

**KNOWLEDGE DIMENSION AND COGNITIVE LEVELS OF  
COMPETENCE INDICATORS IN THE LEARNING TASKS:  
A STUDY AT SMKN 40 JAKARTA**



*Building  
Future  
Leaders*

**NURIL IMTIHANAH**

**2215121537**

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## LEMBAR PENGESAHAN

Skripsi ini diajukan oleh :

Nama : Nuril Imtihanah  
No. Registrasi : 2215121537  
Program studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Sastra Inggris  
Judul Skripsi : **Knowledge Dimension and Cognitive Levels of Competence Indicators in the Learning Tasks: A Study at SMKN 40 Jakarta**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

### DEWAN PENGUJI

**Pembimbing I**



Nina Wanda Cassandra, M.Pd  
NIP. 197806022005012002

**Pembimbing II**



Siti Wachidah, Ph.D  
NIP.195710041989032001

**Ketua Penguji**



Banu Pratitis, Ph.D  
NIP. 195206051984032001

**Penguji Ahli**



Lasito, M.App.Ling  
NIP. 198002222008121002



Jakarta, Februari 2017  
Dekan Fakultas Bahasa dan Seni

Prof. Dr. Aceng Rahmat, M.Pd  
NIP. 195712141990031001

## LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini :

Nama : Nuril Imtihanah  
No. Registrasi : 2215121537  
Program studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Sastra Inggris  
Judul Skripsi : **Knowledge Dimension and Cognitive Levels of Competence Indicators in the Learning Tasks: A Study at SMKN 40 Jakarta**

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Jakarta, 26 Januari 2017



Nuril Imtihanah

NIM. 2215121537

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## ABSTRACT

**NURIL IMTIHANAH. 2017.** Knowledge dimension and Cognitive Levels of Competence Indicators in the Learning Tasks: A Study at SMKN 40 Jakarta. A *Skripsi*. Jakarta: English Language Education Study Programme, Faculty of Languages and Arts, Universitas Negeri Jakarta. January 2017.

This research was aimed at describing the reflection of the competence indicators through the implemented learning tasks using Revised Bloom's Taxonomy in knowledge dimension and cognitive levels. This research focused on the learning tasks and the competence indicators in the lesson plans. The data gained by document analysis and classroom observation to support the data. The findings showed that the cognitive levels of competence indicators are dominated by order thinking and also for the learning tasks which are dominant in low order thinking. The findings also revealed that there are 6 learning tasks which implemented the same knowledge dimension and cognitive levels with competence indicators. There are 9 competence indicators which are not covered yet by the learning tasks. This implies that the learning tasks have not accommodated the competence indicators.

Keywords: Learning Tasks, Competence Indicators, Knowledge Dimension, Cognitive Levels.

## ABSTRAK

**NURIL IMTIHANAH. 2017.** Dimensi Pengetahuan dan Tingkat Kognitif Indikator Kompetensi dalam Tugas Pembelajaran. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Januari 2017.

Penelitian ini bertujuan untuk menggambarkan cerminan dari indikator kompetensi dalam penerapan tugas mengacu kepada dimensi pengetahuan dan tingkat kognitif dalam Taxonomy Bloom edisi revisi. Penelitian ini memfokuskan kepada tugas dan indikator kompetensi yang ada dalam Rencana Pelaksanaan Pembelajaran. Data didapatkan dari analisis dokumen dan pengamatan kelas untuk mendukung data. Penelitian ini menemukan tingkat kognitif indikator kompetensi dan tugas pembelajaran didominasi oleh berpikir tingkat rendah. Penemuan juga menunjukkan bahwa terdapat 6 tugas pembelajaran yang memiliki dimensi pengetahuan dan tingkat kognitif yang sama dengan indikator kompetensi. Terdapat 9 indikator kompetensi yang belum tercakup oleh tugas pembelajaran. Ini menunjukkan bahwa tugas pembelajaran belum mengakomodasi semua indikator pembelajaran.

Kata Kunci: Tugas, Indikator Kompetensi, Dimensi Pengetahuan, Tingkat Kognitif.

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides background of the study, research question, purpose of study, scope of the study, and significance of the study

### **1.1 Background of the study**

English learning task or pedagogical task (Nunan, 2004) or classroom activity (Lee, 2000) is an activity that is carried out in the classroom which can help to accommodate learners to comprehend, manipulate, and produce the target language as they perform some sets of workplan (Ellis, 2003). Learning task can be ranged from simple grammatical drills to more complex workplan – problem solving workplan (Breen in Ellis, 2003) which is carried out through exercises or practices to attain the objective of consolidating learning and improving performance (Ur, 1991). Every task which is given in the classroom is integrated as a part of learning activity, as proposed by Brown (2001, p. 129), learning activity is a number of things that students do in the classroom including task is one of it.

Learning task can be concluded as an activity that let students get language exposure-manipulating and producing language through the exercises or practices which are from grammar drills to the problem solving activities to attain the learning objectives.



The role is in line with the classroom assessment particularly formative assessment, as viewed as 'practice' (Garrison & Ehringhaus, 2007). Learning tasks are planned by the teachers in a lesson plan. But, the implementation of learning tasks does not always run well as planned. A study (Rubin, 2015, p.58) focused on the goal and setting of the task at a Mexican university in Puebla. It showed that if one of the goal or setting as the task components is not sufficient, it will affect students' performance at the test. The studies of the implemented tasks in the textbook was reported (Riyadi, 2015) by referring to the tasks components such as tasks goal, input, teacher role, learner role, and setting (Nunan, 1989). The implemented tasks were also reviewed through the Taxonomy of Learning in cognitive domain by Patimah (2016).

Additionally, Cassandra (2015) portrayed the implemented tasks for Junior High School using the taxonomy of learning in terms of cognitive, affective, and psychomotor domains. Sirait (2014) described the comprehension levels of reading exercises in the English textbook.

A study on lesson plans was investigated by Darmawan (2015), using the content analysis, the researcher described the cognitive domain in teaching English as reflected in English lesson plans of the vocational school. To determine the cognitive domain, Taxonomy of learning from Revised Bloom's Taxonomy was used.

Furthermore, As Permendikbud Nomor 21 Tahun 2016 stated that Revised Bloom's Taxonomy-Knowledge Dimension and Cognitive Levels

is used as the reference of *Standar Kompetensi Kelulusan* (Standard of Graduate Competence) and its derivatives which include competence indicators as well. Competence indicators (in English translated from Permendikbud no.41 tahun 2007) are behavior changing (affective, cognitive, and psychomotor) which are measurable to indicate achieving the basic competences and basic for assessment.

From the discussion above, it can be assumed that the learning tasks as an activity that is carried out in the classroom to help students attain the objective and the classroom assessment should reflect the competence indicators since the competence indicators are the reflection of learning outcomes. Revised Bloom's Taxonomy is still used to design the learning tasks and competence indicators. Yet, most of the studies only focus on the learning tasks or competence indicators, while the relation of them is interrelated to attain the objectives.

Also, the 12<sup>th</sup> grade of vocational school is chosen because the 12<sup>th</sup> grade is the last step in primary school and the step stone to the higher education. Then, as the expectation for the 12<sup>th</sup> grade to meet the learning outcomes after graduating, the learning tasks and the competence indicators take the significance role to attain the outcomes.

## **1.2 Research questions**

Based on the background above, the research question may arise is to what extent knowledge dimension and cognitive process domain of Competence indicators are reflected in the task implementation. To answer this question, there are sub-questions:

1. What are knowledge dimension and cognitive process domain reflected in the competence indicators?
2. What are knowledge dimension and cognitive process domain reflected in the task implementation?

## **1.3 Purpose of the study**

This study is intended to portray the competence indicators and the learning tasks for 12<sup>th</sup> grade of vocational school and describe the reflection of the competence indicators through the implemented learning tasks using Revised Bloom's Taxonomy.

## **1.4 Scope of the study**

This study will focus on any English learning tasks which are the exercises or practices from the range of simple grammar drills to the problem solving activities which are implemented in the 12<sup>th</sup> grade of SMKN 40 Jakarta.

### **1.5 Significance of the study**

This study is expected to give contribution on the topic of learning tasks with competence indicators. It is intended for the teacher to consider the tasks will be used and as the reflection of the lesson plans and also for other researchers who want to conduct the study relating to the learning tasks.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses Learning Tasks, Task Components, Learning Indicators, Knowledge Dimension, Cognitive Levels, Related Study, and the Conceptual Framework.

#### **2.1 Learning Task**

##### **2.1.1 Concept of Learning Task**

There are a number of definitions to learning task. Long (1985) implied a task as a piece of work undertaken for oneself or for others, freely or for some reward. Examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, etc. This statement is in the daily activities perspective.

Other definition comes from Richards, Platt, and Weber (1986) “. . . an activity or action which is carried out as the result of processing or understanding language (i.e. as a response) (Richards, Platt, and Weber, 1986: 289)” Richard et al implied a task as an activity that involves processing or understanding language.

Similar idea is from Nunan (2004) with the definition of the pedagogical task as piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language to convey meaning rather than to manipulate form.

Nunan's definition of pedagogical task is in accordance to Ellis (2003) "A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed."

Furthermore, Van den Branden (2006) defined a task as "an activity in which a person engages in order to attain an objective, and which necessitates the use of language". Also, Breen in Nunan (2004) contributes the task is refer to a range of workplans which have the overall purposes of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making.

While, task or practice as Ur (1991) said can be roughly defined as the rehearsal of certain behaviours which is carried out through exercises or practices to attain the objective of consolidating learning and improving performance related to any grammatical structure, improvement of language skills, and the memorization of vocabulary.

Type of tasks can be quizzes, class tests, final exams, assignments, group work, in-class essays, out-of-class essays, research papers, lab quizzes, oral presentations, and integrative activities (Bateman et al, 2009). Type of tasks also can be information gap, reasoning gap, and opinion gap (Nunan; Prabhu; Richards, 2004).

From the discussion above, learning task can be concluded as an activity that let students get language exposure-manipulating and producing language through the exercises or practices which are from grammar drills to the problem solving activities to help students to attain the learning objectives.

Considering the role of the task is helping students to attain the learning objectives, the role is in line with the classroom assessment particularly formative assessment as “practice.” Formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made (Garrison& Ehringhaus, 2007; Brown, 2004 p.6)

### **2.1.2 Task Components**

There are components of task that determine the task is functioned to achieve the objectives. There are 7 components which are input, roles, settings, actions, monitoring, outcomes and feedback (Candlin;1987 cited in Nunan, 2004). Input means the activity that learners work on. Roles refers to the learners’ participation in a task. Setting is the location where the tasks are conducted. Actions are the sequences that students do in doing a task. Monitoring implies the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task.

Similar ideas with Nunan (2004) proposed 7 components which are goals, input, procedures, task types, settings, and teachers and learner role. Goals describe teacher’s intention of giving a task to students whether it is

related to the range of general outcomes (communicative, cognitive, or affective) or directly to the teacher and students' behaviour. Input is a material that is used to support students in processing language which can be from a text book or some other sources. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task.

Task types mean the variant of tasks which are used in conducting a task such as information gap, reasoning gap, and opinion gap. Teacher and student roles are the roles of the participants while doing the tasks. It could be the monitoring, giving instruction, or modeling the target language for teachers or as observers for the learners. The last from Nunan is setting which describes the classroom arrangements implied in the task how the task will be carried out individually, in pair, or a whole class.

The components are interrelated each other, a study (Rubin, 2015, p.58) focused on the goal and setting of the task at a Mexican university in Puebla. Once the goal is not set clearly and does not involve the students to the task, it will affect students' result at the test. In this case, the students performed poorly in the midterm test.

In line with Candlin and Nunan, Ur (1991) also implies the stages to conduct the tasks. There are 7 characteristics to have an effective task, they are validity, pre-learning, volume, success orientation, heterogeneity, teacher assistance, and interest. Validity refers to the appropriateness



between the activities and the goal for example if the goal is teaching speaking so let the students practice to speak more rather than listen to the teacher.

Pre-learning means assure the students already have background knowledge or adequate vocabulary to do the task. Volume implies the amount of activities (repetition of the target language) that students will do to avoid the time wasted during the class. Success orientation means while designing, selecting, administering practices in such a way are important in order to the learners can be successful in doing the task. Heterogeneity refers to the various tasks which are used in tasks like the task is presented from the simple way to the challenging.

Teacher assistance means the teacher's instruction in giving the task, the instruction plays an important role in succeeding the task because clear instruction will help students know what they should do in doing the task. The last is interest – the way to make the task grab the students' attention or lead the students transfer information each other for example the task contains the interesting topic.

Based on the discussion, there are several similarities of task components which have been proposed by the experts. In short, the task components encompass the goal which is a purpose of the task, the input which means the activity will be done, the procedure that is the embedded

instruction in the task, and the setting which means where and how the task is carried out by the participants.

## **2.2 Competence Indicators**

As mentioned above, the purpose of the task is to attain the learning objectives. Learning objectives (Anderson, et al; Tangworakitthaworn, et al, 2015) are statements indicating what learners will be able to achieve (have the action verbs) by the end of a lesson, course or programme. This concept is in line with basic competences in Kurikulum 2013 as Palupi (2016) in English translation stated that Kompetensi Dasar indicates what competences which learners should get after being taught.

In practice, according to Permendikbud no.22 tahun 2016 the basic competences are implied into some lessons in the syllabus which are developed by the teacher into lesson plans or Rencana Pelaksanaan Pembelajaran (RPP). In the lesson plans, the learning objectives from the basic competences have achievement indicators which are called as Competence Indicators. Competence indicators (in English translated from Permendikbud no.41 tahun 2007) are signs of changing behaviour (knowledge, affective, and cognitive) which are measurable and observable to indicate achieving the basic competences.

There are four functions of competence indicators (BSNP, 2010, p.4). The functions are the competence indicators as the reference of developing lessons; designing learning activities; developing teaching material; and designing and conducting the lessons assessment.

### 2.2.1 Arranging the Competence Indicators

Competence indicators are arranged in statements using the action verbs which cover two essential points in each statement that are cognitive levels and the lesson as the competence achievement media (BSNP, 2010, p.3).

#### **Indikator Pencapaian Kompetensi:**

- 3.8.1. Peserta didik dapat menyebutkan ungkapan conditional dengan benar.
- 3.8.2. Peserta didik dapat merespon ungkapan conditional dengan tepat.
- 3.8.3. Peserta didik dapat menentukan unsur kebahasaan dari ungkapan conditional dengan tepat.
- 4.14.1. Peserta didik dapat membuat teks tertulis berupa sebuah cerita yang mengandung ungkapan pengandaian dengan benar.
- 4.14.2. Peserta didik dapat menyampaikan cerita yang telah dibuat secara lisan didepan kelas.

#### **Competence Indicators:**

- 3.8.1. Students are able to mention the expressions of conditional sentences correctly.
- 3.8.2. Students are able to respond the expressions of conditional sentences in appropriate.
- 3.8.3. Students are able to determine the language features of conditional sentences in appropriate.
- 4.14.1. Students are able to make a story includes the expressions of conditional sentences.
- 4.14.3. Students are able to tell the story in front of the class.

Table 2.2.1 Table of the competence indicators.

Competence indicators are developed using the action verbs by analyzing the action verbs in the basic competences to know the national minimum standard and concerning the characteristics of students and subjects, and potential of students and school. There are six requirements to arrange the Competence Indicators, those are (BSNP,2010, p.9-10:Dewi, 2015, p.9 in English translation). The requirements are discussed in the following paragraphs.

Firstly, every basic competence is developed in at least three competence indicators. Refer to Wardhani (2008, p. 11-17), there are 3 classification of indicators which are key indicator (cover the least competence level in the statement of basic competences), supporting indicator (prerequisite of knowledge to gain the competence), and extension indicator (expand the competence level in the statement of basic competences). The extension indicator depends on the students characteristics. The elaboration of this can be seen in the table:

Kelas/ semester	KD	Indikator	Klasifikasi Indikator
IV/2	8.3 Membuat pantun anak yang menarik tentang berbagai tema (persahabatan, ketekunan, kepatuhan, dll.) sesuai dengan ciri-ciri pantun	1. menyebutkan pengertian pantun	Pendukung
		2. menuliskan empat ciri-ciri pantun	Pendukung
		3. membuat pantun anak bertema (persahabatan, ketekunan, kepatuhan, dll.) sesuai dengan ciri-ciri pantun	Kunci
		4. membuat pantun anak yang berupa talibun (persahabatan, ketekunan, kepatuhan, dll.) sesuai dengan ciri-ciri pantun	Pengayaan

Table 2.2.1 Table of competence indicators classification (Depag, 2009)

Secondly, All the competence indicators cover the competences in basic competence using the action verbs (BSNP,2010, p.9). Competence indicators

must achieve the least level of basic competence and allow to pass the the least level in correspondance of students' potentials and needs. As mentioned in sub-bab of competence indicators, to make the competence indicators must consider the action verb in basic competence due to it is the base for leanring objective.

Thirdly, The developed indicators must reflect hierarchy of competence. The hierarchy means the indicators start from the easisest to the more complex of competence levels. This is related to the previous requirement that must implement the same level cognitive with basic competence to avoid overlapping of each competence indicator (Nilasari, 2009).

In addition, the developed indicators must cover the level of competence and learning material. Those are the competence which is represented by the action verbs and learning material which refer to the knowledge dimension (BSNP, 2010).

Morover, the developed indicators must be able to accomodate the characteristics of subject in order to use the appropriate action verbs (BSNP, 2010). The competence indicators which require the transfer of knowledge in verbal like English should refer the action verb with expository strategy. Then, lanugages subject include English are in the Knowledge and Technology group concentrate in affective, cognitive and/or psychomotor depends on the charateristics of the subject (Government Regulations no. 19 year 2005).

The last, the developed indicators can be used for assessment indicators regarding affective, cognitive, and phsycomotoric in regarding to the function of competence indicators (BSNP, 2010).

### 2.3 Taxonomy of Learning

As Education Law No.21 Tahun 2016 stated that Revised Bloom's Taxonomy is used as the reference of Standar Kompetensi Kelulusan (Standard of Graduate Competence).

*“Bloom Taxonomy yang pertama kali dikenalkan oleh sekelompok peneliti yang dipimpin oleh Benjamin Bloom pada tahun 1956 dan dikembangkan lebih lanjut oleh Anderson and Krathwol pada tahun 2001 digunakan sebagai rujukan pada Standar Kompetensi Lulusan.”*

SKL is used as the reference to establish generic competence in each level. The generic competence consist of four dimensions which represent spiritual attitude, social attitude, knowledge, and skills. The four dimensions are called as Core Competences (Kompetensi Inti). (Permendikbud Nomor 21 Tahun 2016). The Core Competences are developed into the basic competences in accordance with the characteristic of subject. As accordance to BNSP (2010), the competence indicators are developed by the action verbs in the basic competences. It means that the competence indicators are also derivations of SKL which uses the Revised Bloom's Taxonomy as the reference of designing the goals.

Taxonomy of Learning was formerly proposed by Bloom and Krathwohl in 1956. The taxonomy described levels of thinking from low order thinking to high order thinking. It was also divided into 6 levels which are knowledge, comprehension, application, analysis, synthesis, and evaluation.

There was an anomaly in the taxonomy in the statements of learning objective. The learning objectives are consist of what is to be done with the content (verb phrase) and the subject matter content (noun phrase). The subject matter was covered by *Knowledge* but at the same time *Knowledge* also covered the verb phrase. This made *Knowledge* became unidimensional. To eliminate the anomaly, the old taxonomy was revised by Anderson and Krathwohl in 2001 from one dimension to two-dimensional framework which are Knowledge Dimension and Cognitive Processes (Krathwohl, 2002).

### 2.3.1 Knowledge Dimension

Knowledge Dimension is made to elimiate the unidimensionality of *Knowledge* in the old Taxonomy which covers the noun phrase (subject matter content). The Knowledge Dimension describes the four types of knowledge that might be addressed in a learning activity (Adams, 2015 p.153). The four types are shown in the Table 2.3.1.

