THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE LEARNING TO SUPPORT ENGLISH TEACHING PRACTICE

A Thesis

Presented to the Department of English Language Education as Partial Fullfilment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in English Language Education

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APPROVAL SHEET

THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE LEARNING TO SUPPORT ENGLISH TEACHING PRACTICE

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RATIFICATION SHEET

THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE LEARNING TO SUPPORT ENGLISH TEACHING PRACTICE

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STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and reference, as a scientific paper should.

Yogyakarta, 28 August 2020



Bob Kachman

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MOTTO

- If A is a success in life, then A equals X plus Y plus Z. Work is X; Y is play; and Z is keeping your mouth shut – Albert Einstein
- Gaudeamus igitur iuvenes dum sumus

DEDICATION

I dedicated this thesis to myself that have been commited to spend the last five years to learn in college. I knew I’ll make it.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Alhamdulillahirobbil'alamin. All good praises belong to Allah SWT the Most Gracious and the Most Merciful for the health and wellness to finish this thesis as a partial fulfilment to obtain the degree *Sarjana Pendidikan* in English Language Education Department. The accomplishment of this thesis could not be separated from the supports of many circles.

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Last but not least, the researcher realizes that this thesis is still far from perfect. Therefore, suggestions and recommendations are required for further improvements. Finally, the researcher expects this thesis can be beneficial for the readers.

Yogyakarta, 28 August 2020



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THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE LEARNING TO SUPPORT ENGLISH LEARNING TEACHING: BEST PRACTICE

Bob Rachman

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ABSTRACT

This study was implemented in private Islamic secondary school in Yogyakarta. This study aims to support student motivation in studying English with multimedia as the assistance. The use of multimedia such as pictures, videos, and games are expected to create an active atmosphere of learning and teaching. This practice was conducted for four times and the result show that students were very engage while studying English and the class atmosphere become more fun and less monotone. How is the use of multimedia mediates activity to teach formal invitation in a private Islamic Secondary School? I learned that students demonstrated better learning engagement during the lesson. In addition, it also encourage the students to be more creative and active.

Keywords : *Multimedia, Learnig Media, Teaching English*

CHAPTER 1

BACKGROUND OF TEACHING PRACTICE

Common problems in teaching and learning activities that I observed during my internship program was teachers' dependency in textbook without trying to develop it. Mayer (2005) suggested that one of the ways to motivate students' learning was through using multimedia. Nowadays, one of the popular methods is designing English learning is using multimedia program by using computer to make English material presentations such as Listening, Speaking, Reading and Writing. (Farani, 2012).

A practical gap was found during my internship program. It was that the teachers tend to be less effortful in developing materials. Many teachers seemed to prefer teaching English traditionally, such as working some worksheets, discussing the results, and evaluating. Rarely did the teachers develop the materials in the textbook into a visual or audiovisual activities. However, the students seemed to be happy with this practice because they use brainly.com to help them answering the worksheets in the textbook.

Moreover, on the classroom observation I found that the students were interested to try to be engaged in the classroom. I classified them as kinesthetic students because they perform better in practical tasks. The students were not too interested while learning only using a book as the media, as what I have observed in the class, students engagement was increasing when the teacher use powerpoint, photo, video and music as the media of learning. It helped me to prepare the lesson plan for my teaching practice which would be suitable for my students. However before making lesson plan I had coaching session with my supervising teacher and gave me the topic based on the syllabi. To fill this practical gap, i developed materials from the given textbook by using multimedia.

CHAPTER 2

CONSTRUCT OF THE TEACHING PRACTICE

In the previous study conducted by Mayer (2005), he defines multimedia learning into three parts, multimedia, multimedia learning, and multimedia instruction. He defined multimedia as the representation of both words, such as spoken text or printed text; and pictures, such as illustration, photos, animations or video. Multimedia learning occurs when a learner builds a mental representation from words and pictures that have been presented. There were three types of learning environment according to Mayer (2005), those were book based and computer based environment. If we tried to include a book-based environment during the teaching learning process, it should consist of text and illustrations. Whereas, if we had a computer based environment, it should consist of narration and animation. The last one was a virtual game environment that should consist of interactive speech and animated microworlds. Thus, in using multimedia as instructional tools, teachers should involve three environments above in order to promote learning so as the students become more engaged.

The principles of employing multimedia environments apparently need effective strategies. Zhen (2016) explores the strategies for using multimedia into four parts. The steps were presented in the figure below:

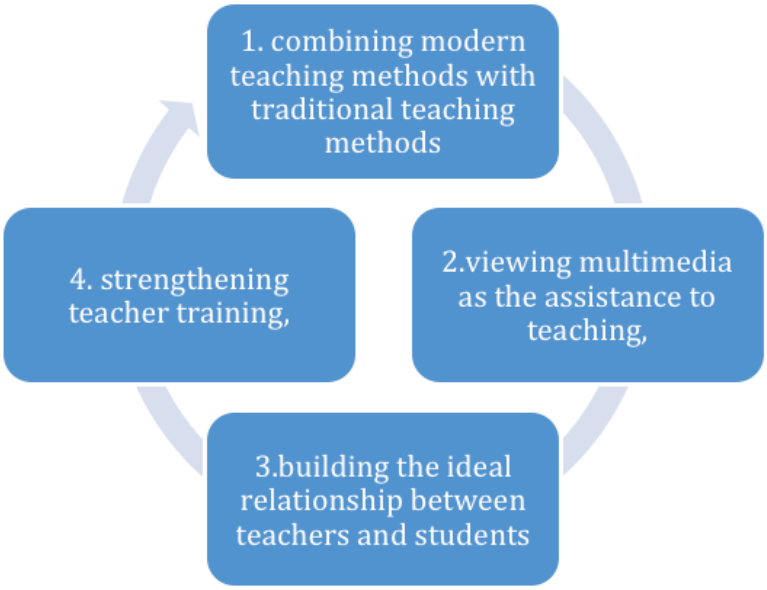


Figure 2.1 Strategies for Using Multimedia

Combining textbook or workbook with multimedia can be done by providing immediate feedback of the learner's response. Moreover, if the teacher would like to viewing multimedia as the assistance to teaching, could be done by keep being the central role of teaching process. Instead of letting technology taking over the class, technology should be functioned as only the tools to assist teachers. In building the ideal relationship between teachers and students, the role of teachers has evolved, moving from being the holder of knowledge to being facilitator. Thus, learners could take advantage of the true potential of multimedia as learning tools. The last one was if teachers would like to use multimedia, they should be willing to strengthen their competence by attending teacher training. This was due to using multimedia seemed to be challenging for teachers because of heavy preparation work and increasing workload.

