Appendix I

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Nama Sekolah** : SDN Slemanan 02

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : V/2

**Standar Kompetensi** : Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan denganrambu-rambu lalu lintas.

**Kompetensi Dasar** : Membaca nyaring kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan rambu-rambu lalu lintas.

**Jenis teks** : teks fungsional pendek

**Tema** : *Traffic Sign*

**Aspek/Skill**  : Membaca

**Alokasi Waktu** : 2 x 45 menit

**Indikator**  :1 .Menyebutkan nama-nama rambu-rambu lalu lintas .

 2. Membaca dengan intonasi secara tepat

3. Peserta didik paham arti vocabulary tersebut

**Tujuan Pembelajaran** :1. Peserta didik dapat menyebutkan naama rambu-rambu lalu lintas

 2. Peserta didik dapat membaca dengan intonasi secara tepat

 3. Peserta didik dapat memahami arti vocabulary tersebut

**Karakter siswa yang diharapkan :** Dapat dipercaya ( Trustworthines)

Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

Tanggung jawab ( *responsibility* )

Berani ( *courage )*

**Metode Pembelajaran** : Teknik Jigsaw

**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan (10 menit)

 Apersepsi dan Motivasi :

* Pendidik memberi salam
* Pendidik mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
	+ 1. Kegiatan Inti (70 menit)

Dalam kegiatan ini guru:

* Guru menjelaskan secara singkat tentang lalu lintas yang berhubungan dengan lalu lintas
* Guru memberikan materi secara garis besar, menjelaskan rambu-rambu serta menjelaskan langkah-langkah tehnik jigsaw.
* Guru membagi kelompok menjadi 5 kelompok yang anggotanya heterogen dan mendiskusikan materi dengan bagiannya masing-masing.
* Guru memberikaan waktu kepada siswa untuk diskusi, setelah waktu telah habis siswa kembali kedalam grup semula dan menjelaskan apa yang telah didiskusikan dengan kelompok kedua tadi.
* Guru memberikan soal yang berkaitan dengan bacaan yang telah didiskuikan oleh siswa.
* Guru membahas soal-soal yang yang telah dikerjakan oleh siswa.

3. KegiatanPenutup (10 menit)

 Dalam kegiatan penutup, :

* Guru menyimpulkan materi yang di ajarkan

**Alat/Sumber Belajar:**

1. Lks bahasa inggris untuk SD semester genap
2. Buku-buku lain yang relevan

**Penilaian:**

|  |  |  |  |
| --- | --- | --- | --- |
| Indikator PencapaianKompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
| Merespon dengan melakukan tindakan secara berterima  | Unjuk kerja  |  *test* | *Fill in the blank, and write true or false* |

 **FORMAT KRITERIA PENILAIAN**

*Produk ( hasil diskusi )*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Aspek | Kriteria | Skor |
| 1. | Konsep | * semua benar
* sebagian besar benar
* sebagian kecil benar
* semua salah
 | 4321 |

*Performa*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Aspek | Kriteria | Skor |
| 1.2.3. | Pengetahuan PraktekSikap | * Paham
* kadang-kadang Paham
* tidak paham
* aktif praktek
* kadang-kadang aktif
* tidak aktif
* Baik
* kadang-kadang baik
* tidak baik
 | 421421421 |

*LEMBAR* *PENILAIAN*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Nama Peserta Didik | Performan | Produk | JumlahSkor | Nilai |
| Pengetahuan | Praktek | Sikap |
| 1.2.3.4.5. |  |  |  |  |  |  |  |

 *CATATAN :*

 *Nilai = ( Jumlah skor : jumlah skor maksimal ) X 10.*

*Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial*

 Tulungagung,10 may 2012

Praktikan,

**UMI FITRIATI HUSNA M**

**NIM :3216083305**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Nama Sekolah** : SDN Slemanan 02

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : V/2

**Standar Kompetensi** : Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengantempat umum.

**Kompetensi Dasar** : Membaca nyaring kata, frasa, dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan tempat umum.

**Jenis teks** : teks fungsional pendek

**Tema** : *Public Place*

**Aspek/Skill** : Membaca

**Alokasi Waktu**  : 2 x 45 menit

**Indikator** :1 .Menyebutkan jenis-jenis tempat umum.

 2. Membaca dengan intonasi secara tepat

3. Peserta didik paham arti vocabulary tersebut

**Tujuan Pembelajaran** :1. Peserta didik dapat menyebutkan jenis-jenis tempat umum

 2. Peserta didik dapat membaca dengan intonasi secara tepat

 3. Peserta didik dapat memahami arti vocabulary tersebut

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Rasa hormat dan perhatian ( *respect* )

Tekun ( *diligence* )

Tanggung jawab ( *responsibility* )

Berani ( *courage )*

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**Langkah-langkah Kegiatan Pembelajaran:**

1. Kegiatan Pendahuluan (10 menit)

 Apersepsi dan Motivasi :

* Pendidik memberi salam
* Pendidik mengawali pelajaran dengan membahas materi pokok dalam bab yang sedang dipelajari
1. Kegiatan Inti (70 menit)