<p><b>1. Factual Knowledge</b></p> <ul style="list-style-type: none"> <li>a. Knowledge of terminology</li> <li>b. Knowledge of specific details and elements</li> </ul>	<p>The basic elements (essential facts, terminology, details or elements) that students must know to be acquainted with a dicipline or solve problems in it. (Krathwohl, 2002; Wilson, 2013)</p>
<p><b>2. Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>a. Knowledge of classifications and categories</li> <li>b. Knowledge of principles and generalizations</li> <li>c. Knowledge of theories, models, and structures</li> </ul>	<p>The interrelationships among the basic elements within a larger structure that enable them to function together. This knowledge is related to patterns nad relationship. For instance, the statement is write original compositions that analyze patterns and relationships of ideas,</p>

	topics, or themes (Krathwohl, 2002).
<b>3. Procedural Knowledge</b> a. Knowledge of subject-specific skills and algorithms b. Knowledge of subject-specific techniques and methods c. Knowledge of criteria for determining when to use appropriate procedures	How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
<b>4. Metacognitive Knowledge</b> a. Strategic Knowledge b. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge c. Self-knowledge	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

Table 2.3.1 Table of Knowledge Dimension (Krathwohl, 2002 p.215)

### 2.3.2 Cognitive Process Dimension

The Cognitive Process Dimension is still divided into 6 categories but there are three changes. Firstly, three categories were renamed which are *Knowledge* becomes **Remember**; *Comprehension* becomes **Understand**; *Synthesis* becomes **Create**. Secondly, the order of two was interchanged. *Evaluation* was the sixth category becomes the fifth and *Synthesis* was in the fifth category becomes the sixth in the revised taxonomy. Thirdly, the category names were changed from noun from (the old version) to verb form as the usage in objectives and the subcategories were replaced with gerunds (Krathwohl, 2002).

In the revision taxonomy, the hierarchy starts from *Remember* which means retrieving relevant knowledge from long-term memory (Krathwohl,



2002). When the objective of instruction is to promote retention of the presented material in much the same form in which it was taught (Mayer, 2002). This category is related to *recognizing* and *recalling*. Recognizing or identifying involves locating knowledge in long-term memory that is consistent with presented material for example in the statement of competence indicator is *students are able to read the application letter*, Recalling or retrieving involves retrieving relevant knowledge from long-term memory.

Next category is *Understand* which refers to students construct main idea or define the idea from various sources such as messages, text, or communication (Heer, 2012). Students understand when they build connections between the new knowledge to be gained and their prior knowledge (Mayer, 2002 p.228). The cognitive processes in this category are *interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining*.

Interpreting (also called clarifying, paraphrasing, representing, or translating) occurs when a student is able to convert information from one form of representation to another like students are asked to translate the story in English to Bahasa Indonesia. Exemplifying (also called illustrating or instantiating) occurs when a student finds a specific example or instance of a general concept or principle.

Classifying (also called categorizing or subsuming) occurs when a student determines that something (e.g., a particular instance or example)

belongs to a certain category (e.g., concept or principle). Summarizing (also called abstracting or generalizing) occurs when a student produces a short statement that represents presented information or abstracts a general theme.

Inferring (also called concluding, extrapolating, interpolating, or predicting) involves drawing a logical conclusion from presented information. Comparing (also called contrasting, mapping, or matching) involves detecting similarities and differences between two or more objects, events, ideas, problems, or situations. Explaining (also called constructing models) occurs when a student mentally constructs and uses a cause-and-effect model of a system or series.

Apply is Carrying out or using a procedure in a given situation (Krathwohl, 2002). In this category, students put what they have known into practice. This category covers *executing* and *implementing*. Executing also means carrying out – occurs when students apply a procedure that they have known to the familiar task like an exercise. While *implementing* or *using* occurs when students apply one or more procedures to an unfamiliar task (a problem).

Analyze is breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose (Mayer, 2002 p.230). This category includes the cognitive processes of differentiating, organizing, and attributing. Objectives classified as Analyze include learning to determine the relevant or

important pieces of a message (*differentiating*), the ways in which the pieces of a message are configured (*organizing*), and the underlying purpose of the message (*attributing*).

Evaluate is making judgments based on criteria and standards. This category includes *checking* (which refers to judgments about internal consistency) and *critiquing* (which refers to judgments based on external criteria). In checking, occurs when a student detects inconsistencies or fallacies within a process or product, determines whether a process or product has internal consistency, or detects the effectiveness of a procedure as it is being implemented (Mayer, 2002 p.230) for instance, choosing the best word in writing. Critiquing is related to the appropriateness of a procedures like arguing a point.

Create means putting elements together to form a novel, coherent whole or make an original product (Krathwohl, 2002). The cognitive processes are *generating, planning, and producing*. In the creative category, the steps start from *generating* or hypothesizing which mean students attempt to understand the task by considering various possible solutions to carry out the task. *Planning* also called as designing refers to involves devising a method for accomplishing some task. This process is often skipped to producing process because in producing, the planning is also implied implicitly (Mayer, 2002 p.231). *Producing* or *Constructing* involves inventing a product. In producing, a student is given a functional

description of a goal and must create a product that satisfies the description.

#### **2.4 Previous Related Studies**

A descriptive qualitative study was done related to the implementation of learning tasks by Riyadi (2015) at MTs. Negeri Wonosari. The implementation of learning tasks in the *When English Rings a Bell* textbook was observed by the task components to find the strengths and the weaknesses of the implementation. The data were gained through the observation, document analysis (book, syllabi, and lesson plans), interview, and questionnaire. The findings shows that the goal of tasks help students develop the vocabulary mastery, the materials are appropriate, communication strategies are used in the classroom, students are active doing the tasks, the teacher's roles are well performed, various task setting were used, the strengths are make students more active and critical and the use of the textbook is optimal, while the weaknesses are the time allotment is limited and not well preparation for implementing the tasks.

Another study was done by Cassandra (2015). The study classified the learning tasks which teacher used into affective, cognitive, and psychomotor domain referring to QLLAT framework by Driessen. Using the case study, the results showed that in cognitive domain, the teacher focused on accommodating the students' understanding towards the learning topic. In the affective domain,

the teacher aimed the students to obey the instruction. Then, in the psychomotor domain, the teacher gave the students opportunities to achieve the target language.

Another similar study by Patimah (2016) focused on the cognitive domain which was used in learning tasks in SMA Labschool Rawamangun Jakarta. With the descriptive qualitative design, the data gained through the lesson plans, learning tasks, and observation then the data were analysed by Revised Bloom's Taxonomy. The findings showed that 67% of tasks were dominated by lower order thinking and the rest had achieved the high order thinking.

Furthermore, the content analysis was used to find out the cognitive domain in teaching English as reflected in English lesson plans in SMK Negeri 5 Jakarta (Darmawan, 2015). To analyze the thinking dimension in the lesson plans, the writer used content analysis based on Bloom's Taxonomy in cognitive domain. The main data were lesson plans and interview to support the main data. The result showed that the implementation of cognitive domain in learning objectives, indicators, and learning activities in three lesson plans are dominated by lower order thinking as in percentage of 59.98% in learning objectives and 52.20% in indicators.

## **2.5 Conceptual framework**

As the role of learning task is helping students to attain the learning objectives, and the learning objectives are represented by the competence indicators in each lesson, it is needed to make the learning tasks reflect the competence indicators. Moreover, the learning tasks and competence indicators

implement Revised Bloom's Taxonomy as the reference to arrange the plans, especially in cognitive domain which the basic competences are related to the knowledge dimension and cognitive process dimension.

Moreover, the studies have been done only focused on the cognitive levels of the task without paying attention to the competence indicators or focused on the cognitive levels of the basic competence and indicators set aside the learning task as the activity which helps students to attain the indicators in the classroom. So, this study is aimed to reveal the implementation of knowledge dimension and cognitive process domain in the competence indicators through the learning tasks.

## **CHAPTER III**

### **METHODOLOGY**

This chapter contains the information about research design, research setting and subjects of the study, data and data source, data instruments, and data analysis technique.

#### **3.1 Research design**

Based on the research questions, this research will use the qualitative study to find out the answers. “In qualitative research, we identify our participants and sites on purposeful sampling, based on places and people that can best help us understand our central phenomenon.” (Cresswel, 2012).

In addition, with this study, the significance is expected to give the reflection of the subject. This aim is parallel to Stake (1995) stated that the goal of a case study, in its most general form, is to put place an inquiry in which both researchers and educators can reflect upon particular instances of educational practice.

Furthermore, As Borg and Gall (1989, p.290) proposed that descriptive study is aimed to describe, explain, and interpret conditions of the present by particularly answering 'what is' question. Same as this study which is also focused on describing the reflection based on the implementation of learning tasks that occur during the learning activity.

### **3.2 Subjects of the study**

The subjects of the study are the learning tasks and teacher's lesson plans. This study was conducted in October 2016 – December 2016, at SMKN 40 Jakarta. Due to the limit time, the observations were conducted in 4 meetings.

### **3.3 Data and Data Sources**

The data of this study are the learning tasks that learners do during the teaching and learning process as noted from the observation and the competence indicators from lesson plans that are used in the classroom. The data were gained by the document analysis and be corroborated by the classroom observations. (Stake, 1995) The data that make up a Case Study can entail observations, interviews, transcripts, notes, documents (policy, syllabus, assessment records) and so on.

### **3.4 Instruments**

To get the data, the instrument of this research was the writer itself as the primary data tools with using the document analysis and the classroom observation to support the data from the document analysis (Ary, 2013, p.25). In this research, observations were done with no any participation from the observer (Cresswell, 2012).



### 3.5 Data analysis procedure

To analyse the data that have been gathered from the document and classroom observation, triangulation was used to avoid the subjectivity. Some steps were done as the following:

1. Putting the competence indicators into the table of Competence Indicators and giving a number for the order and a letter for the lesson each indicator. For example CI 1a refers to Competence Indicator 1 and *a* indicates the lesson 1 which is conditional sentences.
2. Determining the Taxonomy.

<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Details
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge		Peserta didik dapat <b>merespon ungkapan conditional</b> dengan tepat.(CI 1a)					Knowledge of terminology
Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							

Table 3.5 Table of Competence indicators

3. Taking notes every task in the learning activity during the observations.
4. Transcribing the records from the classroom observations.
5. Corroborating the tasks with the notes from observation then put it into the table.

<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Details
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							Knowledge of principles and generalizations
Conceptual Knowledge		Give the <b>correct form of the verbs</b> in brackets to make a conditional sentence type 2 (Task 1a)					
Procedural Knowledge							
Metacognitive Knowledge							

Table 3.5 Table of Learning Tasks

6. Putting the tasks and the competence indicators into the same table.

Name	Statement of Competence Indicator						Details
CI 2a	Peserta didik dapat <b>menentukan</b> <i>unsur kebahasaan dari ungkapan conditional</i> dengan tepat.						
Task 1a	Give the <b>correct form of the verbs</b> in brackets to make a conditional sentence type 2						
Task 3a	we have to <b>identify</b> the error one, namanya <i>error recognition</i> ,						
Task 4a	Give the <b>correct form of the verbs in brackets</b> to make a conditional sentence type 3						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of theories, models, and structures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge	Task 3a	CI 2a Task 1a Task 4a					
Procedural Knowledge							
Metacognitive Knowledge							

Table 3.5 Table of Reflection

7. Drawing the conclusion

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the study on knowledge dimension and cognitive levels which were implemented in learning tasks and competence indicators and also the description of learning tasks reflect on competence indicators.

#### **4.1 Data Description**

This study was intended to portray the competence indicators for 12<sup>th</sup> grade of vocational school and described the reflection of the competence indicators through the implemented learning tasks using Revised Bloom's Taxonomy in knowledge dimension and cognitive process dimension. The data were 15 competence indicators from 3 lesson plans and 8 learning tasks from 4 meetings of classroom observation. Then, the data were analysed using the Revised Bloom's Taxonomy.

#### **4.2 Findings**

##### **4.2.1 The knowledge dimension and cognitive levels in competence indicators**

Based on the three lesson plans which were used during the observation, there are 15 competence indicators from 9 basic competences in cognitive. In details, 2 basic competences are developed into 5 competence indicators in lesson plan 1 for conditional sentences (a), 3 basic competences are developed into 6 competence indicators for lesson plan 2 which is for application letter (b), and 4 basic competences are developed into 6 competence indicators in the lesson plan for captions (c). The result shows that 3 competence indicators are in

remember factual, 1 competence indicator is in *understand factual*, 5 competence indicators are in *understand conceptual*, and 6 competence indicators are in *apply procedural*. The competence indicators are shown in the table 4.2.1.

Knowledge dimension	Cognitive process dimension				
	Remember	Understand	Apply	Analyze	Create
Factual knowledge	CI 5b CI 11c CI 13c	CI 1a			
Conceptual knowledge		CI 2a CI 6b CI 7b CI 8b CI 12c			
Procedural knowledge			CI 3a CI 4a CI 9b CI 10b CI 14c CI 15c		
Metacognitive knowledge					

Table 4.2.1 Table of Competence Indicators in Taxonomy

For the explanation, the following paragraphs discuss each the implemented knowledge dimension and cognitive process in competence indicators with the samples taken from the data. The complete data can be seen in the appendix 7.

#### 1. Remember Factual

The competence indicator is in the *remember* category when the goal of the indicator is using the memory to accomplish the basic knowledge such as definitions, facts, or reciting the material.

*Extract 1:*

*Siswa dapat **membaca** beberapa teks **penyerta gambar** dari berbagai sumber dengan benar.*

In this competence indicator, students are demanded to be able to read the captions from various sources which have been provided by the teacher. It is obvious that students only use their basic knowledge of how to read a text. The action verbs might appear as repeat, tell, and reproduce. The noun phrase (teks penyerta gambar) belongs to factual knowledge specifically knowledge of specific details and elements.

## 2. Understand Factual

Understanding is when the indicator demands the students to be able to construct the main idea or define the idea from communication

*Extract 2:*

*Peserta didik dapat **merespon** ungkapan conditional dengan tepat.*

This indicator might use select, recognize, identify, or classify as the action verb. In this indicator, the students are expected to be able giving response of conditional sentences.determining the language features of conditional types which are the theories in conditional types that belong to knowledge of theories, models, and structures.

## 3. Understand Conceptual

Understanding is when the indicator demands the students to be able to gain the essential point of the lesson for example the students can choose the appropriate verb in tenses.

*Extract 2:*

*Peserta didik dapat menentukan unsur kebahasaan dari ungkapan conditional dengan tepat.*

This indicator might use select, recognize, identify, or classify as the action verb. In this indicator, the students are expected to be able determining the language features of conditional types which are the theories in conditional types that belong to knowledge of theories, models, and structu

#### 4. Apply Procedural

Apply occurs when the students are asked to practice the learning materials with the certain situations.

*Sample 4:*

*Peserta didik dapat membuat teks tertulis berupa sebuah cerita yang mengandung ungkapan pengandaian dengan benar.*

That indicator is aimed to students make a story which includes conditional sentences in it. It means that students are given a chance to implement what they have known about conditional sentences. The task is a typical of implementing in apply category. Then, a story text is in knowledge of criteria for determining when to use appropriate procedures.

#### **4.2.2 Knowledge dimension and cognitive process in learning tasks**

From 4 meetings of observation with 3 sessions each meeting, there are 8 tasks were implemented. The result presents that there is 1 task in *remember conceptual*, 4 tasks are in *understand conceptual*, 1 task is in *apply factual*, and 2 tasks are in *apply procedural*. The tasks are presented in the table 4.2.2.

Knowledge dimension	Cognitive process dimension				
	Remember	Understand	Apply	Analyze	Create
Factual knowledge			Task 5c		
Conceptual knowledge	Task 3a	Task 1a Task 4a Task 6b Task 8			
Procedural knowledge			Task 2a Task 7c		
Metacognitive knowledge					

Table 4.2.2 Table of Learning Tasks in Taxonomy

The elaboration of each cognitive level on tasks is provided in the paragraphs below completed with the extracts. The complete data can be seen in the appendix 6.

#### 1. Remember Conceptual

##### *Extract 1:*

“...we have to **identify** the error one, namanya *error recognition*, berarti cari yang salah, kalo abis ini kamu cari yang benar multiple choice, untuk ini to correct ya, the error one.”

#### 2. Understand Conceptual

##### Extraxt 2:

Give the **correct form of the verbs** in brackets to make a conditional sentence type 2

“coba **dibetulkan** kata-kata yang ada dalam kurung itu dengan format yang bener sesuai dengan pattern yang ada dalam condition type.”

The task asks students to choose the appropriate verb for conditional sentence, in this case is the conditional type 2. Before doing the task, the

students had already learnt the pattern and the function of conditional type 2. Task is done individually for checking students' understanding about the concept of conditional type 2.

### 3. Apply Factual

Tasks in this level are when the students are asked to practice the learning materials with the certain situations.

*Extract 3:*

Making the caption in group work.

“Nah sekarang saya minta kalian duduk berempat satu kelompok satu kelompok. Di kertas kamu **tulis** *caption 1, 2 caption nya apa?*”

In this task, students are grouped and make the caption together. In this process, students are given a chance to practice writing the captions based on the pictures.

### 4. Apply procedural

Tasks in this level are when the students are asked to practice the learning materials with the certain situations.

*Extract 4:*

**Complete** the following *with your own words*

“Ya coba semua perhatikan dan kamu **lengkapi** *if clause* ini dengan your own words.”

The task gives the students a chance to practice what they have learnt about conditional sentences by completing the sentences with own words which depend on the types. They can distinguish the type based on the provided if clauses before completing the conditional clauses. With own words, students are given a chance to apply the concept by reflecting their lives.



### 4.2.3 The competence indicators are reflected in learning tasks

In relation to answer the main research question, the finding shows that there are 6 learning tasks implemented the same knowledge dimension and cognitive process with 4 competence indicators while the other 2 learning tasks implemented different knowledge dimension and cognitive process with the competence indicators. Table 4.2.3 maps the competence indicators and learning task based on the knowledge dimension and cognitive process dimension in Revised Bloom's Taxonomy. The bold ones indicate implement the same knowledge dimension and cognitive process each other.

Knowledge dimension	Cognitive process dimension				
	Remember	Understand	Apply	Analyze	Create
Factual knowledge	CI 5b CI 11c CI 13c	CI 1a	Task 5c		
Conceptual knowledge	Task 3	<b>CI 2a</b> <b>Task 1a</b> <b>Task 4a</b> CI 6b CI 7b <b>CI 8b</b> <b>Task 6b</b> Task 8 CI 12c			
Procedural knowledge			<b>CI 3a</b> <b>Task 2a</b> CI 4a CI 9b CI 10b <b>CI 14c</b> <b>Task 7c</b> CI 15c		
Metacognitive knowledge					

Table 4.2.3 Table of reflection in Taxonomy

The explanation is provided in the following points.

1. Competence indicator 2a and Task 1a and 4a

Competence indicator 2a is expected students to be able classify the language features of the conditional sentences such as if, unless, the pattern of conditional clause. Then, the task 1 and 4 asked the students to give correct verb for the verb in the brackets, replacing the verb into the correct verb which is also the language feature demands student's understanding about the pattern of conditional sentences.

2. Competence indicator 3a and Task 2a

Competence Indicator 3 demands the students to be able to make a story which includes the conditional sentences while the task 2 demanded students to complete the conditional sentences for example the if clauses have been provided so the students continue to write the conditional clauses. It implies that Competence Indicator 3 is in creating level while the task 2 is in apply procedural.

3. Competence indicator 8b and Task 6b

Competence indicator 8 asks the students to be able to understand the concept of the application letter includes the components of language features which may appear in it. Task 6 gave the students to get exposure of the language features such as changing the form from active to passive which is still in the understanding conceptual.

#### 4. Competence indicator 14c and Task 5c and task 7c

Competence indicator 14c aims the students to be able to make a caption considering the social function, the structure, and the language feature. Then, task 5c and task 7c let the students to practice making the caption related to the pictures that they have. In this case, the competence and the tasks are in apply procedural.