Previous studies that employed Mayer's and Zhen's strategies of multimedia use were Zhu (2012). Zhu (2012) found that the purpose of using multimedia was to make a good service and optimize the teaching, because multimedia was more powerful rather than traditional

teaching in terms of adding values in providing sound, image, color and shape. These modern factors made multimedia teaching more vivid, active and infective.

From the construct review above, I decided to sythesize Mayer's (2005) and Zhen's (2016) as my teaching practice. It was implemented in the figure below:

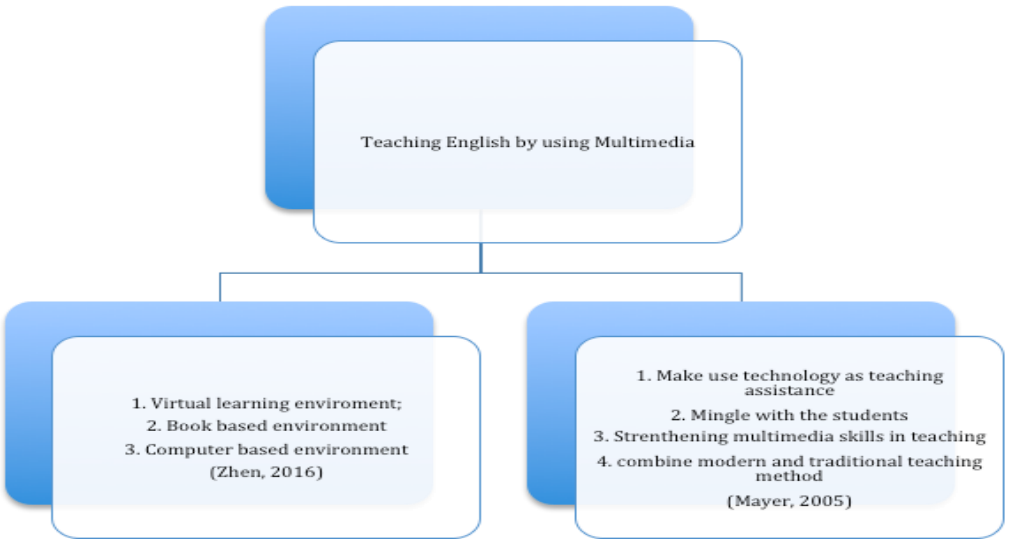


Figure 2.1 Construct

CHAPTER 3

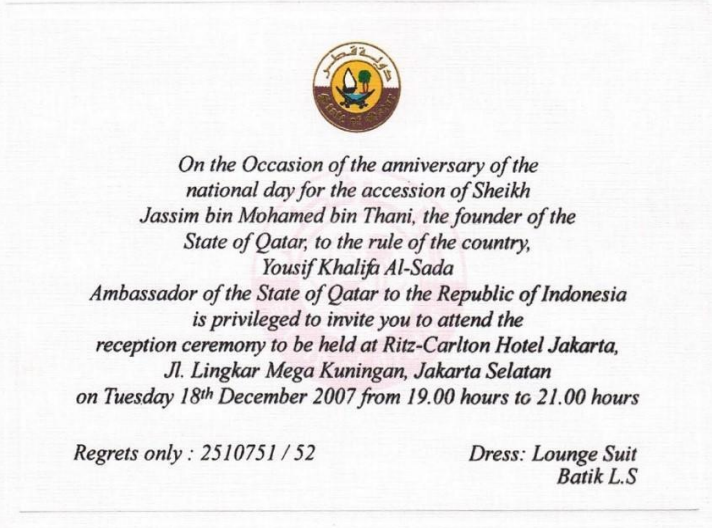
IMPLEMENTATIONOF THE TEACHING PRACTICE

In this section, researcher describe steps of learning activities and the implementations of multimedia learning such as photos, videos, and games.

3.1 Activity 1

Computer-based environment

Mingle with the students



On the Occasion of the anniversary of the national day for the accession of Sheikh Jassim bin Mohamed bin Thani, the founder of the State of Qatar, to the rule of the country,
Yousif Khalifa Al-Sada
Ambassador of the State of Qatar to the Republic of Indonesia is privileged to invite you to attend the reception ceremony to be held at Ritz-Carlton Hotel Jakarta, Jl. Lingkar Mega Kuningan, Jakarta Selatan on Tuesday 18th December 2007 from 19.00 hours to 21.00 hours

Regrets only : 2510751 / 52

Dress: Lounge Suit
Batik L.S

Image 1. Example of invitation text

Source : https://google.com/Images/QatarEmb_Indonesia invitation letter

In this activity the purpose was to strengthen students comprehension, I used several photos that related to the topics of the lesson which is Formal Invitation, I displayed the picture by using powerpoint and showed it in front of the classroom to the students. I used to ask several students about what they see from the pictures and ask them about the purposes, this way was order to build the ideal relationship between teachers and students which is similar to

the strategies as suggested by Zhen (2016). It made the students communicate with teachers and also the their classmates, on the other hands it also help to increased students engagements in learning activities.

Activities :

1. The teacher showed the picture above to the students, then students have to analyzed the picture, and what the picture talk about.
2. The teacher asked several students about the picture, what is the purposes of the text in the picture.
3. The teacher described the purposes of the text in the picture to the students, and explained the lessons of the day.