Dalam kegiatan ini guru:

* Guru menjelaskan secara singkat tentang jenis-jenis tempat umum dan yang berhubungan dengan materi tersebut.
* Guru memberikan materi secara garis besar, menjelaskan rambu-rambu serta menjelaskan langkah-langkah tehnik jigsaw.
* Guru membagi kelompok menjadi 5 kelompok yang anggotanya heterogen dan mendiskusikan materi dengan bagiannya masing-masing.
* Guru memberikaan waktu kepada siswa untuk diskusi, setelah waktu telah habis siswa kembali kedalam grup semula dan menjelaskan apa yang telah didiskusikan dengan kelompok kedua tadi.
* Guru memberikan soal yang berkaitan dengan bacaan yang telah didiskuikan oleh siswa.
* Guru membahas soal-soal yang yang telah dikerjakan oleh siswa.

3. KegiatanPenutup (10 menit)

 Dalam kegiatan penutup, :

* Guru menyimpulkan materi yang di ajarkan

**Alat/Sumber Belajar:**

1. Lks bahasa inggris untuk SD semester genap
2. Buku-buku lain yang relevan

 Penilaian:

|  |  |  |  |
| --- | --- | --- | --- |
| Indikator PencapaianKompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal |
| Merespon dengan melakukan tindakan secara berterima  | Unjuk kerja  |  *test* | *Fill in the blank, and write true or false* |

 FORMAT KRITERIA PENILAIAN

*Produk ( hasil diskusi )*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Aspek | Kriteria | Skor |
| 1. | Konsep | * semua benar
* sebagian besar benar
* sebagian kecil benar
* semua salah
 | 4321 |

*Performansi*

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Aspek | Kriteria | Skor |
| 1.2.3. | Pengetahuan PraktekSikap | * Paham
* kadang-kadang Paham
* tidak paham
* aktif praktek
* kadang-kadang aktif
* tidak aktif
* Baik
* kadang-kadang baik
* tidak baik
 | 421421421 |

*LEMBAR* *PENILAIAN*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Nama Peserta Didik | Performan | Produk | JumlahSkor | Nilai |
| Pengetahuan | Praktek | Sikap |
| 1.2.3.4.5. |  |  |  |  |  |  |  |

 *CATATAN :*

 *Nilai = ( Jumlah skor : jumlah skor maksimal ) X 10.*

*Untuk siswa yang tidak memenuhi syarat penilaian KKM maka diadakan Remedial*

 Tulungagung,10 may 2012

Praktikan,

**UMI FITRIATI HUSNA M**

**NIM :3216083305**

Appendix II

**PRE-TEST**

Name :

No :

Class :

**Read the text carefully !**

**Going to School**

Today is Friday. Rizki usually get up early because he will sport at school in the first period. As usual, his mother prepares the food for breakfast. Usually Rizki has breakfast with his sister after wearing his sport uniform.

 At a half past six am, he goes to school by bicycle. His school is about 1 kilometer from his house. After arriving at school he prepares to take a sport. His friends are ready to take it too. At 09.30 am he has break time until 10 o’clock. He goes home at 12 o’clock.

1. **Answer the following questions based on the text above!**
2. Why does Rizki get up early?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who prepares the food for breakfast?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does Rizki do after wearing sport uniform?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What time does Rizki go to school?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does he have break time at 10 o’clock?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Write (T) true and (F) false!**
2. Rizki usually get up late on Friday. (……)
3. His mother usually prepares his breakfast. (……)
4. His school is bout two kilometers from his house. (……)
5. He always goes to school by bike. (……)
6. He goes home at half past twelve. (……)

Appendix III

**POST-TEST**

Name :

No :

Class :

**Read the text carefully!**

**Hotel**

Hotel is a place for people to stay for a while. There are many kinds of hotel. They are five star hotel, four star hotel, etc. We can find then in a city or big city.

In a big city, hotel is always full of the guests. They come from abroad or Indonesian who want to enjoy their vacation. They consider that hotel is the second home.

There are some facilities t the hotel such as, hall, bar, restaurant, swimming pool, etc. these facilities depend on kind of the hotel. If we want to stay there, we must book the receptionist first. Have you stayed hotel?

1. **Answer these questions based on text above!**
2. Where can we find five star hotel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are there facilities in hotel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who must book the room?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Where must we book the room?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is there a hotel in your town?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Write (T) true and (F) false!**
2. Hotel is a place to stay forever. (……)
3. There is only one kind of hotel. (……)
4. We can find many kinds of hotel in a big city. (……)
5. There aren’t any facilities in hotel. (…....)
6. The guest must book the room to the bellboy. (……)

Appendix IV

**KEY ANSWER OF PRE-TEST**

1. Rizki get up early because he will sport at school in the first period.
2. His mother prepares the food for breakfast
3. Rizki has breakfast with his sister after wearing his sport uniform.
4. At a half past six am, he goes to school by bicycle
5. No, he does not
6.
7. F
8. T
9. F
10. T
11. F