### 4.3 Discussion

Based on the findings of competence indicators, all the competence indicators used the action verbs which reflect Revised Bloom's Taxonomy. The competence indicators were developed by referring to basic competences (BSNP, 2010). For instance, in the basic competences for conditional sentences lesson plan stated that analyze the social functions, text structure, and language features to tell and ask about conditional sentences, and the competence indicators have achieved the least level of the basic competences.

The competence indicators covered the knowledge and cognitive process domain. It can be seen from the findings that all the competence indicators can be putted and be named into the category of Revised Bloom's Taxonomy. Also, there is no overlapping among the competence indicators and it means that the competence indicators were arranged in hierarchy. But, the competence indicators are not developed into at least 3 indicators each basic competence.

In relation to research question 2, the learning task used the action verbs in the instruction. The task has not accommodated the competence indicators, it is proved by there is no learning tasks which covered the CI 4a, CI 9b, CI 10b,

CI 5b, CI 11c, CI 13c, CI 6b, CI 7b, and CI 12c. There is one task which is not related to the topic for instance task 8. Task 8 is doing error recognition in previous try-out exam. Moreover, not all the learning tasks implemented the same knowledge dimension and cognitive process. It can be seen from the point 4.2.3. implies that there are 2 tasks which not covered the competence indicators.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the study and the recommendation related to this study.

#### 5.1 Conclusion and implication

Based on the findings and the discussion in the previous chapter, it can be drawn:

1. The cognitive levels of competence indicators are dominated by low order thinking which consist of 3 competence indicators are in remember factual, 1 competence indicator is in *understand factual*, 5 competence indicators are in *understand conceptual*, and 6 competence indicators are in *apply procedural*.
2. The cognitive levels of learning tasks are dominant in low order thinking. There is 1 task in *remember conceptual*, 4 tasks are in *understand conceptual*, 1 task is in *apply factual*, and 2 tasks are in *apply procedural*.
3. The findings also reveal that there are 6 learning tasks implemented the same knowledge dimension and cognitive process with 4 competence indicators while the other 2 learning tasks implemented different knowledge dimension and cognitive process with the competence indicators.

## **5.2 Recommendation**

From this study, the suggestion for the teachers who teach the 12<sup>th</sup> grade students should reconsider the appropriateness tasks with the competence indicators with the students' competence to avoid the gap cognitive levels between the learning tasks and competence indicators in order the task can be functioned in the maximum as the task accommodate the students to learn a language and attain the outcomes.

The last, for other researchers who are interested to conduct the research related to the learning tasks and competence indicators, do the longer observation to get more precise data and for another domain of the study, the teachers' perception towards competence indicators or learning tasks might be give contribution on this kind of study.

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BAUK : 4750930, BAAK : 4759081, BAPSI : 4752180  
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Nama	Nuril Imtihanah
Nomor Registrasi	2215121537
Program Studi	Pendidikan Bahasa Inggris
Fakultas	Bahasa dan Seni Universitas Negeri Jakarta
No. Telp/HP	081285328177

Dengan ini kami mohon diberikan ijin mahasiswa tersebut, untuk dapat mengadakan penelitian guna mendapatkan data yang diperlukan dalam rangka penulisan skripsi dengan judul :

**"The Relevance English Tasks To The Students' Needs of 12th Marketing Grade"**

Atas perhatian dan kerjasama Saudara, kami sampaikan terima kasih

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Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 40 Jakarta, menerangkan bahwa

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nomor registrasi : 2215121537  
program studi : Pendidikan Bahasa Inggris  
fakultas : Bahasa dan Seni Universitas Negeri Jakarta

telah melakukan penelitian dari bulan Oktober s.d Desember 2016 di SMK Negeri 40 guna mendapatkan data yang diperlukan dalam rangka penulisan skripsi dengan judul : "The Relevance English Tasks To The Students' Needs of 12<sup>th</sup> Marketing Grade".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 15 Desember 2016

Kepala SMK Negeri 40



YULIANTO, S.Pd.,M.Si.

NIP 197107082000121003

MEETING 1 ( October 27, 2016)

Lesson: Conditional Clause Type 2

T : okay, we review the last topic, the last was we have already talked about conditional type 1. Let me check you first, so far your understanding what the differences using the conditional clause into practice type 2. Okay look at the speech, see this picture, is it nice classroom? Look at this classroom! Do you want this classroom?

SS: Yes

T: Okay, of course very different with our classroom, how do you feel about this classroom? Cool? Hot?

SS: hot

T :That's the reality

SS:Iya bener

T : Okay, if you have comfortable class, if you have nice classroom, what will you do? You will sleep? What will you do if you have classroom like this in fact we have a hot classroom ya. Not as ...as so you...what will you do if you have a nice classroom like this? Any comment with you? Okay we still review our last topic, last topic was conditional clause type 1 ya jadi so you already exercise about that, Adinda, if you have nice classroom like this, Tri, Tri, comment, if type 2, what will you do if you have a nice classroom like this?

S: Mmm apa ya? Maybe I'm going to....

T : Conditional type 2,right? Siapa tadi? Suci, different activity, if you studied in this classroom, what will you do?

\*SS were Silent\*

T : What will you do?

\*SS were silent\*

T :Ya?

\*SS were silent\*

T : I will? Saya ga ngelarang kok ngomong apa aja. Tadi ngomong apa? Seriously? Gimana tadi ngomongnya?

\*SS were silent\*

T: I will seriously to study okay I will study seriously barangkali ya. Okay, kalo adinda? If you have a nice classroom like this, adinda will study seriously ya. What about Devimaya? Mana Devimaya? What about you Devimaya? What will you do If you study at this classroom? Enak kan ya punya kelas kaya gini, siang siang betah ya sampe sore juga betah ya. What will you do, May?

\*SS were silent\*

T :Will you go to sleep?

S : No

S : Yes

T : I am very happy, okay no problem you said that, okay ya, okay ini kan saya mengevaluasi yang saya ajarkan kemaren. Baik, look at this picture, even though it is contrary to the fact ya, different with the real, kan beda dengan kenyataan ya, the class is very hot, but, I show you a nice classroom, kalo perlu kelasnya ada kulkasnya.

SS : Waah iya pak bener pak

SS : Punya kamar mandi sendiri

SS : Tapi kayanya AC dulu pak

T :Okay, kemaren kan saya ajarkan if clause type 1, pola kalimatnya kemaren? Masih ada catetan ya? Contohnya ada..

S : Waduh, ga nyatet

T : Oh like this! See that! What about this picture! Are they sad?

SS : No no no

T : Siapa namanya? Agustin? Ya luar biasa Agustin. Are they very sad? Are they sad?

S :No

T : Are they angry at each other?

SS :No hmmm hahaha

T : Are they sad?

SS :No

T : How do they feel?

SS : Happy

T : Very happy? Why?

S : Because they lulus

T : Because they passed the national exam, they graduated from the national exam. Rofiqo, what would you do if you graduated from this school?

\*SS were silent\*

T: what would you do if you graduated from the school?

S :Mmm maksudnya lulus? Mm continue, I will continue, I want to...

T : Ada spidol ga?

Ss : Ka, spidol ka

T : Ya, okay, Rofiqo?

S : I want to

T : You want to go to board? She would got to board, how about you, Azizah? What would you do if you graduated from school? Like your friend, graduated from school.

S : I will go university

T : You will go to the university like your upper sisters ya, seperti temen kamu ini, kakak – kakak kamu ini go to the university. Berarti kan saya tulis ya. Ya tadi kan saya ngomong gini ya () faktanya, kelas kita ini panas ya, berarti kita masuk type 1, type satu, faktanya emang panas ya kelas kamu ini ya. Buka catatanny kemaren coba. Type 2 tuh untuk apa ya?

SS : Pengandaian

SS : Unreal

SS :Yang tidak akan terjadi

T : unreal, to show when different with the real condition. Ya kan, different with the real condition, now, we have hot classroom, if we... kira-kira kalo dilengkapi kaya gimana tuh? If clause type apa itu? Pake apa itu?

SS :Type 2

T :Jadi ini gini ya? Because we use past form yang saya jelaskan kemarin ya. Apa jawabannya kemaren? Kalo ga ada,berarti kamu ga nyatet. Ada ga di catetan? Ada kan? Seperti ini? They haven't graduated from UN, jadi sekarang faktanya memang belum lulus. Berarti ini kan kita jadikan apa nih, bentuk past formnya apa? Jadi apa nih?

SS: If you...

T : Graduate past formnya apa? Jadi apa?

S: If you graduated

T : Jadi bebas kamu, sehingga konsepnya gini, could study kaya gini kan yang kemaren saya ajarin, saya kasih soal A B C D. Its mean if you say this, they had a nice classroom, it means they don't have a nice class. If you say, he would study more seriously, it means you don't want to study seriously. Ya kan?

S: Iya

T : We don't graduated it means you haven't graduated from UN, okay, look at this picture! Tadi jawabannya apa tadi?

S : We would go

T : Okay, saya ikutin kamu aja. Nah, like this. Kalo saya Tanya si siapa nih? Muhammad...

S : Muhammad Fahri

T : Ketua kelas ya Fahri ya?

\*Ss nodded\*

T : Oh jangan ketua kelas mulu. Teguh saja, mana orangnya? Teguh?

\*Teguh raised his hand\*

T : Teguh look at this picture, Teguh! Are you millionaire?

SS : Amiin

T : You have much money? You have like this picture?

S : Yes

T : If you have much money,

S : I want to shopping anymore

T : If you had much money, mau kawin lagi boleh.

\*Teguh was silent\*

T : Kok ga connect Teguh? Maria Ulfa yang mana? Oh ya Maria Ulfa, same question, Maria. Are you millionaire?

S : No

T : What would you do, if you had much money like this?

S : So many things. Shopping

T : Okay, Maria would do many things like shopping, go to the Ambassador

SS : Pulang pulang gigit jari lo, Maria.

T : Jadi, kalo saya tulis, faktanya, si Maria, Maria Ulfa is not millioanaire, kalo saya tulis seperti ini, diisi apa ya? Liat catetannya keamaren. Adakah contoh soal saya kaya begini nih? Berarti kan type 2 tuh expressing about different thing with the real situations, uangkanpkan hal yang berbeda dengan hal kenyataan. Kira-kira diisi apa nih? If...pake? So, unreal condition, different condition. Coba liat catetannya yang type 2.

S : She was.

T : Usually we use was, but there is exception, if conditional type 2, we use were even though the singular is subject. Jadi, if she were millionaire, tadi ngapain, Maria?

S : Shopping

T : Oh ya, she would go shopping. Yang belum ada catetannya ya bingung. Kalo ada catetannya keamaren, ada kan ya?

SS : Ada

T : Rumusnya sudah saya kasih ya. Okay, sekarang saya masuk. Type 3 ya.

SS : Type 2 pak

T : Oh type 2 ya sebentar

\*Teacher was typing additional questions\*

T : Kita masuk type 1 sudah ya, nah itu dia. Ada coba dengan contoh yang saya berikan ini, kamu lengkapi kata-kata yang ada dalam huruf dengan faktanya. Ini ada 10 coba dilengkapi dengan contoh yang ada, real facts saya tulis satu we don't have a cruise dan seterusnya. ***coba dibetulkan kata-kata yang ada dalam kurung itu dengan format yang bener sesuai dengan pattern yang ada dalam condition type.*** Kenapa? Kemaren sempet difoto ya?

SS : Udah

T : Udah dikerjakan?

SS : Belum

T : Ya sekarang dikerjakan ada 10 soal dan 10 menit cukup ya

SS : Delapan pak

T : Yaudah saya kasih 10 menit deh, dan ini ada kaitannya dengan ujian nasional. Materi conditional clauses selalu ada. Dua atau 3 soal itu ada. Tolong dikerjakannya jangan nyontek. Lebih baik kita diskusi bersama cari jawaban sebenarnya daripada nyontek.

\*Teacher was monitoring the class\*

T: Gambarnya sudah dulu ya. Gambarnya nanti dulu. 10 menit cukup ya. Coba. Kok kamu masih nulis, bukannya difoto tadi?

S : Belum pak

T :Berarti ga dishare ya

\*SS was doing the task\*

T: Perasaan kalo nunggu kamu lama ya, okay let's discuss this, kita diskusi aja. Kita bahsa satu persatu saja. Absensinya mana? Ya sambil jalan, kita diskusikan saja. Kita mulai dari absen nomor dua aja ya. Ya dari Agustine, kira-kira nomor satu apa? Agustine, number one!

S : If we had a cruise, we sail the seven seas.

T : Ya if we had a cruise, we sail the seven seas. Agustria, mana Agustria? Do you agree with her answer? Do you agree with her?

\*SS nodded\*

T : Agree? Okay, can you repeat that?

SS : Ulang ulang

T : Can you repeat?

S : If we had...

T : Jawaban kamu? Your answer? Naon eta? Jawaban kamu apa?

SS : Sama

T :Ya sama itu apa? Gimana ngomongnya? We have or we had

S : We have

T : So different with her? We have atau we had. Do you note what I said last week?

\*S was silent\*

T : Aya teu? Ada catetan keamren? Kalo gada, bingung. Amar sofi?

SS : Ga masuk

T : Alfiani?



S :Ya pak!

T : What do you think Augustine's answer? Do you agree with her answer? Coba ulangi, Augustine!

S : If we had a cruise, we sail the seven seas.

T : If we had a cruise, we sail the seven seas. Are you agree? Setuju?

SS : Setuju

T : Ya ya what about you, Andika?

S : Yes

T :Apa? Yang mana Andika? Kamu?

S : Ya

T :The answer is? Andika coba duduknya ga bertiga gitu nak. Ini kosong. Okay, andika please number one. Kok yes yes aja?

S : If we had a cruise, we would sail the seven seas.

T : Sama ga denga jawaban Augustine tadi?

S : Beda

SS : Would

T : Jadi yang benar jawabannya Andika itu ya ya If we had a cruise, we would sail the seven seas. In fact, wedont have cruise, kan tadi saya bilang if clause 2 itu unreal condition, different with the real situation ya. Kalo saya bilang If I were a doctor, its mean I am not a doctor. The class completed the air condition, it means the class not completed the air condition. If the class would nice, it means the class is not nice. Ya, makanya itu catetannya harus ada. Rumusnya ada, fungsinya ada, kapan dipakenya ada. Jadi kalo ga ditengok, bingung. Eng siapa nih? Angger?

SS : Angger

T : Angger. Take a look a sentence number 2, she talks to you. The fact is she talks to you. What about your answer, Angger? Ya mana Annger?

S : She would not talk

T : Angger yang mana?

S :Ini angger pak

T : Buku kamu?

S : She would not talk to you if she would mad at you.

T :Oke thank you. Tidak usah diartikan ya. Saya mau nanya Ardiansyah. Mana Ardiansyah? So what is your answer?

S : My answer is she wouldn't talk to you if she were mad at you.

T : Okay, sekarang kita coba jawabannya Ardiansyah nomor 3.

S :If they came on time, they would not get punishment

T : Berarti kamu nomor 4 pertanyaannya. Ardiansyah, coba number 5 ya Ardiansyah number 5. Question number 5

S : Apaan pak?

T : Nomor lima. The line is off. The bank transaction can't be done.

S : The bank transaction be done

T : Suaranya bentrok sama yang sebelah

S : Aduuh

T :Jadi gimana jawabannya?

S : The bank transaction were be done if the line were on

T :If the line were on?

S : Iya

T : Tadi gimana tadi? The bank transaction were be done gitu? If the line?

S : Were on

T : Were on jawabannya pake were ya. Okay kalo nomor 3 jawaban kamu gimana tadi?

S : If they come on time, they would shh they would

T : They would apa they?

S : They would punishment

T : They would punishment? Kalo ga liat, coba. Nah itu jawaban Ardiansyah yang asli dengan jawaban Ardiansyah yang palsu. Anggi Chyntia, mana orangnya? Anggi Chyntia, would you answer the number 3, Anggi?

(There was another student to tell the students about the bazaar)

S: Assalamualikum

T : Waalaikumsalam

S : Mau panggil semua ketua kelompok bazaar

T : Semua ketua kelompok bazaar

T : Tadi siapa yang panggil itu?

S : Anggi

T : Keluar ya? Okay, azizah sudah, Alfina?

S : Ya pak

T : Answer number 3. Tadi jawabannya kurang jelas.

S : If they come on time they would not get punishment

T : Jawabannya come atau came?

S : Come

T : Tulisannya cam or come?

S : Come

T : Ya jawabannya itu if they came

S : Oh pake came

T : In this case, we have to remember about the using of irregular verb. You have already got it junior high school, you have to memorise it. Kan SMP udah pernah hapalin. Look at the board, see saw seen, gitu kan?

S : Iya

T ; Jadi kelas 12 ketemu lagi kan dipake kan ya. Jadi, if they came on time, they would not get punishment. In fact, they get punishment, if they come late.

Okay question number 4. Number 4, Diana Rahmawati ga masuk?

SS : Ga masuk

T : Dinda Ayu?

S : Keluar

T :Hm? Oh keluar tadi? Ega? Mana?

SS : Iya

T : Ega Afri Dasmawanti ya number 4

S : My darling is angry because I forget to reply her SMS.

T : Wah kalian gitu ga marah kalo ga dibales SMSnya?

SS : Engga pak. Kaya anak kecil.

T : Wah anak keci ya, ya Ega the answer?

S : My darling were not angry if I replied her SMS

T : Jadi pakenya were ya, were not angry. Okay number 5? The line is off, the bank transaction can't be done.

S : Jawabannya the bank transaction could be done if the line were on.

T : Ya the bank transaction could be done if the line were on. Itu jawabannya ya.  
Number 6. Eriska? Yanag mana?

S : Jawabannya the students were delay to consult if the teacher were in.

T : the students were not delay to consult if the teacher were in. Gita?

S : Keluar pak

T : Kamu duduknya yang bagus. Intan? Do you hear her answer? Jawabannya  
temen kamu itu, jawabannya siapa?

S : Eriska

T : Eriska ya, kamu denger jawabannya?

S : Yes

T : Yes. Can you repeat the answer? Jawaban kamu coba dibaca?

S : Gatau

T : Hm? Oh belum jawab? Kok senyum-senyum saja? Coba diulangi jawaban  
Eriska. Can you repeat? Julia Balqis? What about your answer for number 6?

S : the students were not delay to consult if the teacher were in

T : Khairunnisa?

SS : Ga masuk

T : Lutfi? Yang tadi keluar? Mumajarah ya Mumajarah, question number 6.

the students were not delay to consult if the teacher were in. Sama aja ya  
jawabannya, okay. Muhammad Fahri? Keluar. Nadia Aprialiana, yang mana  
orangnya?

\*S raised her hand\*

T : Ya still question number 6.

S : the students would not delay to consult if the teacher were in.

T : Coba diulangi

S : Iya pak. the students would not delay to consult if the teacher were in.

T : the students would not delay to consult ya would not delay bukan were not if  
the teacher were in. Ya, question number seven. Nia maulidina

SS : maulidiyah

T : oh okay Nia Maulidiyah, question number 7.

\*SS was silent\*

T : Weather is terrible, All flights are canceled today. Belom sampe? Apa adanya jawab apa adanya

S : All flights would not be canceled if the weather were better.

T : Are tetep be ya. Faktanya the weather is terrible. Oktiviani, Number 8, my smartphone is out of order.

S : If my smartphone were not out of order, I could chat to my former classmate.

T : Ya If my smartphone were not out of order, I could chat to my former classmate. Ya bisa kan? I could chat to my former classmate. Okay coba liat di slide ini. Kalo tadi kalimatnya sudah saya kasih faktanya lalu tinggal melengkapi kata kerja. Tahap berikutnya ya kamu melengkapi dengan your own words. Ada 5 kalimat saya. Coba ini kalimatnya dilengkapi dengan type 2 or type 1. Ya coba semua perhatikan dan kamu lengkapi if clause ini dengan your own words. See the tenses, see the words, itu type berapa tuh? Type 1 atau type 2? Jadi 1 – 8 harus kamu lengkapi apakah pakai type 1 atau type 2. Lihat tensesnya, lihat tenses berarti lihat apanya? Lihat kata kerjanya, kata kerja berapa tuh? Dua atau satu, yang saya ajarkan kan satu dan dua. Kamu lihat kata kerjanya, pakai type 1 apatype 2. ***Delapan soal beikut ini kalo dari kemaren semua kosa kata sudah saya sediakan tinggal merubah aja, nah sekarang kalimatnya hanya separo, separonya kamu sendiri dengan type 1 atau type 2. Bisa dibaca kan?***

SS : bisa

\*T was monitoring the class\*

T : Loh kamu kapan masuknya?