The students are active and engaged, it helped students communicate with their friends and discussed the purpose of the picture. This activity increased students engagement with the learning activity.

3.2 Activity 2

Computer-based learning environment

Technology as teaching assistance

Combining traditional and modern technology

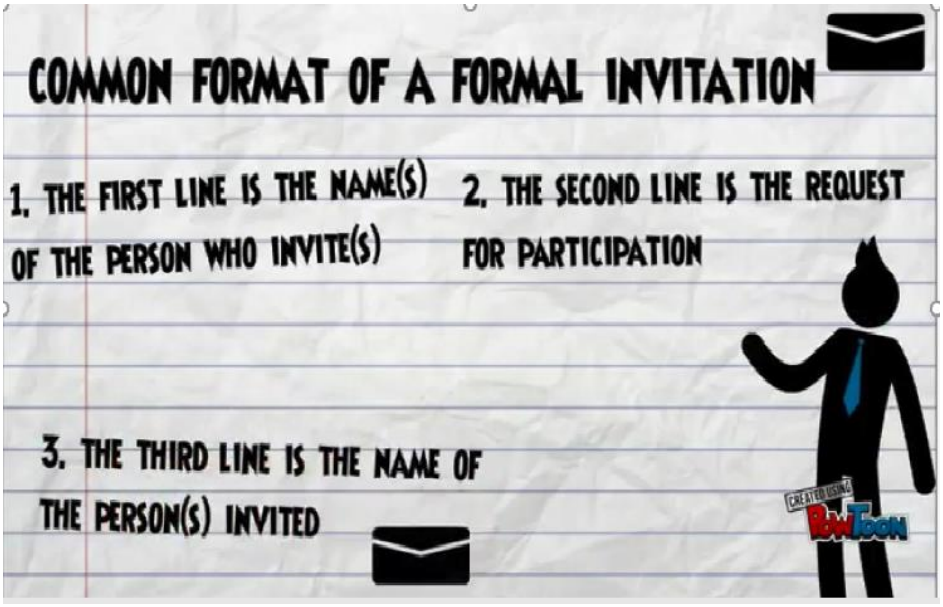


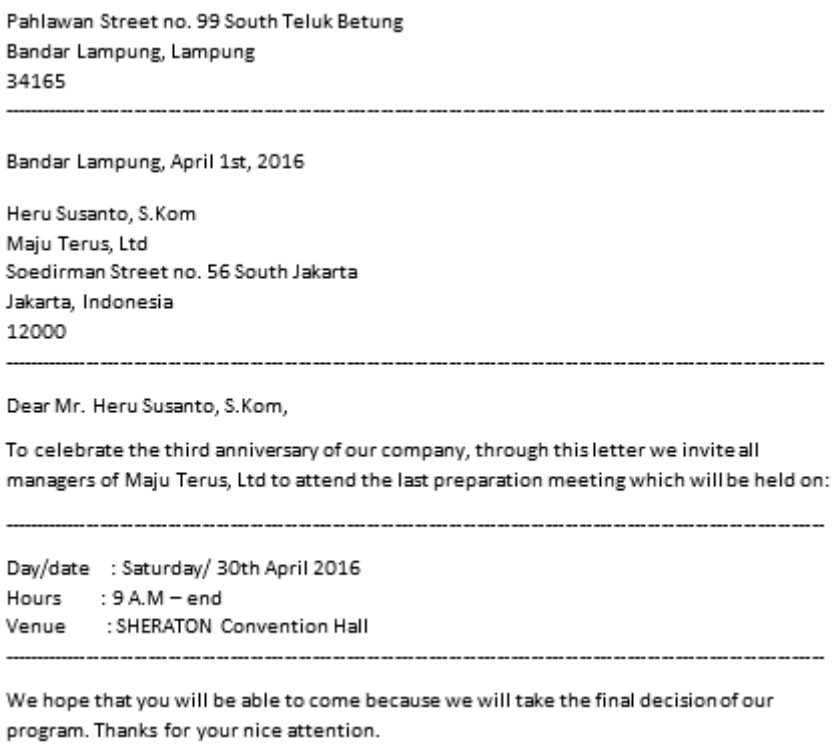
Image 2. Example of formal invitation

In this activity the students are invited to watch a video, I used a video and the source was from powtoon, the video describe about Formal Invitation. The purpose of this activity was to help the students on how to asking and receiving a formal invitation, how to write a formal invitation. Then I asked several students which they have to duplicate the conversation from the video and practice it in front of their classmates.

This media of learning help students more focus about what are the lessons about, in the other hand this media increases students engagement in learning activities. It is very similar as suggested by Zhen (2016). This way was order in viewing multimedia as the assistance to teaching, the use of multimedia technology aims to improve teaching, but teaching is not intended in multimedia.

3.3 Activity 3

In this activity, students are expected to understand the lessons of the day which is about "Formal Invitation". I gave the students several tasks by using Kahoot! about formal invitation, one of the exercises was, re-arrange an invitation card sentence into a good structure of formal invitation, this activity helped students to know the systematically of a good formal invitation letter. The sample letter was presented in image 3 below:



Pahlawan Street no. 99 South Teluk Betung
Bandar Lampung, Lampung
34165

Bandar Lampung, April 1st, 2016

Heru Susanto, S.Kom
Maju Terus, Ltd
Soedirman Street no. 56 South Jakarta
Jakarta, Indonesia
12000

Dear Mr. Heru Susanto, S.Kom,

To celebrate the third anniversary of our company, through this letter we invite all managers of Maju Terus, Ltd to attend the last preparation meeting which will be held on:

Day/date : Saturday/ 30th April 2016
Hours : 9 A.M – end
Venue : SHERATON Convention Hall

We hope that you will be able to come because we will take the final decision of our program. Thanks for your nice attention.