Appendix V

**KEY ANSWER OF POST-TEST**

1. We can find five star hotel in big city.
2. Yes there are.
3. The guest must book the room first.
4. We must book the room in the receptionist
5. Yes, there is.
6. F
7. F
8. T
9. F
10. T

Appendix VI

**Validity and Reliability of the Test**

1. **Pre-test**

To check the reliability of the test, the researcher used the formula proposed by Heaton as follow:

 $r\_{11}= \frac{N}{N-1} \left(1- \frac{m (N-m)}{Nx^{2}}\right)$

Where N = the number of the test items

 m = the mean score of items in the test

 x = the standard deviation of all testees

 r11 = reliability

Mean of the pre-test = 60

**Step 1. Measuring the Standard Deviation of Pre-Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **Mean Deviation (d)** | **Squared** $ d^{2}$ |
| 1. | 90 | 30 | 900 |
| 2. | 80 | 20 | 400 |
| 3. | 70 | 10 | 100 |
| 4. | 70 | 10 | 100 |
| 5. | 70 | 10 | 100 |
| 6. | 60 | 0 | 0 |
| 7. | 60 | 0 | 0 |
| 8. | 60 | 0 | 0 |
| 9. | 60 | 0 | 0 |
| 10. | 60 | 0 | 0 |
| 11. | 60 | 0 | 0 |
| 12. | 60 | 0 | 0 |
| 13. | 50 | -10 | 100 |
| 14. | 50 | -10 | 100 |
| 15. | 50 | -10 | 100 |
| 16. | 50 | -10 | 100 |
| 17. | 50 | -10 | 100 |
| 18. | 40 | -20 | 400 |
| 19. | 40 | -20 | 400 |
| 20. | 30 | -30 | 900 |
| 21. | 20 | -40 | 1600 |
|  |  |  | $$\sum\_{}^{}d^{2}=5400$$ = $\sqrt{\frac{5400}{21}}$ x = 16.03 |

**Step 2. Checking the Reliability**

$$r\_{11}= \frac{N}{N-1} \left(1- \frac{m (N-m)}{Nx^{2}}\right)$$

$$ = \frac{10}{10-1} \left(1- \frac{60 \left(10-60\right)}{10\left(16.03\right)^{2}}\right)$$

$$ =\left(1.1\right)\left(0.60\right)$$

$$ =0.66$$

The result of the calculation above showed that the reliability of the pre-test was 0.6. It means that the reliability of the test was good since the reliability of the test was between the range of 0 and +1. Since the reliability of the test was good, it could be assume that the validity of the test was also good. It looked like a real test and it also was created in order to measure the students’ achievement in reading. The test items were in the form of essay and true-false questions following an English reading passage. To sum, the test has met all of the aspects of validity that were face validity, content validity and construct validity. Moreover, the test was also has a good reliability. It means that the test could be consistent in resulting the score.

1. **Post-test**

Mean of the Post-test = 80

**Step 1. Measuring the Standard Deviation of Post-Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score** | **Mean Deviation (d)** | **Squared** $ d^{2}$ |
| 1. | 90 | 10 | 100 |
| 2. | 90 | 10 | 100 |
| 3. | 90 | 10 | 100 |
| 4. | 90 | 10 | 100 |
| 5. | 90 | 10 | 100 |
| 6. | 90 | 10 | 100 |
| 7. | 90 | 10 | 100 |
| 8. | 90 | 10 | 100 |
| 9. | 90 | 10 | 100 |
| 10. | 80 | 0 | 0 |
| 11. | 80 | 0 | 0 |
| 12. | 80 | 0 | 0 |
| 13. | 80 | 0 | 0 |
| 14. | 70 | -10 | 100 |
| 15. | 70 | -10 | 100 |
| 16. | 70 | -10 | 100 |
| 17. | 70 | -10 | 100 |
| 18. | 70 | -10 | 100 |
| 19. | 70 | -10 | 100 |
| 20. | 70 | -10 | 100 |
| 21. | 70 | -10 | 100 |
|  |  |  | $$\sum\_{}^{}d^{2}=1700$$ = $\sqrt{\frac{1700}{21}}$ x = 8.99 |

**Step 2. Checking the Reliability**

$$r\_{11}= \frac{N}{N-1} \left(1- \frac{m (N-m)}{Nx^{2}}\right)$$

$$ = \frac{10}{10-1} \left(1- \frac{60 \left(10-60\right)}{10\left(8.99\right)^{2}}\right)$$

$$ =\left(1.1\right)\left(0.39\right)$$

$$ =0.429$$

The result of the calculation above showed that the reliability of the post-test was 0.429. It means that the reliability of the test was good since the reliability of the test was between the range of 0 and +1. Since the reliability of the test was good, it could be assume that the validity of the test was also good. It looked like a real test and it was also created in order to measure the students’ achievement in reading. The test items were in the form of essay and true-false questions following an English reading passage. To sum, the test has met all of the aspects of validity that were face validity, content validity and construct validity. Moreover, the test was also has a good reliability. It means that the test could be consistent in resulting the score.