S : barusan pak

T : udah selesai?

S : belum

\*SS were doing the task\*

T : berarti jawabannya berbeda- beda

SS : iya pak

T : baru 3 orang yang selesai. Yang remedial UTS, saya kasih tugas, yang apa deh itu? Saya suruh bikin dialogue, mana nih yang lainnya? Pokoknya saya

data, nanti kalo ga ngumpulin, kalo merah, rasain sendiri aja kelas 12. Udah selesai nih yang 8?

SS : belum

T : Wah Augustine udah mau pulang aja, mentang-mentang saya masukin laptop. Masih jam berapa ini? Azizah, jam berapa ini?

S : 3 kurang 15 pak

T : tuh masih ada 15 menit lagi. Ini tetap dikerjakan loh ya. Saya tinggal solat dulu ya.

SS : Iya pak.

Meeting 2 ( November 3, 2016)

Lesson: Conditional Clause Type 3

T : okay, assalamualikum warohmatulahi wabarakatu

SS : Walaikumsalam warohmatulahi wabaoraktu

T: as usual before we continue our lesson today so better we pray together, the chief of the class please lead the pray. Silahkan dipimpin doa, ketua kelas. Ketua kelas, berdoa dulu. Pimpin doa.

S : ready, please!

\*SS got ready\*

S : let's pray!

\*SS prayed\*

S : finished

T : sudah finished? Biasanya pake greeting dulu dong. As usual, before we continue the lesson, better we'd like to not forget to thank to Our God because of his blessing, he's had and provide us so today we have together in this class. And discuss about the lesson and this case we'd like to discuss grammatical error. Jadi, pada hari ini, we still discuss our lesson last week, we talked about conditional clause that you are already done it. Kan kemaren sudah kita bahas tentang materi if clause type 1 and type 2 and also if clause type 3. Sebagian sedikit saya bahas tentang if clause type 3 ya. Latihannya

juga kamu foto kemaren, have I explained that about if clause type 3? Saya sudah jelaskan belum if clause type 3?

SS : belum

T: belum sama sekali?

SS : baru type 2 and type 2

T : latihannya sudah kan ya kemarin ya? Ada marker ga? Lupa saya, ga bawa spidol. Okay, maybe you still remember about if clause type 3. Ada ga waktu di SMP pernah belajar kan? It is used for expressions. Atau kelas 10 pernah belajar, ga a yang inget?

\*SS were silent\*

T : masa sih? Type 1 tells us about future condition. Type 2, present type condition, type 3 ya.. waktu itu we talk about future we use type 1, if we talk about unreal condition in the present, we use if clause type 2, when they want express about the past but unreal – contrary to the fact in the present, we use type 3. Jadi kalo type 3 itu mengungkapkan kalimat pengandaian yang berlawanan dengan keadaan yang sekarang sebenarnya pada waktu lampau ya. ( the teacher was writing the pattern of if clause type 3) kalo kemaren gunakan past tense, effect sentencenya past future, sekarang kita gunakan past perfect, kalo lupa rumusnya past perfect ya ini (T pointed to the white board) like this had verb 3, effect clausenya menggunakan modal perfect, kalo lupa ya ini (T pointed to the white board) would have verb 3 selalu ada ini. Nah ini juga begitu, berarti tentang irregular verb of course must know about this. Mungkin masih ingat, go went gone, see saw seen, yak an? Drink drank drunk, masih inget kan? Nah ini dipake di sini karena menggunakan verb 3. Misalnya, kalo begini kan bingung ya, kalo ada contohnya gampang, perlu ditulis ga ini ya?

SS: perlu

T : perlu ya ini ya? Nah this is the real fact, faktanya seperti ini, I didn't meet my secretary, when does it take place? Yesterday. Kemaren kan? Kalo type 2 saya bicara tentang present type, sekarang kita bicara tentang past type, in fact, I didn't meet my secretary so saya berandai-andai if I meet gitu kan ya kalo seandainya saya bertemu in fact I didn't meet. When? Yesterday. Ini,

kondisi yang sebenarnya kaya gini, saya menulisnya begini (T was writing a sentence on the white board) okay kalo saya bilang seperti ini if I had met my secretary yesterday, it means I didn't meet my secretary, jadi kalo saya ngomong if I had met my secretary, what does it mean? I didn't meet my secretary. Maka, saya katakana ini unreal condition in the past time, kalimat pengandaian yang tidak terjadi pada waktu lampau, jangan lupa ini polanya. Ini ada would have ini verb?

SS : verb tiga

T : verb three. Ini verb three, ya ini tentang if clause type 3, ini tugas yang kemaren yang ini, kan PRnya yang ini kan ya yang saya suruh ngelengkapi complete this with your own words. Jadi kenapa ini saya suruh? Because talking only is easy to forget the pattern of grammatical. Baik, writing about this, you still remember and also applicate it in our real life. Jangan ditulis dulu. Nanti saya kasih kesempatan nulis. Kita lihat di sini, nah kamu perhatikan ini, nah ini contoh yang nyata ini nih, ini tahap pertama, kamu saya suruh bentuk kalimat sesuai dengan pola if clause type 3, gitu kan, kalimatnya saya sediakan, kita latihan melancarkan membentuk kalimat if clause type 3, kalo sudah lancar, seperti ini kemaren, kalimatnya separo kamu yang lengkapi, you have to identify and should complete it in the if clause type 1 and 2 in this assignment, okay, you have to identify this, but if clause type 3 we still study about the pattern, so kita baru belajar bentuk ya mungkin sudah kamu pelajari waktu kamu SMP, mudah-mudahan masih ingat. Jadi, tadi saya cerita about pattern and meaning ya, when I say if I had called Mrs. Betty yesterday, it means I didn't call Mrs. Betty, if I had driven my car yesterday, it means I didn't drive my car. Okay, like this, take a look number 1, she didn't get up earlier yesterday, She didn't arrive on time. Kan the fact, faktanya kan ini, she didn't get up earlier yesterday, She didn't arrive on time, mengkhayalnya get up earlier, kapan ini? Yesterday. Kalo keamren, saya bicara tentang present type, kemaren kan gitu kan, if you were a teacher, in fact, you are not a teacher. Kemaren saya ngomong, kalo ga salah, if Maya closed to me, seandainya Maya dekat dengan saya, itu artinya I don't close with Maya. Saya tidak?



SS :dekat

T: kan gitu ya, tadi siapa namanya? Yang telat solat tadi itu? Banyak ya? Kelas kamu ini memang agak panas sih ya, biasanya ada kipas nih satu.

S : di atas pak

T : di atas ya ooh. Ya, jadi hmm, kita lihat-lihat bentuk dalam kurung itu. Kata kerja itu kita bentuk dengan pola if clause type 3 ya, kita gunakan pola ini yang dalam rumus tadi, ifnya diikuti dengan pola past perfect, past perfect berarti harus ada hadnya, kata kerja bentuk ketiga, berarti nih kalo kita bentuk menjadi if she had got up earlier, gitu kan? Get verb 3 nya adalah got, jadi if she had got up earlier yesterday, apa? She would..she would

SS : have

T : she would have yak kan? She would have arrived on time. In fact, she didn't arrive on time. Satu, kalo ujian nasional gimana? Tiap tahun, yang namanya if clause, pasti selalu ada dalam ujian nasional. Nih, tadi pagi, saya iseng-iseng kutip dari ujian nasional, nah liat ini, nomor 19 nih, take a look this number, hmm nineteen, ada kalanya soal bentuk error recognition, in this question, we have to identify the error one, namanya error recognition, berarti cari yang salah, kalo abis ini kamu cari yang benar multiple choice, untuk ini to correct ya, the error one, kamu cari yang salah, kalo kamu lihat bentuk yang tadi ini, nomor 19 ini ujian nasional tahun 2014 ini, 3 tahun lalu ya, kalo kalian lihat bentuk soal ini, kira-kira mana itu ya yang salah ya di antara A B C D itu?

\*SS were silent\*

T : kira-kira? Kalo kamu perhatikan, kalo gatau artinya juga gapapa ini, kalo lihat soal seperti ini, kalo kaya gini ya, sometimes we didn't need the meaning of the sentence, but we know the pattern, sometimes ya. Ga selalu ya tapi kadang-kadang bantu juga tau bentuk walaupun ga tau artinya. Untuk soal nomor 19. Dengan lihat bentuk aja, udah kelihatan yang mana yang salah, kira-kira yang mana, Rofiqo, please answer, you choose the incorrect one. Di antara A B C D, yang dianggap salah yang mana itu? Liat rumusnya, kamu pasti tahu itu.

\*SS were silent\*

T : kalo gatau, berarti kamu lupa dengan namanya irregular verb, lupa? Nah, kalo di ujian nasional ada soal seperti ini kmau salah, rugi. Rugi kalo salah, karena hanya bentuk saja, hanya bentuk saja. Yang mana non yang kira-kira salah ya?

S : antara C sama D

T : antara C sama D, satu soal ga mungkin ada pilihan ya kalo C ya D ya. Siapa yang yakin C tadi? Kamu ya? Yang yakin C siapa tadi?

S : saya

T : Alfinani ya?

S : iya

T : heeh, kalo tau yang C berarti betulnya apa tuh? Correctionnya apa?

\*SS were silent\*

T :hmm?

SS were silent\*

T : soal ini berarti si penguji buat soal ngetes kamu dengan ingatan kamu baru masuk ingatan. Your memory about irregular verb. Jadi, yang jawab C itu jawabannya adalah benar. Memang yang salah adalah yang C. ya? Ya kan?

\*SS were silent\*

T: kan masih ingat kan kamu ya? Kan betul kan ketiganya ini kan? Know knew known, ada had ada kata kerja bentuk ketiga. Jadi, ujian nasional nanti, kalo da soal kaya gini, kamu salah, rugi. Karna hanya mengetas kamu dengan ingatan saja. Nah, belajar dari sini tuh sebabnya saya berikan latihan-latihan membentuk, nah kalo sudah lancar membentuknya baru nanti masuk akhirnya dialogue – dialogue juga. Nah, kalo soal yang berikutnya, ini masih tentang if clause, tadi yang muncul adalah soal if clause type 3, kalo perhatikan soal di bawahnya ini coba, kalo yang ini kebalikan, gatau grammar gapapa, yang penting tau ar?

SS : arti

T : arti. Artinya tau berarti bisa jawab, gatau arti yasudah pake kancing. Ah, kalo kancing tidak dijamin, keluar keluar dari ruangan tentu saja tidak yakin. Nah, karena ini harus tau arti, siapa yang tau artinya pasti bisa jawab. Yang ditampilkan tentang apa? Tentang if clause. Kira-kira jawabannya apa nih? Kira-kira.

SS : yang B

T : B bravo?

SS : yang D

T : yang D, delta? Ya otomatis kalo tau artinya bisa jawab. Kan jelas, my boss offered me a more attractive position, but I'm not interested in it. Ya really? Kira-kira if clause type berapa ini nih? Type berapa? Type 2. Ada ga dalam ujian? Ada. Nah, if I were you berarti tentu saja I would accept it. What does it mean? Accept?

SS : nerima

T : ya receive ya. Menerima. Reject?

SS : menolak

T : ya opposite meaning of accept. Ignore?

SS : mengabaikan

T : ya mengabaikan. Bahasa kamu nyuekin. Leave the new position, ya tidak masuk akal ini ya. Nah kan if I were you. Okay, nah, berikut soal nomor 18 nih. Coba kita lihat soal nomor 18. Tentu masih cerita tentang if clause. Ah 18, kira-kira kalo kmau perhaikan, if clause type berapa ini? Type dua. Ya kan? Mana yang salah? A B C D?

\*SS were silent\*

T : mana yang salah kira – kira?

\*SS were silent\*

T : C crowded ya? Okay. Ada yang lain? If the traffic were not crowded, I will arrive on time. Sandra, milih yang mana, Sandra?

\*SS were silent\*

T : jangan tegang-tegang, Sandra. Ya?

\*SS were silent\*

T : maria, milih yang mana?

\*SS were silent\*

T : Which one do you choose?

\*SS were silent\*

T : option C? option D? kan udah disebutkan tadi type 2. Apa, Rofiqo?

S : delta

T : Rofiqo jawab delta. And Maria jawab apa?

S : antara C dan D

T : antara C dan D. yang diunderline kan ini nih, crowded dan will. Ini udah jelas kan ga diunderline berarti benar. I were, pasangannya kan harus?

SS : would

T : pasangannya kan harus would. Maka jawabannya adalah yang D. itu contoh tampilan soal-soal dalam ujian nasional berkaitan dengan topic if clause. Ya, berarti biasanya di ujian nasional ada 4 atau 3lah 3 soal tentang if clause itu jadi kalo kamu salah itu sayang sekali. Oke, itu saya memperkenalkan saja ya, memperkenalkan soal-soal yang mungkin muncul dalam soal ujian nasional bisa berbentuk multiple choice. Bisa berbentuk error recognition, okay, kita kembali ke soal tadi itu. Nah nih ya, the fact, he broke his leg, so he didn't take part in the contest. Faktanya seperti itu, kapan terjadinya itu? At present or the past type?

SS : past type

T : How do you know that take place in the past type?

S : I don't know

T : Oh you didn't know that ya. Any time indication? It just say in the past time. How do you know that?

S : contest

T : contest? Ini dari kata ini nih (T pointed to the broke verb) indicates the activity in the past time. Atau kata-kata ini (T pointed didn't take part phrase). That activity takes place in the past time. Berarti nih, udah pasti conditional clausenya type 3. Kalo begitu, bagaimana ini? If he apa? If he had not?

SS : broken

T : broken. Break broke broken. Minimal kamu hapal yang sehari-hari, sehari-hari kamu apal apa? Tidur? Sleep slept slept, sehari-hari makan kan? Eat?

SS : eat ate eaten

T : sehari-hari berbicara? Speak?

SS : speak spoke spoken

T : sehari-hari membeli? Buy?

SS : buy bought bought

T : sehari-hari membawa? Bring?

SS : bring brought brought

T : sehari-hari berdiri? Stand?

SS : stand stood stood

T : minimal at least daily word used in the daily activities. Nah, di ujian nasional yang keluar itu yang sehari- hari aja jarang yang ga dikenal itu jarang. Ya berarti yang sehari-hari harus dikenal sehingga ini menjadi if he hadn't broken his leg, he apa nih?

SS : he would have

T : he would have apa?

\*SS were silent\*

T : he would have take..?

\*SS were silent\*

T: take verb 3 nya apa? Sehari-hari kan ngambil. Take?

\*SS were silent\*

T : take? Take took taken. Kalo token listrik ya.

SS : iya

T : berarti he would have taken part in the contest. That's it. Jelas ya? Clear?

SS :clear

T : clear. Okay, question? Ada pertanyaan ga?

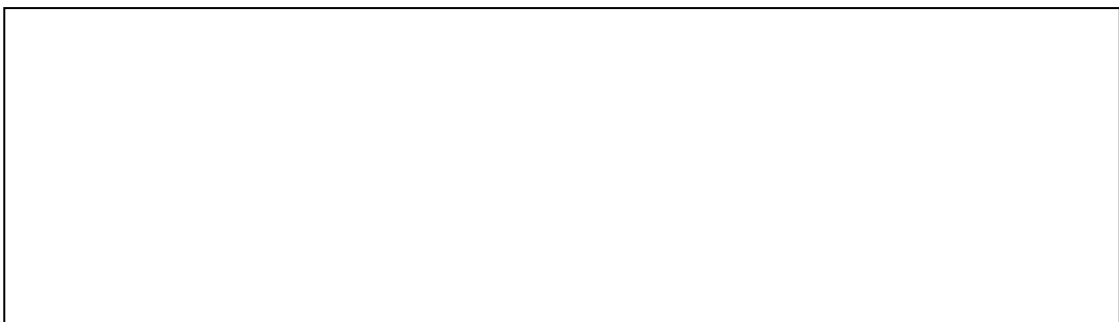
\*SS were silent\*

T : ga ada? Sure?

\*SS were silent\*

T : jelas ya? Okay. Nanti, pada saatnya saya bagikan ujian nasional. Karena gini, saya melihat sekolah-sekolah lain yang dekat denga saya SMK 57, 58, 52, mulai Oktober kemaren udah PM udah bahas soal-soal mereka. Kita belum kan? Wah makanya mulai hari ini, saya sedikit-sedikit mulai tampilkan soal-soal ujian nasional yang berkaitan dengan materi yang diajarkan ya. Nah, saya berharap untuk kelas ini di ujian nasional, saya berharap ada yang nilainya sepuluh.

SS : amiin



T : ada yang nilainya 10 makanya yang soal-soal grammar itu kan bentuk ya jangan sampai salah biasanya if clause, kalimat passive, relative clause, macem-macem di ujina nasionalnya ya. Ya nanti kita akan bahas semuanya itu ya. *Nah, untuk melancarkan bentuk ini berarti berikut ini memang harus dikerjakan. Karena ini latihan, saya minta jangan nyontek. Buka hape silahkan misalnya ga hapal irregular verb, silahkan asal jangan dibuka yang macem-macem, ya kalo gatau artinya ya silahkan, berarti kita mulai nomor 3 ya. 1, 2, 3, 4, 5, 6. 10 menit selesai ya.*

SS : pak belum nyatet

T : Oh perlu dicatet juga ini? (T pointed to the questions on the white board) kemaren bukannya udah difoto ini?

SS : belum

T : yas silahkan

\*SS were taking notes\*

T :Ini udah bisa belum? Sound system?

\*SS were silent\*

T : kan pada dasarnya saya harus ngajarin listening nih.

S : tapi ga bisa sound systemnya

T : ga bisa ya.

\*SS were taking notes\*

T : sekolah-sekolah lain sudah masuk Pedalaman Materi jadi Presentasi-presentasi sudah ga ada. Yang lain mah sudah selesai. Pedalaman Materinya di sini biasanya jam berapa? Sebelum jam sekolah atau sesudah pulang sekolah?

S : sabtu pak

T : sabtu? After second break?

\*SS were silent\*

T : okeh, we start from number three, saya mulau dari a boy on the corner di sebelah kanan, siapa itu? siapa?

S : Syaoki

T : syaoki remedialnya belum juga ya. Syaoki, what's number 3? What's your answer?

\*SS were silent\*

T : ini, sini liat sini, Syaoki! Kalo ga ada, liat sini.

\*SS were silent\*

T : biar bukunya sendiri, sendiri aja, ngapain pake pinjem? Silahkan, Syaoki.  
Number 3.

S : they found the building, if they listened to me.

T : they found the building, if they listened to me gitu? Okay, they found the building, if they listened to me. See the instruction, you have to change the verbs in the brackets with the conditional sentence type 3, perintahnya di sini jelas ya bukannya saya ga beri, tinggal ubah kata kerjanya ke verb 3, polanya sudah ada, tinggal membentuk. Ini kalo jawabannya Syaoki tadi, jawabannya Syaoki ya that's the conditional type 2 not type 3. Kalo depannya Syaoki, siapa namanya?

SS : Maya

T : Silahkan, still question number 3.

S : number berapa pak?

T: still question number 3. Sampingnya Maya. You. Ya, your answer, jawaban kamu coba nomor tiga.

\*S answered in whisper\*

T: Ya please, read loudly.

S : they found the building, if they listened to me.

T : they found the building, if they listened to me. That is verb 3 or not? Memenuhi criteria if clause type 3 ga? Jawabannya kan udah pasti bukan type 3, perintahnya kan udah jelas suruh bentuk if clause type 3. Waktunya jelas, in the past time. Kalo Maya, jawabannya gimana Maya?