Image 3. Example of Formal Invitation

source https://brainly.co.id/tugas/12610186

When the students worked with their task, students were very active and enthusiastic to complete the task that I gave, it was showed by their expressions that asking each other about the correct arrangement of a formal invitation. In this case I implemented Zhen's (2016) and Mayer's (2005) theory in using virtual learning environment and combining traditional teaching with modern technology.

CHAPTER 4

CONCLUSION

From the activities that I implemented during my internship program, I reflected that the most practices I did to use multimedia in developing textbook materials were transferring the materials from textbooks into either computer based or virtual based learning environment. The activities that I build had been empirically proven. Thus, the practices made the students to be more engaging to the activities rather than choosing brainly. In other words, using multimedia could accommodate kinesthetic students to keep active and contribute during the learning process. The atmosphere in the class became more fun and less monotone. The limitation of this practice were in terms of setting. Most of the students were equipped with mobile phone. Thus this practice tend to work effectively. This practice was also conducted four times, thus there were some strategies that had not been implemented. As a suggestion for further practices, more frequent teaching with multimedia could be conducted.

REFERENCES

Farani, R. (2012). Learning Theories in Instructional Multimedia for Learning English. *Journal of English and Education*.Vol.6 No.2

Mayer, R. E. (2005). *Multimedia Learning.* New York: Cambridge University Press.

Zhen, Z. (2016). The Use of Multimedia in English Teaching. *US-China Foreign Language*, 182-189.

Zhu, Y. (2012). Principles and Methods in Teaching English. *Advances in Computer Science and Education*, 135-139.

APPENDICES

Apendix 1. Rencana Pelaksanaan Pembelajaran

PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMA MUHAMMADIYAH 2 YOGYAKARTA
Terakreditasi A Tahun 2013
Alamat: Jalan Kapas 7, Semaki, Umbulharjo, Yogyakarta 55166
Telepon (0274)540937, Faksimile (0274)562545, Home Page www.smuha-yog.sch.id, email info@smuha-yog.sch.id

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA Muhammadiyah 2 Yogyakarta
Mata Pelajaran : Bahasa Inggris Wajib
Kelas : XI / 2
Materi Pokok : TEKS UNDANGAN RESMI
Alokasi Waktu : 4 x 2 JP (180 menit)

A. Kompetensi Inti (KI) :

KI 1 dan 2	
▪ Menghayati dan mengamalkan ajaran agama yang dianutnya ▪ 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	
KI 3	**KI 4**
▪ 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.	▪ 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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar (KD)	No	Kompetensi Dasar (KD)
3.3	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/ tempat kerja sesuai dengan konteks penggunaannya.	4.3	*Teks undangan resmi.*
No	**Indikator Pencapaian Kompetensi (IPK)**	**No**	**Indikator Pencapaian Kompetensi (IPK)**
3.3.1	Mengidentifikasi karakteristik dari teks undangan resmi.	4.3.1	Menangkap makna secara konteks tual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan

			dan tulis, terkait kegiatan sekolah/tempat kerja.
3.3.2	Menguraikan struktur teks yang terdapat di dalam teks undangan resmi.	4.3.2	Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/ tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
3.3.3	Menganalisis struktur yang terdapat di dalam teks undangan resmi.		
3.3.4	Menjelaskan penggunaan yang tepat dari teks undangan resmi.		

C. Tujuan Pembelajaran :

Melalui kegiatan menggali informasi dari berbagai sumber belajar, mengamati sebuah proses, diskusi kelompok, diskusi kelas, dengan antusias, rasa ingin tahu, disiplin, dan penuh tanggung jawab, **dengan model** *Discovery Learning* peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks khusus dalam bentuk undangan resmi lisan dan tulisan, merespon dan menggunakan ekspresi untuk *inviting* dan *offering* dalam kehidupan sehari hari, memiliki sikap jujur, bertanggung jawab, kerjasama, responsif, proaktif dan mampu berkomunikasi dengan baik.

D. Materi :

1. Faktual : Teks undangan resmi
2. Konseptual : Makna kata-kata, fungsi, dan informasi undangan resmi.
3. Prosedural : Hal-hal yang diperhatikan dalam percakapan (intonasi, stress, pronunciation) dan dalam penulisan (grammar, Punctuation, Capital letter)
4. Metakognitif : Menerapkan ekspresi untuk inviting dan offering, dan membuat undangan resmi

E. Metode :
Menyimak, diskusi kelompok, presentasi, dan kelompok.

F. Media :
Laptop, Computer, LCD, External Speaker, Film/gambar, Power Point Presentation

G. Sumber :

- Buku Bahasa Inggris SMA kelas XI
- Koran/Majalah berbahasa Inggris
- www.youtube.com
- www.kahoot.it
- www.google.com

H. Langkah-langkah Pembelajaran :

Pertemuan I

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
1. Pendahuluan a. Penyiapan secara psikis b. Motivasi/aperse psi c. Mengajukan pertanyaan yang		1. Memberi salam dan meminta ketua kelas untuk memimpin do 'a sebelum kegiatan pembelajaran dimulai. 2. Mengkondisikan suasana belajar yang menyenangkan.	PPK: Religius	15 Menit

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
mengaitkan materi d. Tujuan pembelajaran dan Cakupan materi		3. Mengajak siswa mengingat kembali pembahasan tentang **suggestion** di pertemuan sebelumnya. 4. Menghubungkan materi pelajaran yang telah dilalui dan peristiwa sehari-hari dengan materi **inviting and offering** yang akan dipelajari 5. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari 6. Menyampaikan garis besar cakupan/ruang lingkup materi dalam satu KD yang akan dipelajari. 7. Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.		
2. Kegiatan Inti	**Stimulation**	▪ Guru memperlihatkan gambar/video/contoh tentang ***inviting and offering*** (**mengamati**) ▪ Guru memberikan games atau *ice breaking* **tentang inviting and offering.**	**Activity 1**	**60 menit**
	Problem statetment	▪ Setelah menayangkan video/gambar/contoh **tentang inviting and offering** sesuai konteks , peserta didik di arahkan kepada materi yang akan dipelajari (bisa dengan pertanyaan penuntun), agar muncul keinginan tahuan yang besar yang ditandai dengan antusiasme peserta didik dalam bertanya (**menanya**) (**Saintifik**)		
	Data collecting	▪ Peserta didik mengumpulkan data dan informasi berkaitan dengan **expressions of inviting and offering**	**Activity 2 Dan Activity 3**	

