan.	V					V	Penyampaian tentang Jigsaw mendetail dengan jelas
	Inti							
6.	Guru membuat 4 kelompok utama dalam satu kelas.	V					V	Sangat baik
7.	Siswa mempelajari teks prosedur.	V					V	Ada 1 siswayang sibuk sendiri. Guru langsung memberikan teguran dan motivasi.
8.	Siswa mengamati contoh teks prosedur.	V					V	Baik
9.	Siswa menanyakan hal-hal yang terkait dengan teks prosedur yang disajikan.	V					V	Sebagian siswa aktif bertanya.
10.	Setiap anggota kelompok utama bergabung dengan anggota kelompok lain yang memiliki tanggungjawab yang sama dan membentuk kelompok expert.	V					V	Sangat baik
11.	Siswa di grup expert berdiskusi tentang materi yang menjadi tanggungjawab mereka. Guru menyediakan pertanyaan-pertanyaan untuk membantu jalannya diskusi	V					V	Siswa aktif dalam berdiskusi.
12.	Siswa kembali ke grup utama dan menjelaskan apa yang mereka diskusikan di	V					V	Siswa menyampaikan apa yang didapat dari kelompok expert.

No.	Aspek yang diamati	1	2	3	4	Keterangan
	kelompok expert.					
13.	Siswa mengerjakan kuis tentang teks prosedur	V			V	Sangat baik
14.	Siswa membuat kesimpulan mengenai teks prosedur yang mereka peroleh	V			V	Sangat baik
15.	Siswa mempresentasikan hasil kesimpulan tentang teks prosedur yang dikaji	V			V	Sangat baik
Penutup						
16.	Guru mengakhiri kegiatan belajar dengan memberikan tes mengenai teks prosedur.	V			V	Semua siswa mengerjakan tes dengan khidmat.
17.	Guru meminta siswa untuk memimpin doa penutup.	V		V		Guru langsung menunjuk siswa untuk memimpin doa.
SUASANA KELAS						
1.	Siswa merasa senang dan nyaman.	V			V	Siswa lumayan senang
2.	Siswa berperan aktif dalam pembelajaran.	V			V	Siswa lumayan aktif
3.	Guru dapat mengendalikan kelas.	V			V	Guru dapat mengendalikan kelas secara umum.
PERANGKAT PEMBELAJARAN						
1.	Tahapan pembelajaran sesuai dengan RPP.	V			V	Sangat sesuai
2.	Tes sesuai dengan indikator.	V			V	Sangat sesuai
3.	Alokasi waktu sesuai dengan RPP.	V			V	Sangat sesuai

Keterangan:

1 = kurang baik

2 = cukup baik

3 = baik

4 = sangat baik

Pati, 29 November 2020

Pengamat

Jeffi Harkina Senjani, S.Pd

REFLEKSI PEMBELAJARAN SIKLUS 2

1. Bagaimana pencapaian hasil belajar siswa setelah mengikuti pembelajaran siklus 2?
   Pencapaian hasil belajar siswa di siklus 2 lebih baik daripada pra siklus dan siklus 1, hal ini ditunjukkan dengan nilai rata-rata siswa yang mencapai 83.
2. Apakah pengaturan waktu yang saya gunakan dalam pembelajaran sudah baik dan sesuai?
   Iya. Dengan menghandel pembagian kelompok, dan langsung menunjuk siswa untuk memimpin doa, pengaturan waktu yang saya gunakan dalam pembelajaran sudah sesuai dengan RPP.
3. Apakah siswa telah mencapai tujuan pembelajaran yang diharapkan?
   Iya. Rata-rata siswa telah mencapai tujuan pembelajaran yang diharapkan. Hal ini ditunjukkan dengan nilai rata-rata siswa yang mencapai 83.
4. Apakah saya telah melakukan penilaian dengan baik?
   Iya. Saya telah melakukan penilaian dengan baik seperti di siklus 1, dan saya akan mempertahankannya di kegiatan pembelajaran selanjutnya.
5. Apakah kegiatan pembelajaran yang saya lakukan sudah efektif?
   Iya. Secara umum sudah efektif dan sebagian besar siswa aktif dalam pembelajaran.
6. Langkah-langkah apa saja yang akan saya lakukan supaya pembelajaran berikutnya lebih baik daripada pembelajaran yang saya lakukan di penelitian ini?
   Pada pembelajaran berikutnya, saya akan mencoba menggunakan metode dan media menarik lainnya supaya siswa merasa senang dan dapat memahami pembelajaran dengan lebih baik.