S: sama

T :Nanti sekelas jawabannya sama lagi, sampingnya Maya? Siapa namanya?

S : Fikih.

T : silahkan

S : They found the building, if they would listened to me.

T : They found the building, if they would listened to me. Kamu lihat? Berarti kamu ga lihat ini berarti ya? If clause past perfect, conditional clause modal perfect. Kan gitu aja.

\*SS were silent\*

T : Kan ini dibolak-balik aja nih. Fahri? Nomor 3 jawabannya apa, Fahri?

S : they would have found the building, if they had listened to me.

T :Iya. they would have found the building, if they had listened to me. Kan jelas itu If clause past perfect, conditional clause modal perfect. Dibolak-balik ya sama aja. Question number 4, siapa sampingnya Afiani?

SS : Lutfi

T : Lutfi, silahkan, Lutfi. Question number 4.

\*SS were silent\*

T : gapapa, ga dimarahin kok.

\*SS were silent\*

T :Ya gimana? The answer? We were very busy yesterday, we come to her wedding.

S : If we were not busy yesterday, we come to her wedding.

T : If they were not busy yesterday, we come to her wedding. Lutfi, berarti masih tentang kemarin ya. Kemaren memang kita bahas if clause type 2. Sekarang ini, kita masuk if clause type 3. Ya kan? Alfiani, coba jawaban kamu, Alfiani. Mudah-mudahan ga sama.

S :If they been not busy yesterday, we come to her wedding.

T: If they been not busy yesterday gitu ya? Oke, mendekati dikit. Your answer? Depannya Fahri siapa namanya?

SS : Anggi

T : Anggi, silahkan, number 4. Wah ini gara-gara grammar lama juga ya.

\*SS were silent\*

T : number 4

S : we were busy...

T : langsung jawaban kamu aja, langsung.

\*SS were silent\*

T : your answer please, your answer. Langsung jawabannya aja jawabannya. Nomor 4.

\*S read the wrong number\*

T : kamu nomor berapa sih?



S : If they were busy..

T : rupanya kamu ga liat nih ya. Liat sini, ada kan? Kamu keliatan ga?

S : iya pak

T : kita baru belajar bentuk. Latihan membentuk conditional clause type 3. Cara bentuknya kaya gini loh, polanya (T pointed to the pattern on the white board) ada hadnya, ada verb 3. Dalam bahasa grammar, namanya past perfect. Berarti di dalam benak dan pikiran kamu, diingat-ingat ada hadnya ada verb 3nya. Result pastinya pake ini, selalu pake ini, would have verb 3. Jadi, kalau kau tau bentuk kalimat ini, bentuk itu tidak sulit. If tadi di depannya if kan ya berarti pake ini (T pointed to the pattern of if clause on the whiteboard) sisanya pake yang ini (T pointed to the pattern of conditional clause on the whiteboard). Kan gitu. Okay, coba smapingnya.

S : Nomor berapa pak?

T : Ya nomor 4, jawabannya salah kok. Kamu temennya kecebur sumur, kecebur sumur kamu. Ya? Yang sana kecebur sumur, ikut juga kamu kecebur sumur. Ya, coba siapa ini? Kosong? Tempat duduknya berenam, berlima. Yang situ kosong gimana nih? Okay, you, question number 4.

S : jawabannya aja pak?

T : ya langsung.

S : if they were not busy yesterday, we would camp to her wedding.

T : we would camp? Kalo camp kaya gini nih (T drew a picture of tent). Nah kaya gini, camp, camping. Kan ini adanya gini (T wrote came) ini dibacanya keim, kalo ini (a tent) kemp. Ingat-ingat camping, berarti jawabannya gimana tadi?

S : if they are not busy yesterday, we would came to her wedding.

T : wah ini tambah sore, tambah lain ini ya. Contohnya ada, rumusnya ada, hayo siapa yang bisa nomor 4?

S : Saya

T : Ya silahkan.

S: if they had not been busy yesterday, we would have come to her wedding.

T : been itu kan is/am/are ya di verb 1, bentuk pastinya was/were, been di past perfect. Maka jawabannya menjadi if they have not been busy yesterday, we would have come. Bentuk ketiganya come ya memang come. Tidak came.

Juga bukan camp. if they have not been busy yesterday, they would have come. Come came come. Gitu kan? Ini tadi siapa namanya nih?

S: Quranisa

T : Quranisa, jadi you're right. if they have not been busy yesterday, they would have come. Ternyata sudah ada yang sudah lancar. Quranisa namanya, berarti satu orang sudah bisa menjelaskan yas sekarang saya, tadi kamu siapa tadi? Fahri ya?

SS :Ari

T : sampingnya Ari, Teguh kan? Nah, Teguh. Number five, Teguh. Dibaca dulu soalnya.

\*S read it in whisper\*

T : Bacanya yang bagus, baca dulu soalnya itu.

\*S answered in low voice\*

T : had apa? Had came? Si Teguh harus banyak baca ini ya. Baca dengerin baca dengerin. Ya kan karna sudah kelas 12, kalo nanti interview. The secretary came late so she didn't meet her boss. Jawaban kamu apa tadi? The secretary?

\*S was silent\*

T : The secretary?

S : Had met

T : terus? If she?

S : If she have came on time. Okay, ya mendekati ya. Terus depannya si.. ini loh polanya ini loh, soalnya kansaya bolak-balik. Ini ada if clausenya di awal, ada di akhir gitu kan?

\*S raised her hand\*

T : ya siapa namanya?

S : Adinda

T : nomor five, Adinda. Still number five.

S: the secretary would have met her boss, if she had come on time.

T :iya. Came atau come?

SS : Come

T : Come atau came?

SS : come

T : iya came kan gini (T pointed to came word). Yang ke satu bacanya kam, yang kedua keim, yang ketiga kam, yang dibalik yang kedua kam, yang ketiga keim. Different pronunciation also different meaning. Jadi, jawabannya Adinda tadi bener ya. the secretary would have met. Meet me met. the secretary would have met her boss, if she had come on time. Ini kita baru latihan bentuk ini ya, okay, number 6.

S : saya pak!

T : ya Diana, baca dulu soalnya.

S: The team was not trained professionally so they lost in the final match. Jawabannya the team would have win in the machth, if they had been trained professionally.

T : iya. the team would have win in the machth, if they had been trained professionally. Kaya gitu ya, karna kalimatnya pas sih. Good. Ya. Nah ini (number 7) kamu ya kamu.

S: The class was very hot because the Air conditioner didn't work well. If the Air conditioner had worked well the class would have not been very hot.

T : Ya bener ini. Tadi gimana tadi? Air conditioner had worked? Have atau had?

S: had pak

T : ya. Pake itu ya, well the class would have not been very hot. Nih, silahkan, Admiria.

S : Her phone was off yesterday I could not send messages from her boss. If her phone had not been off yesterday I would have sent messages from her boss.

T : ya, If her phone apa tadi?

S: had not been off yesterday

T: I would?

S: I would have sent messages from her boss.

T : Sentnya pake T ya. Okay. If her phone had not been off yesterday I would have sent messages from her boss.

S : pak, apa tadi pak jawabannya?

T : Ya yang nomor?

S : Delapan pak.

T: If her phone had not been off yesterday I would have sent messages from her boss.

S : pak, yang seven pak

T : kenapa? Number seven? If the Air conditioner had worked well the class would have not been very hot. Yang belum jelas, sharing sama temennya ya nanti saya kasih soal lagi. Okay, sekarang take a look at this picture. Ya sambil mengendorkan pikiran, take a look at this picture. Okay, kalo saya mau ngobrol-ngobrol lagi nih, mana absennya nih ya? Sampingnya Admiria siapa namanya?

SS : Ega

T : Ega, see this picture, Ega. If you see. Do you see this? What does this picture tell you about?

\*S was silent\*

T : what does this picture tell you?

\*S was silent\*

T : does it tell you about money?

SS :no

T :about classroom?

SS : no

T : so, what does it tell you about?

SS : Go green

T : It tell you about go green. Suggestion to go green gitu ya?

SS: iya

T : sampingnya Ega? Maybe you have different opinion? What do you think about this? What does tell you about?

\*S was silent\*

T: tell you about coffee?

S : No

T : beverage?

S : no

T : What does it tell you about?

\*S was silent\*

T : tell you about cake?

S : No

T : What does it tell you about?

S : Go green

T :Go green , does it tell you about environment?

S: yes

T :Go green , does it tell you about environment?

S: yes

T : no? ya okay, siapa namanya?

S : Dinda

T : Oh Dinda, di sana Adinda, di sini Dinda, okay Dinda if you see this picture, what's the personal message? Is there a message from this picture?

\*S spoke softly\*

T : ada ga pesannya di sini?

S: ada

T: can you tell me the message?

S : Tentang menjaga kebersihan.

T: Tentang menjaga kebersihan, how do you say in English?

\*S was silent\*

T : ya betul tentang menjaga kebersihan, bahasa inggrisnya gimana?

\*S smiled\*

T: buka dulu ya googlenya haha about keep our environment clean. Ya kan?

About suggestions to live with the green environment. Ya ini kan anjuran untuk hidup bersih, back to nature, good environment. The good environment when it is clean. Many trees, many plants, now, compare with this environment, kalo kita bandingkan dengan lingkungan kita nih udah memenuhi go green belum nih?

SS: belum

T :saya merasa hot ini, this indicates our environment not use this principle. Far away from the green situation. Sebelah kanan saya buka hijau itu ya tapi tembok, that's why this class is not comfortable. What about this? This picture.

\*SS were silent\*

T: Augustine, what does this picture tell you about?

\*S was silent\*

S: hemat

T : Apa sih hemat dalam bahasa inggris? Kamu kan anak ekonomi, jadi economical, iya toh? Efficient. Jadi Augustine kalo saya Tanya what does this picture tell you about? Jawabannya?

S: efficient about energy.

T: have you done that?

\*S was silent\*

T :at your home?

SS: yesyes

T: so, Augustine, what did you do to be efficient in energy?

\*S spoke softly\*

T: okay, you don't use the electronics if you don't need it. Okay, like this, kelihatan ga kelihatan? Bisa dibaca? Ya yang saya ajarkan ini sebenarnya that we talk about is make a caption. Di dalam buku kmau itu ada topic, namanya caption. Apa itu caption?

SS: keterangan

T : caption is a note or a sentence symbolized a picture. Texts or notes message from the picture. Kan kamu sering toh, lihat gambar dan ada pesan, gambarnya paru-paru rusak, tulisannya stop smoking. Ya itu kan? That's caption. Many pictures have message, write a sentence. Banyak caption-caption tentang iklan, tentang komplein, brosur, pesan-pesan yang menggunakan gambar. Okay, what about this? Can you write something about this? What message do you want to say? You want to write to this picture? Kira-kira tulisan apa yang cocok untuk gambar ini?

SS :healthy

T : apa? Healthy life?

SS : iya healthy life.

T : ada lagi kalimatnya?

SS: dengan olahraga

T : dengan olahraga, apa bahasa inggrisnya?

\*S spoke softly\*

T: jogging can make a healthy life. What else for this picture? Apa kira-kira pesannya nih?selain jogging is a good activity.

\*SS were silent\*

T: Apa kira-kira?

\*SS was silent\*

T: kalo ini?

S: let's be health

S: diet

T: diet. Kalimatnya gimana kira-kira?

S :diet....

T : eat vegetables is must. Ya itu ya. Look at this. What's your comment with this picture?

S: tulisannya kecil pak.

T: oh ini try to identify this picture. Kira-kira tulisan apa itu yang cocok untuk gambarnya?

SS: Think. Thinking.

T: kalo saya tulis thinking is powerful. Waah. Udah ya. *Nah sekarang begini, kamu dalam handphone kamu itu, cari gambar-gambar and try to write the captions ya dealing with the picture that you have.* Coba kamu lihat, cari di dalam handphone kamu itu. Yang dicari picture ya tapi bukan picture yang macem-macem. Bisa advertising, iklan boleh, bisa pamphlet, one or two, and write something to this picture. Kira-kira kalimat apa yang tepat untuk gambar itu? Ya coba dicari di handphone kamu. Ada kan sinyalnya? Ada ya?

SS: ada

\*SS were searching pictures on the internet\*

TRANSCRIPT 3 (NOVEMBER 10, 2016)

Lesson: Application letter and Caption

T : Assalamu'alaikum wr. wb

SS : Wa'alaikumsalam wr. Wb

T : sebelum dimulai seperti biasa sebaiknya kita berdoa, yang muslim baca surat al-fatihah, yang non-muslim berdoa sesuai keyakinannya masing-masing. Ok berdoa dimulai. Ok listen carefully. Ssstt. Nobody's talking please. Listen carefully. Last week, we've already discussed about conditional clause. Have we discussed about the questions? About soal ujian nasional udah dibahas belum?

SS : belum

T : see the slide (menunjukkan slide tentang soal conditional if) is question taken from the national exam and yang ini sudah dibahas belum? Sudah?

Ss : sudah

T : oh sudah. Kalo ini sudah berarti saya langsung masuk sini (guru mengganti slide dengan materi active and passive voice). Jadi, sebenarnya saya terlewat ya waktu kamu belajar about application letter, actually in this topic, in grammatical pattern we discuss about passive active in English letter. You can see passive voice. Basically, passive sentence in Bahasa Indonesia and English is nearly the same actually. But, different in pattern because in english we have what we called tenses. This is making sentence about the differences between active voice and passive voice. Dalam bahasa indonesia dan bahasa inggris, sebenarnya hampir sama bahasa indonesia dengan bahasa inggris. Kalimat pasif kan me jadi di, bahasa inggris pun sama. Actually, if we know much tenses, it easy for you. Jika kamu mengetahui banyak tenses, saya rasa akan lebih mudah. (guru menulis dipapan tulis).

\*few students came late to the classroom\*

T : kenapa terlambat? Besok kalo terlambat lagi belajar sendiri. Begitu bel langsung masuk kelas. Untuk yang baru datang, jadi penilaian kamu bukan sekedar pengetahuan, di rapot ada nilai yang namanya sikap termasuk kondisi kelas, termasuk sering datang terlambat. Ya? Jadi mumpung saya belum ngasih nilai, tolong yang biasa terlambat istirahat, biasakan tepat waktu. Kalo bel langsung masuk. Kalo telat sekali saya tolerir, kalo kedua



kali saya tegur, kalo berkali-kali berarti? Berarti kamu tidak disiplin tidak bisa ditolerir.

SS : siswa mendengarkan nasihat guru

T : ya, sebenarnya patternnya sederhana be + v3, contohnya verb three kamu kenal irregular verb. Kan pernah belajar irregular. Go went gone, see saw seen. Bedanya be, dalam bahasa Inggris kan bergantung pada tenses. Misalnya lesson plan to be yang muncul kan biasanya ini. Ini adalah be, dan sering digunakan dalam passive. It depends on the situation. Contohnya surat dikirim besok, beda dengan surat ditulis kemarin berbeda dengan surat ditulis hari ini karena mengenal tenses. (guru menuliskan beberapa macam tenses dalam active and passive voice). Jadi be-nya tergantung pada tenses. Saya baru memperlihatkan pattern nya. Masih banyak tenses nya selain ini (guru menunjuk ke papan tulis, yang ditulis guru belum semua contoh tenses).

SS : siswa menyalin apa yang ditulis guru di papan tulis kedalam buku catatan bahasa Inggris.

T : ini saya jelaskan karena berkaitan dengan ujian nasional. Jadi, kalo cuma ini kan bingung mau bahasnya ya kaya apa. Sekarang kita lihat contoh active passive (menunjukkan halaman buku kelas XII tentang active and passive voice dalam tabel) ini semua artinya ini ini ini. Tadi saya sebutkan, surat ditulis, surat dikirim, the letter is written, the letter is sent. Coba lihat sini (slide yang halaman buku) jadi tentu saja kamu bisa identifikasi kan? She cleans the room every day. Ini yang punya buku warna biru itu (buku bahasa Inggris kelas XII) dibuka halaman 65. Halaman 63 ya? Lupa saya.

SS : siswa yang mempunyai buku tersebut membuka halaman yang berisikan tentang active and passive voice.

T : Yang punya buku teks halaman 67. Yang punya laptop dibuka, yang waktu itu saya copy softcopy nya. Ya halaman 67. The student cleans the room every day, kalo kamu identifikasi, kira-kira tensesnya apa ini?

Ss : present tense

T : how do you know that?

Ss : adverb of time

T : ya betul dari waktu, adverb of time. We can identify with the word, verb. Maka kalimat pasifnya based on the tense. Maka kalimat pasif nya the room is cleaned every day. V3 dari clean tinggal menambahkan –ed. Jadi the room is cleaned every day. Bahasa Indonesia nya bagaimana? Saya membersihkan ruangan setiap hari, ruangan dibersihkan oleh saya setiap hari, nah kata di- itu yang kita pelajari. Seperti kalimat berikut (masih menunjukkan tabel yang sama) he is cleaning the room right now. Sama ga? Artinya sama ga?

SS : beda

T : sama, Cuma waktunya saja beda. Yah? Ini maksudnya right now, so the activity is going on, berarti kegiatannya nya sedang berlangsung. Kira-kira tensesnya apa ya? Still remember about this sentence? Like me, I am standing, I am explaining the lesson. The lesson is being explained by the Teacher. Apa itu? You are studying now. We are studying now. Present apa?

SS : continuous

T : iya. Masih ingat kan? Kalimat aktif nya sama, ubah kalimat pasif nya berbeda. Artinya sama yah. The rooms are being cleaned right now. Ditambahkan being, kenapa ga pakai is? Boleh ga pake is? Kalo ngomong sih boleh saja pake is, tapi kalo soal? Ya nyari yang tepat. Kenapa ga pakai is? Because is, the rooms plural verb. This one? (menunjukkan tabel dari 1 sampe 4) 1 sampai 4 artinya sama semua. She cleaned. What's tense? Ada kata yesterday berarti?

Ss : past

T : maka klo diubah menjadi the room was cleaning. Tidak bisa is cleaned. Nah ini saya mengingatkan kalimat pasif yang pernah kamu pelajari dulu. Pernah kan? Yang terakhir, the cleaning service was cleaning the room yesterday. What kind of tense is it? Present continuous atau past continuous?

Ss : past continuous

T : past continuous. Maka pasifnya menjadi?

Ss : yesterday, because the rooms were being cleaned.

T : yesterday, because the rooms were being cleaned. Karena rooms plural. Are passive nya were. Ini kalimat pasif. Ada yang masih lupa? Rumusnya sudah jelas? Ingat-ingat semua tenses. Karena tidak ada yang bertanya ya saya kasih soal. Ini dibuku ada, yang waktu saya kasih copyan nya juga ada. She has cleaned the room. What tense is it?

Ss : present perfect

T : present perfect. Berarti kalo perfect bisa have/has. Maka pasif nya the room has been cleaned. Jadi is, are, were. Is being, are being, has been. Ada waktunya, ada tenses nya ada macam-macam. This is when we talk about irregular verbs. Jadi apa yang saya tulis ini ada beberapa macam. Ini

kelas XII, nanti saya kumpulkan soalnya bagaimana.

T : ***Untuk ngecek kamu, to check your understanding about passive voice, the following is about the exercise. Berikut adalah latihan 5 soal saja. Active voice diubah menjadi passive voice. Ini checking kelas XII untuk mengubah kalimat pasif.***

SS : (siswa mengerjakan 5 soal tersebut)

T : 5 kalimat ini soalnya ga usah ditulis juga ga apa apa. Yang dipenting dicoba. Langsung dijawab ga apa apa. Jawabannya ditulis boleh. 5 minutes

\*T was monitoring the class\*

T : langsung jawab saja biar cepat. Jadi supaya mudah cek dulu ini tenses nya apa sih, baru cek rumusnya.

SS : (siswa sibuk mengerjakan latihan soal)

T : kalo bola ditendang apa menendang?

SS : ditendang

T : bola menendang atau ditendang? Active atau passive?

SS : passive

T : otomatis pasti harus passive. Kalo lampu mematikan atau dimatikan?

SS : dimatikan

T : berarti passive.