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
	Data processing	▪ Peserta didik menganalisis **Inviting and offering** dengan kehidupan sehari-hari.		
	Data verification	▪ Peserta didik mendiskusikan dan menyimpulkan hasil analisis terhadap materi ▪ Mengkomunikasikan hasil diskusi ▪ Peserta didik mempresentasikan hasil analisis dengan rasa percaya diri **(HOTS)** ▪ Peserta didik lain menanggapi presentasi teman/kelompok lain secara santun (**Penguatan karakter**).	**Activity 4 Dan Activity 5**	
	Generalization	▪ Guru tetap berkeliling untuk membimbing peserta didik dalam memverifikasi hasil pengolahan data ▪ Setelah pengolahan data dan telah memverifikasinya, mempresentasikan hasil diskusi untuk menyamakan persepsi. (**Mengkomunikasikan**) (proses **tanya jawab**) ▪ Guru memperhatikan sikap dan keaktifan peserta didik dalam diskusi kelompok. ▪ Guru menampilkan tayangan (misalnya dalam bentuk animasi) untuk melengkapi penjelasan presentasi seluruh kelompok sebagai penguatan (**mengamati**) ▪ peserta didik membuat kesimpulan tentang **expressions of inviting and offering**		
3. Penutup a. Evaluasi b. Umpan balik c. Tindak lanjut d. Informasi RPP	**Penutup**	Guru bersama peserta didik: ▪ Melakukan refleksi sekaligus evaluasi terhadap pembelajaran **inviting and offering.** ▪ Guru memberikan umpan balik		**15 menit**

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
		▪ Tindak lanjut (penugasan) ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. Yaitu : **teks undangan resmi**		

Pertemuan II

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
1. Pendahuluan e. Penyiapan secara psikis f. Motivasi/aperse psi g. Mengajukan pertanyaan yang mengaitkan materi h. Tujuan pembelajaran dan Cakupan materi		3. Memberi salam dan meminta ketua kelas untuk memimpin do 'a sebelum kegiatan pembelajaran dimulai 4. Mengkondisikan suasana belajar yang menyenangkan. 4. Mengajak siswa mengingat kembali pembahasan **tentang expressions of inviting and offering** di pertemuan sebelumnya. 8. Menghubungkan materi pelajaran yang telah dilalui dan peristiwa sehari-hari dengan materi **teks undangan resmi** yang akan dipelajari 9. Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari 10. Menyampaikan garis besar cakupan/ruang lingkup materi dalam satu KD yang akan dipelajari. 11. Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.	PPK: Religius **Activity 1**	15 Menit
2. Kegiatan Inti	**Stimulation**	▪ Guru memperlihatkan gambar/video/contoh tentang **teks undangan resmi (mengamati)** ▪ Guru memberikan games atau *ice breaking* **tentang teks undangan resmi**.		**60 menit**

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
	Problem statetment	▪ Setelah menayangkan video/gambar/contoh **tentang teks undangan resmi** sesuai konteks , peserta didik di arahkan kepada materi yang akan dipelajari (bisa dengan pertanyaan penuntun), agar muncul keinginan tahuan yang besar yang ditandai dengan antusiasme peserta didik dalam bertanya (**menanya**) (**Saintifik**)		
	Data collecting	▪ Peserta didik mengumpulkan data dan informasi berkaitan dengan **teks undangan resmi**	**Activity 2 Dan Activity 3**	
	Data processing	▪ Peserta didik menganalisis **Teks undangan resmi** dengan kehidupan sehari-hari.		
	Data verification	▪ Peserta didik mendiskusikan dan menyimpulkan hasil analisis terhadap materi ▪ Mengkomunikasikan hasil diskusi ▪ Peserta didik mempresentasikan hasil analisis dengan rasa percaya diri **(HOTS)** ▪ Peserta didik lain menanggapi presentasi teman/kelompok lain secara santun (**Penguatan karakter)**.	**Activity 4 Dan Activity 5**	
	Generalization	▪ Guru tetap berkeliling untuk membimbing peserta didik dalam memverifikasi hasil pengolahan data ▪ Setelah pengolahan data dan telah memverifikasinya, mempresentasikan hasil diskusi untuk menyamakan persepsi. (**Mengkomunikasikan**) (proses **tanya jawab**)		

Kegiatan	Sintak pembelajaran	Deskripsi Kegiatan	Keterangan	Alokasi waktu (menit)
		▪ Guru memperhatikan sikap dan keaktifan peserta didik dalam diskusi kelompok. ▪ Guru menampilkan tayangan (misalnya dalam bentuk animasi) untuk melengkapi penjelasan presentasi seluruh kelompok sebagai penguatan (**mengamati**) ▪ peserta didik membuat kesimpulan **tentang struktur dari teks undangan resmi.**		
3. Penutup e. Evaluasi f. Umpan balik g. Tindak lanjut h. Informasi RPP	**Penutup**	Guru bersama peserta didik: ▪ Melakukan refleksi sekaligus evaluasi terhadap pembelajaran **teks undangan resmi.** ▪ Guru memberikan umpan balik ▪ Tindak lanjut (penugasan) ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. Yaitu **Ulangan Harian**		**15 menit**

Pertemuan III

Ulangan Harian

I. Penilaian :
   1) Penilaian sikap spiritual dan sosial
      a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
      b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
   2) Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
   3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

	Aspek	No. IPK	IPK	Teknik Penilaian	Bentuk Penilaian
1.	Pengetahuan			Tes Tertulis	Uraian
				Tes Tertulis	PG
2.	Keterampilan			observasi	Kinerja
				observasi	Kinerja

a. Instrumen Penilaian (*terlampir*)

b. Remedial
- Pembelajaran remedial dilakukan bagi peserta didik yang belum mencapai KKM pada Kompetensi Dasar yang ditentukan
- Tahapan pembelajaran remedial dilaksanakan melalui *remedial teaching* (klasikal), atau tutor sebaya, atau tugas lain, dan diakhiri dengan tes.
- Tes remedial, dilakukan sebanyak 2 kali dan jika masih belum mencapai ketuntasan, maka remedial dilakukan dalam bentuk tugas tanpa tes tertulis kembali.

Yogyakarta, Agustus 2018

Mengetahui
Kepala Sekolah,

Drs. H. Slamet Purwo
NBM. 559.462

Guru Mata Pelajaran,

Riwahyuti,S.Pd
NIP. 19640612 198903 2021

Guru PPL,

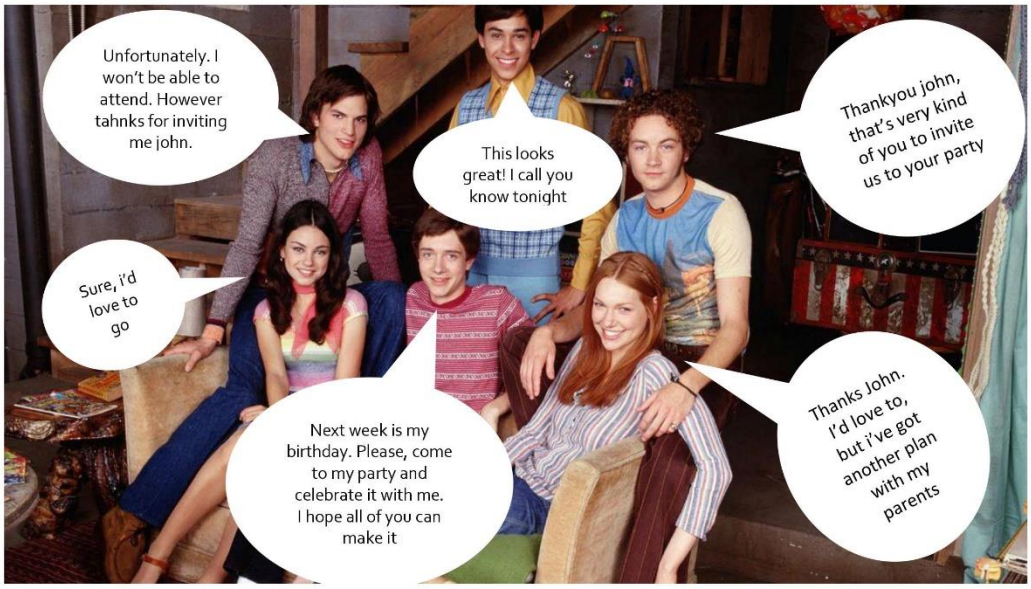
Bob Rachman
NIM. 15322096

Lampiran 1

Activity pertemuan I

Activity 1 watch the video and identify the expressions.

Activity 2 study the following conversation. John will celebrate his birhtday next week. He tells to his classmates. Notice how John's friends reply to his invitation. Put their reply to the proper column.



Accepting	Declining	Confirming

Activity 3 Read this dialogue below with correct pronunciation and practice it with your friends in front of the class!

Dialogue 1

Ludi Invites Maya to go to a Movie

Ludi	Hi, Maya. There will be a great film tonight. It's about vampire. Would you like to go to the movie with me?
Maya	Yes, I'd like to very much. When will you pick me up?
Ludi	I'll pick you at 7.00. Be ready, OK!
Maya	Alright.

Dialogue 2

Afif is very busy doing his homework. Sheila, his friend, asks him to come to her party.

Sheila	Heloo, this is Sheila. May I speak to Afif?
Afif	This is Afif speaking.
Sheila	Oh, hi Afif. I wonder if you'd like to come to my house right now. We're having a great party.
Afif	I don't think I can. I'm doing my homework. My parents won't let me out before I finish my homework.
Sheila	That's alright.
Afif	I hope you enjoy your party. Bye.
Sheila	Bye

Activity 4 Complete the following exchanges using expressions you have learned.

1. Madison : Would you like to join me for table manner ?
   Okta : _____
2. Kaisar : Mum, what about visiting my English teacher at Ongkomulyo Center Hospital ? She is suffering from dengue fever.
   Mother : _____
3. Waitres : _____
   Mr.Ridwan : I want one fried fish, vegetable and orange juice, please.
4. Susan : There's a charity concert at the city hall tonight, it's at 7.30 pm, Would _____?
   Becky : _____. But I have to go to the hospital with my mother. We have to see my neighbour.

Activity 5 Choose the correct answer by crossing a, b, c, or d.

1. Adi : I'm having a little party at my home on Saturday. Can you come?
   Husni : _____ what time is it?

   a. I see c. Thank you
   b. No, I can't d. Yes, I'd love to.

2. Santi : There is a bazaar at the city hall today. _____?
   Yuyun : Yes, I'd like to.

   a. I'm glad you like it
   b. I'd like to go
   c. Could you come to my house.
   d. Would you go there with me

3. Andrew : I really like the computer exhibition. Would you like _____ with me?
   Budi : I'm sorry I can't.

   a. coming along c. come along
   b. to come along d. came along

4. Hussein : Could you come to my home tonight?
Frank : _____, but I must do my assignments.

a. No way
b. I'd like to
c. I can't
d. Why not

Kunci Jawaban

Activity 2

Accepting	Declining	Confirming
• **Sure, i'd love to go** • **Thankyou john, that's very kind of you to invite us to your party**	• **Unfortunately. I won't be able to attend. However tahnks for inviting me john.** • **Thanks John. I'd love to, but i've got another plan with my parents**	• **This looks great! I call you know tonight**