SS : (kembali mengerjakan soal)

T : ok, pake google translate, ditranslet semua, sebenarnya itu bikin kamu ga mandiri. Sebenarnya ditranskrip yang bagus, what the meaning of the sentence? Kan kalimat passive Subject, Verb, Object. Saya menulis surat, surat ditulis oleh saya. Tahap pertama yang kita identifikasi itu apa sih? tenses nya, kalo gabisa liat tenses nya liat waktunya, kalo ga ada waktu liat kata kerja. Kata kerjanya second word, third word or first word? Kira-kira nomor 1 tenses nya apa? Manage? Pake apa itu? Simple?

SS : simple past

T : simple past. Jelas sekali, kata kerjanya bentuk pertama. Third singular verb. Kalimatnya itu kan kalo dipecah Subject, Verb, Object. Udah kan? Nomor two? Question number two? Apa? present perfect? Number three? What kind of tenses is it? Number three? Tenses nya apa itu? Ada waktu ga disitu?

SS : ada

T : ada, ada kata kerja ga disitu? Kata kerjanya yang mana?

SS : developed

T : developed kata kerja berapa itu?

SS : kedua

T : kata kerja kedua. Berarti apa nama tenses nya?

S : past tense

T : past tense. Liat rumusnya tuh past tense. Nomor empat? Apa nama tenses nya? Ada ga waktunya disitu?

SS : ada

T : ada will berarti future

SS : future

T : future, bukan fitur yah. Oh berarti pake yang future, oh to be nya seperti itu, berarti tinggal diubah ke pasif.

SS : (kembali mengerjakan soal latihan)

T : (guru membuka buku absensi siswa dan menyebut salah satu nama yaitu Julia balkis) coba nomor satu. Nomor satu ada kata branch ga?

SS : branch itu?

T : branch itu local branch. Branch cabang. Apalagi? Salah satu cabang lokal. Branch itu artinya cabang.

SS : (sibuk mengerjakan latihan)

T : angger coba angger nomor satu

S : the local branch of a national shoe retailer is being managed

T : sekarang perhatikan (guru mencatat dipapan tulis, memberi contoh) saya kasih contoh aja ya biar gampang

T : coba dengarkan, kamu saya suruh bikin surat lamaran kerja tulisannya bagus bagus. Tapi kalo bikin kalimat sendiri ko sulit?

\* T explained again what had been written on the board\*

T : Subject itu apa? Pelaku, orang yang melakukan sesuatu. Kata kerja nya contohnya write berarti present. Surat nya satu atau banyak nih?

SS : satu

T : satu, berarti pake is. Surat ditulis. Nah seperti ini. Saya tulis seperti ini kan. Sama artinya kan. Lihat sini semua. Nanti saya tanya, tahu tahu diulang lagi. Ratna is typing application letter. Oh berarti saya menggunakan kata kerja ini. Jadi lihat tenses nya. Sekarang nomor satu lagi. Siapa tadi? Angger ya?

SS : angger

T : angger. Manage berarti present tense. Ke pasif jadi is managed by? By him

SS : ooh

T : karna memang present tense. nomor dua? Kira-kira apa? Tenses nya apa itu?

SS : present perfect

T : present perfect. Coba, Andika yang mana? Silahkan andika

S : (andika menjawab)

T : coba diartikan dulu deh andika

S : perusahaan telah mengiklankan lowongan bekerja melalui Koran nasional

T : iya jelas kan? perusahaan telah mengiklankan lowongan bekerja di Koran nasional. Artinya sudah tahu kan. Coba dipasifkan

Ss : the job opportunity in the national newspaper has been advertised by the company.

T : has been advertised by company? Has been advertised aja udah benar sebenarnya. Andika bawa buku kamu kesini. Buku kamu mana? Mana bukunya? Bukan buku teman yang dibaca? Bukan buku teman yang dibaca?

S : ga ada, bukan

T : ok thank you. Ya, saya kembali ke Julia sekarang. Silahkan Julia question number three. Ayo langsung, coba diartikan itu.

S : dia mengembangkan alat waktu untuk staf. (mengartikan nomor tiga)

T : ni coba perhatikan. Ini soal Ujian Nasional tentang kalimat passive. (menunjukkan word yang soal ujian nasional). Kelihatan ga ini? Kelihatan kan?

SS : gedein lagi pak

T : hah? gedein lagi? Ini soal ujian nasional tahun 2015. Saya nanti kembali ke Julia ya. Ini kira-kira aktif atau pasif? Julia ini aktif atau pasif? Kalimat pasif atau aktif?

SS : pasif

T : yang mana kira-kira?

SS : yang D

T : yang D. ini artinya ditendang apa menendang?

SS : ditendang

T : ditendang. kenapa pilih yang pasif? Ini gambaran contoh soal ujian nasional yang pasif. Ok saya kembali kesini. Nomor berapa tadi?

SS : nomor tiga

T : Nomor tiga ya? Gimana Julia? Kira-kira ini nama tenses nya apa ini? Nama tensesnya apa ini?

S : past

T : past. Very good. Sekarang gimana jawabannya?

SS : he was developed time management tools for staff.

T : He was developed time management tools for staff. Kalo diartikan gimana itu?

SS : dia mengembangkan alat manajemen waktu untuk staf

T : kalimat pasifnya gimana? Bahasa Indonesia, bahasa Indonesia saja. Kalimat pasifnya coba. Bahasa Indonesia.

SS : dia mengembangkan ..

T : aktif itu. Ini coba dengarkan, tadi pertama kali saya ngomong kalimat aktif dan pasif itu konsepnya hampir mirip dengan bahasa Indonesia, sama awalan me diubah jadi di. Gitu kan? Iya kan? Menulis jadi ditulis, membuka jadi dibuka. Tadi saya katakan bola ditendang apa menendang?

SS : ditendang

T : pintu jendela membuka apa dibuka?

SS : dibuka

T : pasif, gitu kan? Bedanya kalo bahasa bahasa inggris kenal tenses. Bahasa Indonesia tidak kenal tenses. Kalo present tense bisa is am are, verb nya bentuk ketiga. Gitu kan? Oh kalo past tense, pasif nya bisa to be nya bisa was bisa were. Yang mana yang dirubah? Kata kerjanya. Saya menulis usrat, pasifnya surat ditulis oleh saya. Sekarang dia mengembangkan alat manajemen waktu. Berarti pasifnya?

SS : time management is developed by him.

T : ok, kalo gitu ini sharing aja ya. Temannya yang sudah selesai diskusi dengan yang lain. Coba saya ingin jawaban si alfiani ya? Number three.

S : time management tools for staff was developed by him

T : betul was developed by him. Saya ingin jawabannya nafisah.

S : time management tools for staff is developed by him

T : is developed by him? Coba perhatikan, ada rata-rata ada yang salah tenses nya. He developed kan subject plus verb 2. Tapi disini kamu perhatikan time management tools. Singular atau plural?

SS : plural

T : berarti harus pake? Were. Jadi pakainya were developed by him. Tadi kan ada kan, ada room ada rooms. Nomor empat? Muhamad fahry. Silahkan fahry nomor empat.

S : iya pak bentar. Her resume in the application letter will be enclosed by her.

T : thank you very much. Her resume in the application letter will be enclosed by her. Nama tenses nya apa itu fahry?

S : future

T : future betul. Ahmad syaugi ada ga? Nomor lima syaugi

S : linda is writing an application letter for the position as a secretary.

T : langsung jawab. Silahkan. Apa tenses nya? Ini present continuous tense? Silahkan ayo

S : an application letter for the position as a secretary is written by linda.

T : nova ada? Silahkan nomor lima

S : an application letter for the position as a secretary is being written by linda

T : very good. Is being written. Saya kembali ke Julia nomor tiga

S : time management...

T : hari ini saya ngefans ke Julia

SS : rebut

T : iya nomor tiga gimana jawabannya?

S : time management tools was developed by him.

T : nafisah apa jawabannya tadi?

S : were developed

T : iya were developed bukan was. Saya mau ke silahkan lutfi.

S : her resume in the application letter will be enclosed by her.

T : saya ngefans sama lutfi juga. Nomor lima lutfi

S : an application letter for the position as a secretary is being written by

linda

T : ok sekarang saya persilahkan lutfi untuk membuat kalimat bebas. Ini tadi harusnya 10 menit tapi lama jadinya. *Nah sekarang saya minta kalian duduk berempat satu kelompok satu kelompok. Group consist of four person, sekelompok empat orang. Coba setelah berkumpul empat orang itu. silahkan silahkan berkelompok.*

T : *meja nya disatukan. Kamu tulis yah. Lihat itu kamu tulis itu caption 1 what is the message? apa. Menyampaikan pesan apa itu. Seperti ini, ini kan ada 3 caption. Grup ini ada 3 caption. Dikertas kamu tulis caption*



*1, 2 caption nya apa? Stop bullying for example, what is the message behind the picture? Per group.*

SS : 1 grup 1 kertas pak?

T : 1 grup 1 kertas. Diantara beberapa nomor tulis saja lima.

SS : ditulis dimana pak?

T : in your English book. Tapi kalimat pasif tolong dipelajari betul ya.

\*SS were doing the caption exercise\*

TRANSCRIPT 4 (NOVEMBER 17, 2016)

Lesson: Caption and latihan soal UN untuk UAS

T : (Memberikan fotokopi latihan soal) SSstt stop talking stop talking claSS!  
Soalnya tidak boleh dicorat-coret.

SS : pak saya belum dapat pak

T : iya sebentar

SS : iya pak

T : ada yang belum dapat?

SS : ada pak

T : saya pak

SS : pak ini dikerjakan dimana?

T : nanti dulu sabar-sabar. ASSalamu'alaikum wr wb

SS : wa'alaikumsalam wr wb.

T : ok claSS before we're doing discuSS about the regulation of your TKM test (Test Kendali Mutu) we would like to pray. Please the captain of the claSS lead the pray. Silahkan ketua kelas

SS : wakil ketua kelas, ketua kelasnya ga masuk pak

T : wakilnya kalo ga masuk

SS : attention please, let's pray

SS : finish. Greeting. ASSalamu'alaikum wr wb

T : ok first of all, I'm forget to thanks to our god today because his guidance and of course his dazzling. So today we would like discuSS about the

practice of TKM. Please open your package. Silahkan dibuka soalnya sekarang. Soalnya itu we have two packages. Package 21 and package 20. First we'd like to discuss about the package 20. Coba perhatikan!

SS : iya

T : yang memperoleh soal paket 20. Kamu coba mencoba menjawab soal nomor 16 sampai dengan 20. Ya? Student who have packaged 20 please spoken and discuss answering this lesson from number 16 to number 20. And pay attention for the students who has packaged sheet 21. Ko paket 20 semua ini? Yang soal packaged 21 please answer question number 27 eh 26. Question number 26. Itu error recognition bukan?

SS : yes

T : betul? ya ok. Next TKM maybe we'll have question like this. Mungkin kamu akan menghadapi soal seperti ini. Ada soal yang namanya soal error recognition. First see the instruction. Kamu lihat perintahnya itu. Choose the error one. Namanya juga error recognition. Berarti yang kamu pilih adalah yang tidak tepat. Bukan salah pilih yah. Tentu saja we discuss how to solve how to be good option. Spirit in this question. Soalnya jangan dicorat-coret ya. Kamu boleh mengerjakan di buku tulis. Soal itu akan saya pakai lagi untuk MM, kalo kamu coret-coret jawabannya ada dikelas berikutnya tinggal enaknya. Jadi jangan coret-coret kerjanya dikertas kamu boleh

SS : di buku boleh pak?

T : di kertas, di buku boleh. Nanti kita diskusi

SS : iya pak

T : packaged 21 starts from question number 26

SS : tulis soalnya pak?

T : gausah nak, kita diskusi kok disini. Jawabannya saja biar cepat kita bahas

SS : sampai nomor berapa pak?

T : yang error recognition saja. bagian yang error recognition saja. Ada lima soal kan?

SS : iya pak

T : tidak perlu buka dictionary. Please do not open dictionary. Please do

T : jadi Students coba dengarkan. tidak ada yang buka google ya. Ini kita latihan, kamu kerjakan yang jujur. Harusnya setiap siswa satu tapi soalnya ga cukup. Terus ngerjainnya masa ya harus tengkurep gitu?

SS : pegel pak

T : kan tulisnya Cuma A B C D nya aja. No 1 apa? Ya A ya A saja. Gitu kan?

T : 10 menit cukup kan?

SS : no no no

T : kan Cuma 5 soal

SS : no pak

T : ok. Let's discuss this question. We strat from packaged 20. Kalo ini selesai kita masuk kesini ya (showing a new slide). Absensi dimana ya?

SS : siswa memberi absensi kelasnya kepada guru

T : sudah diisi semua?

SS : belum

T : belum?

SS : belum pak

T : sambil kamu kerjakan, kita bahas aja ya. Yang paket 20 coba kita lihat soal nomor 16. Kita mulai dari novi. Question number 16. Rofikho question number 16 packaged 21 question number 26. Paket 21 mana? Coba paket 21 liat. Sama kan soalnya?

SS : sama pak, beda nomornya aja pak

T : jadi kamu jauh hari sudah tau ya rahasianya kalo soal semuanya sama

SS : semuanya sama

T : tapi nomornya diacak. Tapi tidak terjadi pada waktu ujian nasional. Ujian nasional biasanya sama. Karena ada 5 soal. Jangan coba-coba nyontek ya. Nanti kan try out jadi si pembuatnya buat soal saja. Jadi rofikho option B?

SS : B pak.

T : any other answers?

SS : sama

T : anyone of you have different answer? Maria?

SS : C

T : D? Dodol. Coba fahry?  
SS : ga masuk  
T : oh ga masuk. Lah kamu siapa?  
SS : andre. Andriansyah.  
T : duduknya yang bagus. Ga begitu  
SS : (siswa bernama andre merubah posisi duduknya)  
T : jadi yang kau pameran yang semangat. Jadi andriansyah choose option  
D? can you correct this? Pembetulannya apa?  
SS : if john has the money  
T : what is that?  
SS : karena pake If  
T : memang kalo if depannya harus pakai s?  
SS : engga  
T : ya engga juga ya. Ko ga has saja? Kan ada 3 had, ada has, ada have.  
Kenapa ga has aja?  
SS : ...  
T : hah? Siapa yang bisa betulkan?  
SS : Termasuk type 2?  
T : termasuk type 2? Kira-kira gatau gimana tuh? Ini artinya apa? Si  
pembuat soal berarti masukan if clause. Berarti di Try Out ada, di TKM  
ada. Jawabannya apa jadinya? Jawabannya D? ga ada yang beda?  
SS : ga ada  
T : kompak banget ya  
SS : yeeeaay  
T : ya jawabannya D, yang salah optionnya memang D. tapi harus bisa  
membetulan kenapa itu salah. Jawabanny harus pake has. Kenapa has?  
Karena subjek nya adalah third singular person. Ini sudah terjadi belum  
kira-kira? Kalo membaca kalimatnya kamu ngerti kan isinya?  
SS : ngertiii  
T : sudah terjadi belum?  
SS : belum

T : iya, berarti future condition. So you have to use if clause type 1. Berarti kita gunakan if clause type 1. Pake has. Kenapa ga had? Karena subjeknya third singular person. John. Kalo john sama nadriansyah baru pake have. Kalo john sendiri maka dia harus pake?

SS : has

T : has. Ok question number 17. Number 17 take a look this. Berarti yang packaged 21, question number 27. Please azizah. Azizah mana azizah?

SS : saya pak

T : ya silahkan azizah. Azizah kemarin ga masuk ya? Kalo ga salah dua kali ya?

SS : iya pak ga masuk. Iya pak.

T : ga masuk ya dua kali? What's wrong?

SS : sakit pak

T : soalnya no confirmation. Ya silahkan

SS : .....

T : any difficult word? Tidak kan?

SS : pak, lower apa pak?

T : ada yang Tanya lower itu apa?

SS : rendah

T : betul. 10% lower. Lawannya higher ya lower. High low. Lawannya low itu high. Higher lower. Ya ini, soal ini kamu harus tahu. Masa low ga tau sih? Too high too low. Lower berarti lebih?

SS : rendah

T : lebih rendah. Ketemu azizah?

SS : gak tahu pak.

T : coba saya pengen yang laki laki. Siapa ya?

SS : angger pak

T : teguh. Coba teguh. Have you answered question number 17? Memang ini idealnya satu soal satu siswa. Cuman ga cukup. What about you teguh?

T : yang saya tanya teguh. Apa? sstt stop talking.

SS : stop talking. Be silent please.

T : class class

SS : yes, yes  
T : class  
SS : yes  
T : masih diskusi? Angger gimana Angger? Ternyata teguh ragu-ragu.  
SS : diam  
T : ok siapa yang bisa question number seventeen?  
SS : nani?  
T : smp pernah ga ada soal kaya gini? Pernah kan?  
SS : gatau pak  
T : gatau juga? Ok maria ulfa?  
SS :  
T : ok. Ternyata maria menemukan jawabannya. Artinya maria udah berani jawab.  
SS : benar kan pak jawaban saya?  
T : maybe some of you have different answer. Julia?  
SS : hp saya diumpetin pak  
T : coba hp nya nanti dulu. Coba yang umpetin hp nya tolong.  
SS : nani pak nani.  
T : kembalikan, kelasnya jadi gaduh nanti ga konsen. Ada ga yang jawabannya beda? Alfiani? Question number 17?  
SS : beda pak  
T : jadi kalo mari ulfa tau alasannya termasuk pembetulannya. Berarti yang benar yang gimana?  
SS : bukan has  
T : harusnya?  
SS : have  
T : bagus. Iya. Look at the subject. Lihat soalnya, berarti yang dikeluarkan lembaga berarti soal?  
SS : tenses nya  
T : soal tenses nya. Tentang tenses yah? Present perfect tense. See the subject, singular or plural. The conservatives. Ini nama pabrik sebenarnya ya. Ok kalo jawaban alfiani tadi ya?

SS : alfiani

T : itu namanya present participle. Harus pake -ing form. Any difficult word?

SS : ga ada

T : ga ada ya? Kalo ada tinggal buka google. Tapi nanti. Apa sih itu ebolish?

SS : penghapusan

T : nah anak akuntansi biasanya ebolish. Ok number 18?

SS : B

T : kita mulai dari laki-laki dulu ya, sekarang syaugi. Question number 18

SS : kalo saya yang D

T : D. delta? Itu jawabannya? Oh ya recognize to know. Mengenali. Jawabannya delta berarti ya?

SS : saya C pak

T : ada yang jawab C. ok sekarang yang D itu kalo salah, betulnya gimana?

SS : belakangnya pake ed

T : pake ed. Nanti dulu. Yang betul gimana? I didn't saw atau I didn't see? I didn't eat atau I didn't ate? Eat atau ate?

SS : ate

T : I didn't eat apa I didn't ate?

SS : eat

T : yang ate siapa?

SS : saya pak

T : nah alasan saya sama dengan ini, kalo sudah ada did tidak mungkin pakai ed lagi. Berarti yang D itu be?

SS : benar

T : tidak perlu corrected, tidak perlu dikoreksi. Coba kamu lihat itu. Kira-kira kalo kamu lihat sampai akhir, hey wake up what happened? Gitu kan? We are attacked we've loosen.. kira-kira sudah terjadi, akan terjadi atau sedang terjadi?

SS : sedang terjadi

T : hey maria, what happened?

SS : I will

T : oh someone stole something in class. Udah terjadi belum?

SS : udah

T : sudah. Karena ada ed berarti mengatakan akan terjadi apa sudah terjadi?

SS : sudah

T : itu sebabnya dibelakangnya ada didn't recognize. Berarti yang dibetulkan we were attacked.

SS : we were attacked

T : nah ini you must be careful while you see the question like this, see the activities, berarti dilihat tenses nya kosakatanya. Ok next, number 19. Sampingnya syaugi siapa?

SS : andriansyah

T : sampingnya andriansyah siapa?

SS : viki

T : coba Viki question number 19. How about you viki?

SS : C

T : ya? C? viki jawab option C. kira-kira koreksi nya apa viki? Pembetulannya apa kira-kira?