Activity 5

1. D
2. D
3. B
4. D

Lampiran II

Activity pertemuan II

Activity 1 Please find the words that related to the formal Invitation

A	N	G	H	N	V	B	E	R	H	K	L	O	U	D	S	C	B	M	W	R	T	S	X	O
P	S	F	B	T	I	U	W	W	Q	X	S	P	H	K	N	F	R	B	D	F	R	G	I	M
K	L	P	I	P	Q	E	T	R	C	Q	W	E	R	T	Y	U	I	O	P	P	X	C	N	V
B	A	G	N	E	R	G	O	I	O	D	S	M	A	M	U	H	A	M	M	A	D	I	F	S
J	A	K	V	T	R	T	A	T	M	E	D	A	N	B	A	N	D	U	N	R	G	L	O	A
S	P	B	I	I	P	E	V	T	E	T	E	W	S	D	F	G	H	J	K	T	L	B	R	J
W	O	U	T	K	L	T	W	E	D	D	I	N	G	N	E	D	A	R	K	Y	O	E	M	N
E	R	N	I	C	M	Y	X	N	Y	B	U	N	I	M	O	L	P	A	D	S	F	G	A	H
S	E	T	N	V	O	T	X	S	Q	U	R	U	H	A	P	V	O	A	F	G	H	J	L	U
E	R	U	G	B	K	R	C	E	S	D	U	N	V	U	E	R	W	F	M	C	H	J	I	Y
K	K	T	O	N	N	R	V	T	F	I	J	T	N	A	C	I	O	D	F	F	I	N	T	H
O	I	S	N	M	I	E	B	E	B	E	K	P	E	C	E	L	S	A	M	E	I	T	A	B
L	K	O	N	T	J	W	N	R	H	L	G	U	M	J	L	O	N	F	I	X	R	R	S	V
A	I	P	H	R	B	S	M	U	H	B	I	R	T	H	D	A	Y	R	T	C	L	I	U	G
H	A	F	H	J	N	B	C	E	R	T	U	O	A	K	N	Q	W	E	Y	U	I	O	N	N
L	G	G	J	J	K	I	O	P	L	M	N	J	T	D	X	C	V	G	F	D	D	D	T	G
I	L	C	V	W	H	A	S	E	B	W	A	K	K	I	U	P	W	E	A	V	A	E	U	T
B	B	D	G	E	V	L	A	R	U	C	L	M	O	H	L	A	A	S	E	I	W	L	N	T
U	U	F	T	Y	A	Z	M	U	A	V	R	E	P	H	E	O	T	H	R	N	A	U	G	V
R	P	G	R	M	T	S	B	T	H	B	E	R	I	E	L	K	F	I	G	R	K	S	K	C
G	E	H	R	I	F	E	E	I	R	N	T	I	K	T	E	G	S	P	O	K	E	N	I	F
T	R	O	E	O	C	R	L	P	I	O	U	Y	T	R	Y	E	D	C	V	N	M	H	T	R
R	F	K	W	G	X	D	C	A	S	Z	X	D	F	C	V	G	H	B	N	Y	T	R	A	E
E	F	I	S	F	S	D	W	E	R	F	V	B	N	J	K	I	T	F	D	E	R	T	S	F
I	N	D	O	N	E	S	I	A	M	E	R	D	E	K	A	J	A	Y	A	T	E	R	U	S

Answer :

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activity 2 Study the following text. Can you identify the kind of the text? Then answer the question that follow.



Questions:

1. What kind of invitation is it?
2. What can you see in the festival?
3. When will the festival be held?
4. Where will the festival be held?
5. How much is the entrance ticket?

Answers:

1._____
2._____
3._____
4._____
5._____

Activity 3 Read and study the following invitation (formal). Fill in the blanks with the suitable words from the list.

Income	Competition	Attend
Come	There	

Students Organization
SMA Negeri 2 Jl. Pemuda No.2
Palembang 303137, Telp. (0711) 410934

Dear Ratih,
We invite you to (1) _____ our meeting that will be held:
- On Friday, January, 27, 2018
- At 11:00 am
- In the school (2) _____

Agenda: Final preparation for wall magazines (3) _____ 2017
Please (4) _____ on time.
See you (5) _____.

Diana — **Secretary**

Burhan — **Chairperson**

Activity 4 Please arrange this Invitation card sentence into good structure of formal invitaton card.

Pahlawan Street no. 99 South Teluk Betung
Bandar Lampung, Lampung
34165

Bandar Lampung, April 1st, 2016

Heru Susanto, S.Kom
Maju Terus, Ltd
Soedirman Street no. 56 South Jakarta
Jakarta, Indonesia
12000

Dear Mr. Heru Susanto, S.Kom,
To celebrate the third anniversary of our company, through this letter we invite all managers of Maju Terus, Ltd to attend the last preparation meeting which will be held on:

Day/date : Saturday/ 30th April 2016
Hours : 9 A.M – end
Venue : SHERATON Convention Hall

We hope that you will be able to come because we will take the final decision of our program. Thanks for your nice attention.

Sincerely,

[Signature]

Toni Purwanto, S.E
Chairman of the Committee

Activity 5 After you understand how to make an invitation, please make an invitation based on this situation below. Please choose one of the situation, and write on the blank space.

Situation:
1. You will celebrate your birthday in the hotel, and you want to invite your all classmates and your family to come to your party.
2. Your brother or your sister (choose one) will have a wedding party, and you want to invite your best friends to come.

_____

Kunci Jawaban

Activity 1

1. Inviting
2. Informal
3. Formal
4. Writtten
5. Spoken
6. Wedding
7. Party
8. Graduation
9. Birthday
10. Offering

Activity 2

1. Happy New Year's Day Invitation.
2. Food – Fun – Music – Festival Jakarta Dancers.
3. On Wednesday, December 31, 2018 at 7.00 pm – 3.00 am.
4. Ancol Dreamland
5. Free

Activity 3

1. Attend
2. Income
3. Competition
4. Come
5. There

Activity 4

Pahlawan Street no. 99 South Teluk Betung
Bandar Lampung, Lampung **(1)**
34165

Bandar Lampung, April 1st, 2016

Heru Susanto, S.Kom
Maju Terus, Ltd
Soedirman Street no. 56 South Jakarta **(2)**
Jakarta, Indonesia
12000

Dear Mr. Heru Susanto, S.Kom,
To celebrate the third anniversary of our company, through this letter we invite all managers of Maju Terus, Ltd to attend the last preparation meeting which will be held on: **(3)**

Day/date : Saturday/ 30th April 2016
Hours : 9 A.M – end **(4)**
Venue : SHERATON Convention Hall

We hope that you will be able to come because we will take the final decision of our program. Thanks for your nice attention. **(5)**

Sincerely,

[Signature]

Toni Purwanto, S.E
Chairman of the Committee

Lampiran III

Soal Ulangan Harian

PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMA MUHAMMADIYAH 2 YOGYAKARTA
Terakreditasi A Tahun 2013
Alamat: Jalan Kapas 7, Semaki, Umbulharjo, Yogyakarta 55166
Telepon (0274)540937, Faksimile (0274)562545, Home Page www.smuha-yog.sch.id, email info@smuha-yog.sch.id

LEMBAR SOAL ULANGAN HARIAN
TAHUN AJARAN 2018/2019

Name : Date :
Class :
Subject : English
Number of question : 10 Multiple Choice & 1 Essay

Instruction:

1. Jawaban dikerjakan pada lembar soal
2. Sebelum mengerjakan soal-soal, tulislah terlebih dahulu pada lembar jawaban: nama lengkap, kelas dan tanggal pengerjaan soal.
3. Gunakan tanda X pada jawaban soal pilihan ganda, jika terjadi kesalahanmemilih jawaban gunakan coretan = pada jawaban yang salah.
4. Ulangan bersifat **closed book** dan tidak diizinkan menggunakan kamus atau alat lainnya.
5. Berdo'alah sebelum mengerjakan soal.
6. Periksalah kembali pekerjaanmu sebelum di serahkan.

Read the following text to answer number 1 to 3

Happy New Year's Day

You're invited to
Jakarta Fest
New year's Day Party

FOOD – FUN – MUSIC
FESTIVAL JAKARTA DANCERS

Wednesday, December 31, 2018
7.00 pm – 3.00 am
Ancol Dreamland
(Free will offering)

1. What kind of invitation is it?
   A. Happy New Year's Day
   B. Jakarta festival
   C. Food and music exhibition
   D. Festival Jakarta dancers

2. What can you see in the festival?
   A. Food, fun, music and Jakarta dancers
   B. Fireworks
   C. Food, drinks, music and Jakarta dancers
   D. Jakarta dancers

3. When will the festival be held?
   A. 31 December 2018
   B. 31 December 2018, 7.00 pm-3.00 am
   C. 31 December 2018, 7.00am-3.00pm
   D. 7.00pm-3.00am

4. Adi : I'm having a little party at my home on Saturday night. Can you come?
   Dewi : _____ what time is it?

   A. I see
   B. No, I can't
   C. Thank you
   D. Yes, I'd love to

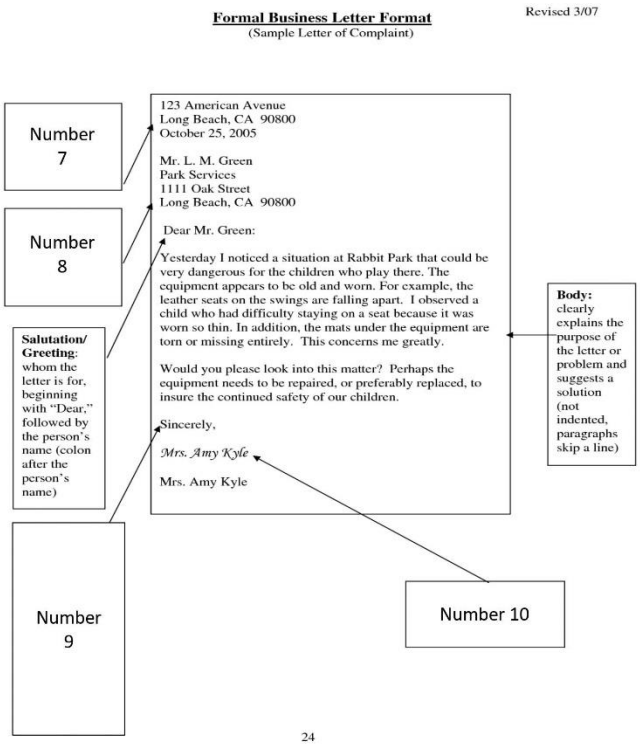
5. Siti : There is a bazaar at the city hall today. _____?
   Yanti : Yes, I'd like to.

   A. I'm glad you like it
   B. I'd like to go
   C. Would you go there with me?
   D. Could you come to my house?

6. Lampard : Could you come to my party ?
   Messi : _____, but I must do my assignments.

   A. No way
   B. I'd like to
   C. I can't
   D. Why not

This formal business letter is used to answer number 7 to 10, please choose the right option for the structure of the text



7. A. Heading address
   B. Closing
   C. Address
   D. First address

8. A. Body
   B. Inside address
   C. Writer's address
   D. Salutation

9. A. Closing
   B. Signature
   C. Greetings
   D. Writer's name

10. A. Closing
    B. Signature
    C. Greetings
    D. Writer's name

11. Please make an invitation based on this situation below. Please choose one of the situation, and write on the blank space.

    Situation:

    1. You will celebrate your birthday in the hotel, and you want to invite your all classmates and your family to come to your party.
    2. Your brother or your sister (choose one) will have a wedding party, and you want to invite your best friends to come.

Kunci jawaban soal ulangan harian

1. **A**
2. **A**
3. **B**
4. **D**
5. **C**
6. **B**
7. **A**
8. **B**
9. **A**
10. **B**