SS : he have

T : ya, viki pilih C jawabannya he have. Ada jawaban lain ga? Mayang jawabannya apa? Ada mayang?

SS : ada pak

T : sini mayang, lihat sini, masa saya dibelakangin. You have different answer? Apa mayang? No discussion anymore. You just answer. Apa jawabannya sama kaya viki tadi?

SS : ya pak sama

T : sama? What's your reason? Ok mayang. Listen carefully. If you see the question, kalo kamu baca soal ini, kira-kira materi apa? Ok ini materi tentang tenses. Kira-kira apa ini? Past tense? Future? Present perfect? Berarti try out tahun lalu menampilkan tenses disini. Kira-kira kalo kamu baca ini tenses apa?

SS : future tense



T : future tense. How do you know that? Jadi kalo kamu pilih C /D gampang saja tapi kan punya reason why you chose this. Suci apa jawabannya?

SS : what kind of food

T : so it indicates the future time? Ok. Coba dengarkan. Kalo kau baca soal ini ada kata every Wednesday, iya toh? It indicates what type of tense is it? Simple present kan? Ada every, ada kata frequent, ada kata sometime, berarti ini soal yang kamu diuji tentang tenses. Present tense. Yang lupa-lupa tenses boleh buka-buka lagi, boleh bertanya ya.

SS : iya pak

T : berarti jawabannya apa? Tadi jawab apa? C ya?

SS : C

T : C itu he has benar ga? He have apa he has? He have apa he has?

SS : he has

T : berarti benar tidak perlu dikoreksi. Yang salah yang mana?

SS : yang B

T : yang Bravo. Tidak mungkin pakai di disitu. Ya kan?

SS : Iya

T : tidak mungkin pake did. Karena ada kata every tadi. Ok coba saya lompat ke slide dulu. Sekarang lihat kesini semua ke slide dulu. Lompat dulu ke slide dulu. Ok ini ada soal sama dengan yang kamu hadapi ya. Bisa baca ga? Bisa kan?

SS : bisa pak

T : kalo ini semua dapat, individual ya. Ayo kira-kira masih ingat ga materi ini? Ini TKM tahun lalu ini. Semester ganjil sama. Kalo ini yang kamu pegang itu Try Out. (menunjukkan soal TO paket 21 dan 20). TKM tahun lalu ini, soalnya sama nomor 11 sampai dengan 20. Yuk coba nomor 11.

SS : siswa membaca soal

T : jadi materi soal kelas XII itu rangkaian materi dari kelas X, XI. Sampailah pada materi kelas 3. Siapa yang sudah bisa memilih?

SS : A

T : A ya? Director secretary has already accepted the report who explains the latest environmental regulation published. tahu artinya semua?

SS : ada yang engga

T : yang mana yang ga tau?

SS : semuanya

T : masa semuanya? Environment, adjective dari environment? Apa itu environment? Kan kemarin saya cerita go green. Itu tentang apa? Good environment.

SS : lingkungan

T : lingkungan. Berarti latest environment regulation peraturan tentang lingkungan yang terkini. Latest. Published. Peraturan Lingkungan menerbitkan atau diterbitkan? Sekarang siapa yang bisa jawab?

SS : hening

T : ya ini diambil dari materi kelas 11. Kelas 11 tentang yang ada adjective clause. Ini latihannya sebenarnya banyak ya

SS : iya pak

T : ya saya jelasinnya motong saja. Karena udah kelas 12, jadi tidak diuraikan. Sebenarnya dalam bahasa inggris orang mau mengucapkan kata 'yang' itu bisa dengan kata who whom dan which fungsinya untuk menjelaskan noun kata untuk menjelaskan kata kerja. Kan sering tuh, buku yang sering saya beli nah kan. Pake 'yang' kan?

SS : iya

T : buku yang saya beli warnanya hitam. Orang yang saya temui adalah seorang direktur. Kata kata itu bisa diganti dengan who whom dan which. Kalo who whom yang bisa kita jelaskan adalah person atau orang. Ada sebagai subjek ada sebagai objek. Masa sih ga diajarin? Masa ga belajar?

SS : engga pak. Kan PKL.

T : ok, saya ulangi aja ya. Jadi kalo which untuk menjelaskan benda. Seperti ini, buku yang saya beli, saya gabisa ngomong the book who I bought. Tapi the book which I buy. Yang jelaskan adalah thing. Kalo orang saya menggunakan who atau whom. Ya? The students who I meet. Siswa yang saya temui, the student whom I meet is nafisah, nafisah itu orang maka saya pakai whom, tidak usah pake which. Jadi short explanation. Penjelasan singkat dalam rangka menjelaskan soal ini. Berarti yang diberi

penjelasan adalah report, report thing or person? Report itu benda apa orang?

SS : orang

T : report itu benda apa orang?

SS : benda

T : benda, berarti ga mungkin pake who, berarti yang dianggap salah itu option yang B. berarti kalo diartikan begini, sekretaris direktur telah menerima laporan yang menjelaskan tentang agency. Yang dijelaskan apa? Laporan kan? Laporan itu thing. Maka saya menjawab option B. pembetulan nya apa? Harusnya pake which. Ini penjelasan singkat Ujian Nasional. Soalnya bisa who, bisa whom, bisa which, patokannya kalo benda which, kalo orang berarti who atau whom. Tadi saya ngomong, siswa yang saya temui. Siapa subjeknya? Siswa bahasa indonesianya nih ya, siswa yang saya temui adalah nafisah. Siapa subjeknya?

SS : siswa

T : siapa subjeknya? Saya apa nafisah? Siswa yang saya temui adalah nafisah, subjeknya siapa? Nafisah apa saya?

SS : nafisah

T : ya saya, saya pelaku, saya melakukan sesuatu. Subjek. Yang dinilai kelakuan, yang ditemui objek, namanya nafisah. Maka nafisah sebagai ob...?

SS : objek

T : maka saya ngomongnya the student whom, objek kan yang saya temui. Saya aktif. Menemui. Siswa yang saya jewer tadi namanya teguh, eh andriansyah. Ya kan? Siapa yang aktif? Siapa subjeknya?

SS : saya

T : saya. Ngapain? jewer. Objeknya siapa?

SS : andre

T : andriansyah. Saya jewer. Maka the student whom I jewer is andriansyah. Kan gitu ya?

SS : students were laughing

T : nah ini materi yang keluar adalah materi adjective clause. Penjelasan singkat ..?

SS : adjective clause, singkat.

T : nanti diuraikan lagi nanti ya. Ni berarti di internet, tolong dibuka di internet tentang namanya adjective clause. Materi kelas XI. Dibuka, kamu buka belajarbahasainggrisuyuk.com. [www.belajarbahasainggrisuyuk.com](http://www.belajarbahasainggrisuyuk.com) nah itu. Itu websitenya temennya kakak fitri, kakak unj. [Www.belajarbahasainggrisuyuk.com](http://Www.belajarbahasainggrisuyuk.com). Yuk yuk yuk

SS : [www.belajarbahasainggrisuyuk.com](http://www.belajarbahasainggrisuyuk.com)

T : kamu cari tentang adjective clause. Bagian itu, besok boleh bertanya yah, kita masih lanjut dengan yang berikutnya. Ok nomor 17. Ya nanggung soalnya. Nomor 17 dibaca.

SS : I have bestfriend ... she were ... she is tall, smart, friendly .. she also

T : ini hafalan ya, istilah saja. Materi ini berarti belajar kalimat adjective, dalam bahasa inggris kalo buku itu mahal bahasa inggrisnya book expensive apa expensive book?

SS : expensive book

T : ok ngerti ya? Modifier soalnya, nah dari situ kamu teliti mana yang sesuai dengan adjective mana yang ga sesuai. Looking good, harusnya apa?

SS : good looking

T : good looking. Thank you. Nah, berarti yang salah itu yang?

SS : C

T : yang C. bukan looking good tapi good looking. Good looking itu apa?

SS : nyaman dilihat, enak dilihat

T : good looking itu seperti teguh tuh good looking

SS : uhuuuy, ciyeee

T : ya, andriansyah juga itu good looking

SS : yeaay

T : handsome ya?

SS : handsome?

T : ok berarti itu adjective ya?

SS : iya

T : ternyata itu ada disini. Berikut nomor 18 agak cepat sedikit ya. Soalnya abis itu masuk materi lain.

SS : (students were reading the question)

T : menemukan ga? Nah yang kaya gini seperti nomor 17, soal 18 ini gaboleh salah. Menemukan ga jawabannya? Materi nya berarti materi comparison degree. Tentang perbandingan. Good rather best. Apa? More?

SS : more cheaper

T : itu termasuk apa itu? Jawaban kamu bukan?

SS : bukan

T : menemukan jawabannya ga? Nofianti jawabannya apa nofianti?

SS : belum pak

T : suci yang mana suci?

SS : bingung

T : oh bingung. Adinda? Adinda kan? Udah ketemu?

SS : belum

T : hah? Gatau?

SS : gatau pak

T : nia? Mudah-mudah soal TKM besok soal kaya gini sedikit saja, 3 saja. Ada yang menemukan jawaban?

SS : C yang C apa

T : C? ini siapa namanya?

SS : annisa

T : annisa, annisa menemukan jawabannya. Jawabannya look thinner ya? Harusnya apa itu?

SS : ...

T : ada jawaban lain ga?

SS : gatau pak

T : oh berarti kamu lupa ini tentang comparison degree. Berarti lupa kamu. Kapan yang pakai more, kapan yang pakai most. Cheap, misalnya fat. Gemuk kan? Lebih gemuk?

SS : fatter

T : fatter kan? Gitu kan? Low? Lebih rendah? Lower kan?  
SS : lower  
T : high? Lebih tinggi?  
SS : higher  
T : higher. Lebih bahagia?  
SS : happier  
T : happier. Easy, lebih mudah?  
SS : easier  
T : easier. Yang perlu dikoreksi adalah jawaban yang A. Cheap harusnya tidak more cheap. Harusnya cheaper saja, tidak perlu pake more cheap.  
SS : more  
T : wah ini kamu berarti harus ingat lagi nih. Kan dulu diajarkan, yang two syllable, ada dua bunyi pake more, satu bunyi seperti fat one sound berarti pake -er fater. Beautiful more than two syllable berarti more beautiful, masa lupa? Kata cheap one syllable kan? one sound, satu bunyi maka ga perlu pake more, cheap saja. Soal 19, bukan wish they, tapi they wish.  
SS : this daily  
T : kalau ini gatau, ini ada kaitannya dengan clause kemarin, kalo tau bentuknya pasti tau ayo, lutfi ada ga?  
SS : lutfi ada  
T : mana? Lutfi punya jawaban ga lutfi?  
SS : belum pak  
T : belum punya? Duit punya tapi ya?  
SS : banyak pak.  
T : banyak ya? yayang punya ya?  
SS : gapunya pak.  
T : oh gapunya juga. Belakang nya lutfi?  
SS : nani pak nani  
T : nani?  
SS : ga kelihatan pak  
T : ga kelihatan. Sampingnya nani?  
SS : devi

T : devi silahkan, menemukan jawaban ga? Jangan pura-pura keliatan

SS : belum menemukan pak

T : belum menemukan juga? Kamu kan kemarin belajar past perfect tense. Ini loh setelah had kata kerjanya bentuk keberapa?

SS : tiga

T : bentuk ketiga. Get bentuk ketiga ga?

SS : tidak

T : tidak, harusnya adalah got

SS : got

T : nah ini karna kurang teliti ya. TKM besok yah hati-hati,

SS : tanggal berapa pak?

T : tanggal, tanggal berapa ya bu fitri?

Fitri : tanggal 5 pak

T : tanggal 5 hari selasa.

SS : 5 apa? 5 desember pak?

T : 5 desember.

SS : TKM pak?

T : ya TKM

SS : bukan UAS pak?

T : makanya itu saya bahas dalam rangka TKM.

SS : bukan soal UAS pak?

T : soal UAS sudah dibuat, sudah dibuat ya. Listeningnya sudah dibuat, kamu juga nanti ada listening. Minggu depan saya latihan listening, tolong disiapkan soundnya.

SS : iya pak

T : coba berarti nomor 19 yang perlu dikoreksi itu yang C. SSstt please, don't be noisy please

SS : SSstt

T : ok, jadi nomor 19 itu jawabannya itu yang C harusnya hadn't gone. Kelas 12 semester ganjil terakhir nomor 20 coba lihat.

SS : (siswa melihat soal) C pak

T : C? harusnya apa?

SS : gatau pak  
T : silk. Pulpen siapa ini?  
SS : pulpen dia pak  
T : maria ulfa mana?  
SS : ini pak  
T : tidur aja kamu. Nur? Annisa? Qur'annisa Annisa harusnya?  
SS : confused  
T : iya? Harusnya confused. Apa sih bedanya confused sama confusing?  
SS : beda  
T : she is confusing itu artinya apa?  
SS : dia bingung  
T : dia bingung? Oh gitu, kalo saya bingung ngomongnya gimana?  
SS : I'm confused  
T : I'm confusing apa I'm confused?  
SS : I'm confused  
T : dia bingung, she is confusing apa she is confused?  
SS : she is confused  
T : she is confused, kalo she is confusing artinya apa?  
SS : sudah terjadi  
T : kalo she is confusing dia aktif. Dia itu membingungkan. Dia membingungkan apa dia bingung?  
SS : dia membingungkan  
T : kan ada saya kecewa, saya mengecewakan. Saya kecewa bahasa inggrisnya apa? I'm disappointing apa I'm disappointed?  
SS : disappointed  
T : disappointed. Sama dengan ini. Artinya saya adalah pasif. I'm disappointed saya kecewa, saya menderita. Ada yang aktif yang membuat saya kecewa namanya passive statement. Sama dengan ini she is not confusing she is confused. Dia pasif ada yang membuat aktif membuat dia bingung yaitu clause pakaian, velvet apa silk. Ok ini gambaran ya. Sekarang nanti juga kamu ada namanya close test. Ada yang namanya close test TKM itu. Close yang sering keluar itu tentang application letter.



Sekarang saya tampilkan tentang close test, coba close test, kita lihat close test. Kalo incomplete dialog udah biasa, nah ini close test. Ya. Strateginya gimana kalo close test, ya mau tidak mau kamu harus tau content cerita yang ada disitu, kalo gatau artinya gatau isi content nya ya ga mungkin, nah sekarang dipelajari dulu ini dibaca dipelajari sambil dipelajari sambil coba dijawab mana yang relevan, kata mana yang relevan. Kadang aktif kadang pasif. Coba. Ini termasuk soal kemarin bukan fit? Bukan kan ya? Soal kemaren ga? Bukan kan? Engga kan? Bukan kan? Bukan ini ya? (guru menampilkan soal latihan tentang close test application letter)

Fitri : bukan pak, iya bukan

T : sorry saya minum ya, haus

SS : iya pak, pak izin ke kamar mandi ya pak? Pak?

T : iya silahkan

T : dipelajari dulu, dilihat, artinya tahu baru jawab, nanti berarti kamu ada 3 soal kaya gitu, 3 teks. 3 teks, dari tahun ke tahun soal lamaran itu pasti ada, ini saya tampilkan surat lamaran. Saya ke belakang dulu ya.

SS : siswa mengerjakan soal latihan close test tentang application letter.

T : agestyn?

SS : agestyn

T : agestyn mana ya?

SS : ada pak ada

T : Sudah dibaca soalnya?

SS : sudah

T : sudah ya? Can you get the answer for number 42? Nomor 42 ketemu jawabannya?

SS : sebentar pak

T : kan kemarin rame-rame kita buat surat lamaran ya

SS : iya pak

T : tadi siapa? Eriska ya? Eriska nomor 42 apa jawabannya? Jadi nanti ada soal close test kaya gini. Nanti vocabulary is must, jadi kosakata mempunyai peranan penting. Jadi mulai tahun 2016 kemarin ada namanya

soal close test, 2015 belum ada soal close test. 2016 mulai awal soal close test.

T : SSstt, ya ok back to the lesson. Ok see the question and choose the question number 42. Jadi gimana jawabnya? Ya tentunya pilih kata yang relevan, ada kalanya murni arti, nomor 42 itu tentu bisa jawab. Mungkin ga diisi dengan ignore?

SS : engga

T : Ga mungkin karna tau artinya. Coba kalo diartikan in reply . . . . . gitu kan? Merespon lamaran saudar, I wish...

Ga mungkin ya? Ignore? Yang paling mungkin adalah diantara so sama confirm. Antara itu yang paling berbobot ya confirm. Apa sih confirming itu?

SS : konfirmasi

T : apa itu konfirmasi? Saya minta konfirmasi itu?

SS : kepastian

T : kepastian

SS : ciyeeee.

T : yaa, jadi generally confirmation about something, namanya wanita biasanya mengahrapkan yang pasti, yang ga pasti ya go away gitu ya?

SS : iya pak

T : ok nomor 43. . . . . Familiar . . . . ini juga kaitannya dengan jurusan AP barangkali ya

SS : AP

T : nah ini yang tampil nomor 43 itu, biasanya preposition, kamu harus hapal. I'm interested pasangannya in, familiar pasangannya with, familiar with, disappointed in, kata-kata yang sudah menjadi padanan kata. Jadi ini jawabannya?

SS : with

T : with ya. Kamu coba dirumah nanti dicek website tentang preposition in at on. Preposition, materinya kelas 10 itu, tentang preposition. Coba kamu cari in on at. Ok SSstt nomor 44. SSst stop talking please, nomor 44. Closing biasanya?

SS : penutup/harapan

T : expectation harapan. Maka selalu, nah ini look forward pasangannya to. Look forward in on at, look forward pasangannya to. Secara keseluruhan mana yang paling berbobot diantara itu?

SS : .....

T : ya satu lagi. Jadi isinya kadang surat lamaran, kadang announcement, kadang iklan, macam-macam. Ngerti ga?

SS : engga

T : apa yang ga ngerti? Ini kan fungsinya syarat-syarat sebagai hak pemilih suara. Syaratnya kan citizen warga Negara, apa kira-kira? To see to know to register?

SS : to register

T : to register, untuk mendaftar sebagai voter, syaratnya apa? Citizen. Gitu kan? Paling muda usianya 19 tahun. Ok trus 47. Sandra nomor 47 apa jawabannya Sandra? Kata kuncinya adalah home visit. Apa?

S : rich

T : rich? Orang kaya harus didatengin gitu? Affordable itu price. Reasonable price. Jawabannya adalah disable, untuk orang penyandang cacat, maka home visit. Ini gambaran nanti kamu akan menghadapi TKM ya. Diantara soal tadi yang paling berat yang mana? Diantara soal yang tadi sebenarnya masih ada soal incomplete dialog, ini ada soal readingnya, ada incomplete dialog, tapi incomplete dialog saya raasa ga aneh. Yang penting korelasinya, how are you jawabannya apa? I'm fine, I'm tired, I'm, good. Mana jawabannya?

SS : I'm fine.

T : ok so far, question? Ada pertanyaan ga?

SS : engga

T : ok pulang

SS : yeaay pulang

T : belum belum, ada pertanyaan ga?

SS : tidak pak.

T : ok kita berdoa dulu, wakil ketua kelas pimpin doa, diawali dengan berdoa  
akhiri dengan berdoa, ok ssst tidak ada yang ketawa-ketawa, silahkan  
berdoa.

S : let's pray. Finish, greeting. Assalamu'alaikum wr wb

T : wa'alaikumsalam wr Wb.

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama satuan pendidikan : SMK N 40 JAKARTA TIMUR  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : XII /5  
Materi pokok : **Teks penyerta gambar (caption)**  
Alokasi waktu : 4 x 45 menit

### **A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **B. Kompetensi Dasar**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks penyerta gambar (caption), sesuai dengan konteks penggunaannya.
- 4.7. Menangkap makna teks penyerta gambar (caption).
- 4.8. Menyusun teks penyerta gambar (caption), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. Indikator Pencapaian kompetensi:**

- 3.1.1. Siswa dapat membaca beberapa teks penyerta gambar dari berbagai sumber dengan benar.
- 3.1.2. Siswa dapat membedakan antar berbagai teks penyerta gambar (caption) yang ada dalam bahasa Inggris dengan benar.
- 3.1.3. Siswa dapat menyebutkan informasi tertentu dan rinci dalam teks penyerta gambar dengan tepat.

- 4.1.1. Siswa dapat menulis teks penyerta gambar dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan benar.
- 4.1.2. Siswa dapat mempresentasikan teks penyerta gambar yang sudah diperbaiki berdasarkan masukan dari guru dan teman dengan baik.

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

<b>Nama satuan pendidikan</b>	: SMKN 52 Jakarta
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas/semester</b>	: XII/6
<b>Materi pokok</b>	: Conditional sentences
<b>Alokasi waktu</b>	: 6 x 45 menit

#### **C. Kompetensi Inti (KI)**

Menghayati dan mengamalkan ajaran agama yang dianutnya

5. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
6. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
7. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### **D. Kompetensi dasar dan indicator pencapaian kompetensi:**

##### **Kompetensi Dasar (KD):**

- 1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya.
- 4.14 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikuti perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**C. Indikator Pencapaian Kompetensi:**

- 3.8.1. Peserta didik dapat menyebutkan ungkapan conditional dengan benar.
- 3.8.2. Peserta didik dapat merespon ungkapan conditional dengan tepat.
- 3.8.3. Peserta didik dapat menentukan unsur kebahasaan dari ungkapan conditional dengan tepat.
- 4.14.1. Peserta didik dapat membuat teks tertulis berupa sebuah cerita yang mengandung ungkapan pengandaian dengan benar.
- 4.14.2. Peserta didik dapat menyampaikan cerita yang telah dibuat secara lisan di depan kelas.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama satuan pendidikan : SMK NEGERI 40  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/semester : XII /5  
 Materi pokok : lisan dan tulis, berbentuk surat lamaran kerja  
 Alokasi waktu : 4 x 45 menit

**E. Kompetensi Inti (KI)**

Menghayati dan mengamalkan ajaran agama yang dianutnya.

Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, response f dan proaktif dan menunjukkan sikap sebagai bagian dari solusi I atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

- 8. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat nya untuk memecahkan masalah.

9. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **F. Kompetensi Dasar**

- 1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung-jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari surat lamaran kerja, sesuai dengan konteks penggunaannya.
- 4.4. Menangkap makna dalam teks berbentuk surat lamaran kerja
- 4.5. Menyunting surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.6. Menyusun surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **C. Indikator Pencapaian kompetensi:**

- a.3.1.1. Siswa dapat membaca teks tentang surat lamaran kerja secara eksplisit.
- 3.1.2. Siswa dapat menangkap makna dalam teks surat lamaran pekerjaan.
- 3.1.3. Siswa dapat menentukan struktur teks surat lamaran kerja.
- 3.1.4. Siswa dapat memerinci unsur kebahasaan yang mungkin dipakai dalam Surat lamaran kerja dengan benar.
- 4.1.1. Siswa dapat menyunting teks surat lamaran kerja.
- 4.1.2. Siswa dapat menyusun surat lamaran kerja dengan benar.



## TASK 1

### GIVE THE CORRECT FORM OF THE VERBS IN BRACKETS TO MAKE A CONDITIONAL SENTENCE TYPE 2

1. We don't have a cruise.  
If we \_\_\_\_ ( have ) a cruise , we \_\_\_\_ ( sail ) the seven seas
2. she talks to you.  
She \_\_\_\_ (talk/not ) to you if she \_\_\_\_ ( be ) mad at you.
3. they get punishment because they come late.  
If they \_\_\_\_ ( come ) on time they \_\_\_\_ ( get/ not ) punishment.
4. My darling is angry because I forget to reply her SMS.  
M y Darling \_\_\_\_ ( be, not ) angry if I \_\_\_\_ ( reply ) her SMS.
5. The line is off . the bank transaction can't be done.  
The bank transaction \_\_\_\_ ( can ) be done if the line \_\_\_\_ ( be ) on
6. The teacher is not in , that's why the students delay to consult .  
The students \_\_\_\_ (delay, not ) to consult if the teacher \_\_\_\_ (be ) in.
7. The weather is terrible. All the flights are cancelled today.  
All flights \_\_\_\_ (be, not ) cancelled if the weather \_\_\_\_ (be ) better
8. My smart phone is out of order.  
If my smartphone \_\_\_\_ ( be , not ) out of order I \_\_\_\_ ( can, chat ) to my former classmates

## TASK 2

### complete the following with your own words

1. if were a pilot , I .....
2. If my house were not far way from my school I .....
3. If Jakarta were not crowded , .....
4. If my father gave me more money for school .....
5. If the price of consumer goods didn't rise .....
6. If she calls me today .....
7. If they understand the content on the texts,.....
8. If my teacher explains the lesson clearly.....

TASK 3

GIVE THE CORRECT FORM OF THE VERBS IN BRACKETS TO MAKE A CONDITIONAL SENTENCE TYPE 3

1. She didn't get up earlier yesterday , she didn't arrive on time  
If she \_\_\_(get up ) earlier yesterday, so she didn't arrive on time.
2. He broke his leg. So he didn't take part in the contest.  
If he \_\_\_\_ ( break, not ) his leg , he \_\_\_\_ ( take part ) in the contest.
3. They didn't find the building , they didn't listen to me.  
They \_\_\_\_ ( find ) the building if they \_\_\_\_ ( listen ) to me
4. We were very busy yesterday , we \_\_\_\_ ( come ) to her wedding  
If they \_\_\_\_ (be, not ) busy yesterday , we \_\_\_\_ ( come ) to her wedding.
5. The secretary came late so she didn't meet her boss  
The secretary \_\_\_ ( meet ) her boss if she \_\_\_\_ ( come ) on time.
6. The team was not trained professionally so they lost in the final match.  
The team \_\_\_\_ ( win ) the final match if they \_\_\_\_ ( be, train ) professionally
7. The class was very hot because the Air conditioner didn't work well.  
If the Air conditioner \_\_\_\_ ( work ) well the class \_\_\_\_ ( be , not ) very hot
8. Her phone was off yesterday I could not send messages from her boss  
If her phone \_\_\_\_ ( be ,not ) off yesterday I \_\_\_\_ ( send ) messages from her boss

TASK 4

19. Linda : You didn't tell me that you visited Bunaken last month?,  
A B

Boby : If I had Knew your address, I woud have sent you a postcard.  
C D

Budi : My boss offered me a more attractive position, but I am not interested in it

Aldo : Really? If I were you, I would ...

- A. ignore it
- B. leave the new position
- C. reject it
- D. accept it

18. Students: Sorry, Mr. I'm late

Teacher : let me know your reason why you come late  
A B

Student : If the traffic were not crowded I will arrive on time

- C            D
24. Dina        : You promised to join our family gathering program last weekend, but you didn't come.
- Rama         : Oh, I'm sorry. If I hadn't been out of town, ...
- A. I will ask you to come.  
B. I would have a wonderful weekend.  
C. I would have asked my family to join.  
D. I could make a good plan for that program.
22. Dea        :What should I take to Padang, plane or car?  
Fia         :It's about two hours by plane. If you drive, ....
- A. I will be fine                            C. it will take a full day  
B. it took one hour                        D. you had spent two hours

#### TASK 5

kalo saya tulis thinking is powerful. Waah. Udah ya. **Nah sekarang begini, kamu dalam handphone kamu itu, cari gambar-gambar and try to write the captions ya dealing with the picture that you have.** Coba kamu lihat, cari di dalam handphone kamu itu. Yang dicari picture ya tapi bukan picture yang macem-macem. Bisa advertising, iklan boleh, bisa pamphlet, one or two, and write something to this picture. Kira-kira kalimat apa yang tepat untuk gambar itu? Ya coba dicari di handphone kamu. Ada kan sinyalnya? Ada ya?

## TASK 6

### NOTE:

In passive voices, the subjects disappear. Passive voices are usually used when the subjects (doers) are not really important, therefore they might be erased from the sentences. In passive voices, the process is more important than the doers.

**Task 2:** Change the following active sentences to passive ones.

1. He manages the local branch of a national shoe retailer.  
\_\_\_\_\_
2. The company has advertised the job opportunity in the national newspaper.  
\_\_\_\_\_
3. He developed time management tools for staff.  
\_\_\_\_\_
4. She will enclose her resume in the application letter.  
\_\_\_\_\_
5. Linda is writing an application letter for the position as a secretary.  
\_\_\_\_\_

## TASK 7

### C. COLLECTING INFORMATION

#### Task 1: Discuss and Write.

Back again to the captions above.  
Discuss what messages are sent by  
the writer? Write down your answer  
in the space below.



Caption	Message
Caption 1	The The writer wants to show the beauty of the flowers resulted from the violet color.
Caption 2	
Caption 3	
Caption 4	
Caption 5	
Caption 6	
Caption 7	
Caption 8	

## TASK 8

16. I know John very well and I know he earns a lot of money. He loves Ferrari and he'll do every single thing to get it. So, if John had the money he will buy no other things but a Ferrari.

A

B

C

D

17. The conservatives has doubled their lead over labour from seven to 14 percent following the row over

A

B

garden Brown's decision to abolish 10 percent lower rate of income tax since 2013.

C

D

18. The Motorola droid is more cheaper than the other smartphone promoted by producers. The phone

A

B

looks thinner but has bright screen and a complete menu.

C

Table of Competence Indicators in Taxonomy

Name	Statement of Competence Indicator						Details
CI 1a							Knowledge of terminology
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge		Peserta didik dapat <b>merespon ungkapan conditional</b> dengan tepat.(CI 1)					
Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 2a	Peserta didik dapat <b>menentukan unsur kebahasaan dari ungkapan conditional</b> dengan tepat.						Knowledge of theories, models, and structures
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 2					
Procedural Knowledge							
Metacognitive Knowledge							

Name	Statement of Competence Indicator	Details
CI 3a	Peserta didik dapat <b>membuat teks</b> tertulis berupa sebuah cerita yang mengandung ungkapan pengandaian dengan benar.	Knowledge of criteria for determinig
<i>The Knowledge</i>	<b>The Cognitive Process Dimension</b>	

<i>Dimension</i>	Remember	Understand	Apply	Analyze	Evaluate	Create	when to use appropriate procedures
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 3				
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 4a	Peserta didik dapat <b>menyampaikan</b> cerita yang telah dibuat secara lisan didepan kelas.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determininig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 4				
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 5b	Siswa dapat <b>membaca</b> teks tentang surat lamaran kerja secara eksplisit.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of specific details and elements
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge	CI 5						
Conceptual Knowledge							
Procedural Knowledge							



Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 6b	Siswa dapat <b>menangkap</b> makna dalam teks surat lamaran pekerjaan.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of principles and generalizations
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 6					
Procedural Knowledge							
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 7b	Siswa dapat <b>menentukan</b> struktur teks surat lamaran kerja.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of theories, models, and structures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 7					
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 8b	Siswa dapat <b>memerinci</b> unsur kebahasaan yang mungkin dipakai dalam Surat lamaran kerja dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of classifications and categories
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							

Conceptual Knowledge		CI 8					
Procedural Knowledge							
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 9b	Siswa dapat <b>menyunting</b> teks surat lamaran kerja.						Knowledge of criteris for determininig when to use appropriate procedures
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 9				
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 10b	Siswa dapat <b>menyusun</b> surat lamaran kerja dengan benar.						Knowledge of criteris for determininig when to use appropriate procedures
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 10				
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 11c	Siswa dapat <b>membaca</b> beberapa teks penyerta gambar dari berbagai						

	sumber dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of specific details and elements
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge	CI 11						
Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 12c	Siswa dapat <b>membedakan</b> antar <i>berbagai teks penyerta gambar (caption)</i> yang ada dalam bahasa Inggris dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of classifications and categories
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 12					
Procedural Knowledge							
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 13c	Siswa dapat <b>menyebutkan</b> <i>informasi tertentu dan rinci dalam teks penyerta gambar</i> dengan tepat.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of specific details and elements
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge	CI 13						
Conceptual Knowledge							

Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 14c	Siswa dapat <b>menulis</b> <i>teks penyerta gambar</i> dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 14				
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 15c	Siswa dapat <b>mempresentasikan</b> <i>teks penyerta gambar yang sudah diperbaiki</i> berdasarkan masukan dari guru dan teman dengan baik.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 15				
Metacognitive Knowledge							

Table of Learning Tasks in Taxonomy

Task 1a	Give the <b>correct</b> <i>form of the verbs</i> in brackets to make a conditional sentence type 2						Details
	coba <b>dibetulkan</b> kata-kata yang ada dalam kurung itu dengan format yang benar sesuai dengan pattern yang ada dalam condition type						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of principles and generalizations
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		Task 1					
Procedural Knowledge							
Metacognitive Knowledge							
Task 2a	<b>Complete</b> the following <i>with your own words</i>						Details
	Ya coba semua perhatikan dan kamu <b>lengkapi</b> <i>if clause</i> ini dengan your own words.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteria for determining when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural			Task 2				

Knowledge							
Metacognitive Knowledge							
Task 3a	Doing the questions in previous exam we have to <b>identify</b> the error one, namanya <i>error recognition</i> , berarti cari yang salah, kalo abis ini kamu cari yang benar multiple choice, untuk ini to correct ya, the error one,						Details
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of principles and generalizations
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge	Task 3						
Procedural Knowledge							
Metacognitive Knowledge							
Task 4a	Give the <b>correct</b> form of the verbs in brackets to make a conditional sentence type 3 untuk melancarkan bentuk ini berarti berikut ini memang harus dikerjakan berarti kita mulai nomor 3 ya. 1, 2, 3, 4, 5, 6. 10 menit selesai ya.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of principles and generalizations
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							

Conceptual Knowledge		Task 4					
Procedural Knowledge							
Metacognitive Knowledge							

Task 5c	Find the pictures and <b>make</b> a caption each picture. Nah sekarang begini, kamu dalam handphone kamu itu, cari gambar-gambar and try to write the captions ya dealing with the picture that you have						Details
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteria for determining when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge			Task 5				
Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							
Task 6b	Changing the sentence from active to passive form. to check your understanding about passive voice, the following is about the exercise. Berikut adalah 5 soal saja. Active voice diubah menjadi passive voice.						Details
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of theories, models, and structures
	Remember	Understand	Apply	Analyze	Evaluate	Create	

<i>Dimension</i>							
Factual Knowledge							
Conceptual Knowledge		Task 6					
Procedural Knowledge							
Metacognitive Knowledge							

Task 7c	<b>Making the caption</b> in group work.						Details
	Nah sekarang saya minta kalian duduk berempat satu kelompok satu kelompok. Di kertas kamu <b>tulis caption 1, 2 caption nya apa?</b>						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteria for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			Task 7				
Metacognitive Knowledge							



Task 8	Doing the exercises in the previous try out of national exam.						Details
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteria for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		Task 8					
Procedural Knowledge							
Metacognitive Knowledge							

The reflection of competence indicators and learning tasks in Taxonomy

Lesson: Conditional sentences

Name	Statement of Competence Indicator						Details
CI 1a	Peserta didik dapat <b>merespon</b> <i>ungkapan conditional</i> dengan tepat.						Knowledge of terminology
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge		CI 1a					
Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 2a	Peserta didik dapat <b>menentukan</b> <i>unsur kebahasaan dari ungkapan conditional</i> dengan tepat.						
Task 1a	Give the <b>correct</b> <i>form of the verbs</i> in brackets to make a conditional sentence type 2						
Task 3a	we have to <b>identify</b> the error one, namanya <i>error recognition</i> ,						
Task 4a	Give the <b>correct</b> <i>form of the verbs in brackets</i> to make a conditional sentence type 3						

<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of theories, models, and structures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge	Task 3a	CI 2a Task 1a Task 4a					
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						
CI 3a	Peserta didik dapat <b>membuat</b> teks tertulis berupa sebuah cerita yang mengandung ungkapan pengandaian dengan benar.						
Task 2a	Complete the following with your own words						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteria for determining when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 3a Task 2a				
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 4a	Peserta didik dapat <b>menyampaikan</b> <i>cerita yang telah dibuat</i> secara lisan didepan kelas.						
<i>The Knowledge Dimension</i>	The Cognitive Process Dimension						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 4a				
Metacognitive Knowledge							

Lesson: application letter

Name	Statement of Competence Indicator						Details
CI 5b	Siswa dapat <b>membaca</b> <i>teks tentang surat lamaran kerja</i> secara eksplisit.						
<i>The Knowledge Dimension</i>	The Cognitive Process Dimension						Knowledge of specific details and elements
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge	CI 5b						
Conceptual Knowledge							
Procedural Knowledge							

Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 6b	Siswa dapat <b>menangkap</b> makna dalam teks surat lamaran pekerjaan.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of principles and generalizations
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 6b					
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						
CI 7b	Siswa dapat <b>menentukan</b> struktur teks surat lamaran kerja.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of theories, models, and structures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 7b					
Procedural Knowledge							
Metacognitive Knowledge							

Name	Statement of Competence Indicator						Details
CI 8b	Siswa dapat <b>memerinci</b> unsur kebahasaan yang mungkin dipakai dalam Surat lamaran kerja dengan benar.						
Task 6b	Changing the sentence from active to passive form.						
Task 8b	Doing the exercises in the previous try out of national exam.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of classifications and categories
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 8b Task 6b Task 8					
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						
CI 9 b	Siswa dapat <b>menyunting</b> teks surat lamaran kerja.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							

Procedural Knowledge			CI 9b				
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 10b	Siswa dapat <b>menyusun</b> surat lamaran kerja dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 10b				
Metacognitive Knowledge							

Lesson: caption

Name	Statement of Competence Indicator						Details
CI 11c	Siswa dapat <b>membaca</b> beberapa <i>teks penyerta gambar</i> dari berbagai sumber dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of specific details and elements
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge	CI 11c						

Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 12c	Siswa dapat <b>membedakan</b> antar <i>berbagai teks penyerta gambar (caption)</i> yang ada dalam bahasa Inggris dengan benar.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of classifications and categories
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge		CI 12c					
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 13c	Siswa dapat <b>menyebutkan</b> <i>informasi tertentu dan rinci dalam teks penyerta gambar</i> dengan tepat.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of specific details and elements
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge	CI 13c						



Conceptual Knowledge							
Procedural Knowledge							
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 14c	Siswa dapat <b>menulis teks penyerta gambar</b> dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan benar.						
Task 5c	Finding the pictures and making a caption each picture individually.						
Task 7c	Making the caption in group work.						
<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge			Task 5c				
Conceptual Knowledge							
Procedural Knowledge			CI 14c Task 7c				
Metacognitive Knowledge							
Name	Statement of Competence Indicator						Details
CI 15c	Siswa dapat <b>mempresentasikan teks penyerta gambar yang sudah diperbaiki</b> berdasarkan masukan dari guru dan teman dengan baik.						

<i>The Knowledge Dimension</i>	<b>The Cognitive Process Dimension</b>						Knowledge of criteris for determinig when to use appropriate procedures
	Remember	Understand	Apply	Analyze	Evaluate	Create	
Factual Knowledge							
Conceptual Knowledge							
Procedural Knowledge			CI 15c				
Metacognitive Knowledge							

## AUTHOR BIOGRAPHY



NURIL IMTIHANAH was born in Bogor, 28<sup>th</sup> September 1994. She is the third child of Afif and Nuridah. She started her education in TK Darul Athfal, then continued her study at SDN 17 Palmerah and graduated on 2006. After that, she continued her study at SMPN 111 Jakarta and graduated on 2009. She continued her study at SMAN 112 Jakarta majoring Social Studies and graduated on 2012. She continued her study at Universitas Negeri Jakarta majoring English Language Education Study Program then on January 26<sup>th</sup> 2017 she passed her *skripsi* defense examination and received her bachelor degree.

She wishes that her *skripsi* could be beneficial for readers. She also wishes for any suggestions and advices about her *skripsi* to enrich her knowledge. She can be contacted through [nurilimtihanah@gmail.com](mailto:nurilimtihanah@gmail.com) or by messages to +6281285328177.