

APPENDICES

Appendix 1. Lesson Plan Phase E for Experimental Group

(Modul ajar SMA fase E untuk Kelompok Eksperimen)

A. INFORMASI UMUM	
IDENTITAS	
Nama Penyusun	Amma Huqot Nur Janah
Nama Institusi	IAIN KEDIRI
Mata Pelajaran	Bahasa Inggris
Jenjang Sekolah	SMA
Fase	E
Kelas/Semester	10/Genap
Alokasi Waktu	2JP (2 x 45 menit)
Profil Pelajar Pancasila	1. Bergotong royong 2. Bernalar kritis 3. Kreatif
Target Siswa	Kategori Peserta Didik : Reguler Jumlah Peserta Didik : 32 siswa
Model dan Metode Pembelajaran	Graphic organizer strategy; genre-based approach
KOMPETENSI AWAL	
Kemampuan Pra-Syarat	Menguasai vocabulary yang digunakan dalam komunikasi sehari-hari
SARANA DAN PRASARANA	
Fasilitas	1. LCD Projector 2. Papan tulis 3. Jaringan internet 4. Handphone
MATERI AJAR, ALAT, DAN BAHAN	
Materi Ajar	1. Definition of Recount text 2. Generic Structure of Recount text 3. Language Features of Recount text 4. Example of Recount text
Alat dan Bahan Ajar	LKPD
Media Pembelajaran	Printed book
B. CAPAIAN PEMBELAJARAN FASE E	
<p>By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.</p>	
Elements: Reading-Viewing	

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

C. TUJUAN PEMBELAJARAN

1. Students have the ability to read and learn to get new information of the text.
2. Students have the ability to find and evaluate specific information of texts.
3. Students have the ability to understand the main idea of the text.
4. Students have the ability to identify the purpose of the text.
5. Students have the ability to make simple inference and understand the implied meaning of the text.

D. ALUR TUJUAN PEMBELAJARAN

- 10.2.1 Students are able to identify the specific and detail information of the text.
- 10.2.2 Students are able to identify the generic structure of the text.
- 10.2.3 Students are able to analyze the language features of the text.
- 10.2.4 Students are able to analyze the main idea of the text.
- 10.2.5 Students are able to analyze the social function of the text.

PEMAHAMAN BERMAKNA

Recount text adalah sebuah teks yang bertujuan untuk menceritakan kembali peristiwa yang sudah terjadi.

PERTANYAAN PEMANTIK

1. What is the happiest moment in your life so far?
2. Can you tell us about unforgettable experience in your life?

E. KEGIATAN PEMBELAJARAN

Pertemuan 1 (2 JP; 2 x45 menit)

- Kegiatan Pendahuluan (15 menit)**
1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran.
 3. Peserta didik dicek kehadirannya oleh guru.
 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:
 - Apa yang sedang ananda rasakan saat ini?
 - Apakah ananda sudah siap mengikuti pembelajaran hari ini?
 5. Guru memberikan ice breaking sebelum pelajaran dimulai.
 6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.

	<p><u>Kegiatan Inti (70 menit)</u></p> <p>a) Building Knowledge of Field</p> <ol style="list-style-type: none"> 1. Students will be given reading materials provided by school. 2. Students will be shown the picture about topic that will be discussed in the class. 3. Students will be asked to guess what topic they will discuss from the picture given. 4. Teacher will explain about the topic, and the learning objectives. It is aimed to build students' prior knowledge before they will get the detail explanation about the topic. 5. Teacher will ask the students and give insight about graphic organizer strategy in general. <p>b) Modelling of Text</p> <ol style="list-style-type: none"> 1. Teacher will give one example of the text and explain to students about the generic structures, and language features of the text. 2. Teacher will give students one example of graphic organizer about the summary of the text they learn. 3. Teacher will give one blank graphic organizer that will be used as the trial. 4. Teacher will show one another text and ask students to guess which the generic structure and the language features of text. 5. Teacher will continue to give the explanation how to find main idea of text and how to analyze social function of the text, then ask students to guess what is main idea and social function of the text given. 6. Students will be asked to fill the blank graphic organizer by following teacher's instruction. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran
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Pertemuan ke-2	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
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	<p>2. Peserta didik dan guru berdoa sebelum memulai pembelajaran.</p> <p>3. Peserta didik dicek kehadirannya oleh guru.</p> <p>4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:</p> <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini? • Apakah ananda sudah siap mengikuti pembelajaran hari ini? <p>5. Guru memberikan ice breaking sebelum pelajaran dimulai.</p> <p>6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.</p> <p>7. Guru mereview materi sebelumnya.</p> <p><u>Kegiatan Inti (70 menit)</u></p> <p>Join Construction of Text</p> <ol style="list-style-type: none"> 1. Students will be divided into some groups. 2. All groups will be given one text and blank paper to make graphic organizer. 3. Students will be asked to answer the questions by doing discussion with friends in the groups, then write the result in their own graphic organizers. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran
Pertemuan ke-3	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini?

	<ul style="list-style-type: none"> • Apakah ananda sudah siap mengikuti pembelajaran hari ini? <p>5. Guru memberikan ice breaking sebelum pelajaran dimulai.</p> <p>6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.</p> <p>7. Guru mereview materi sebelumnya.</p> <p><u>Kegiatan Inti (70 menit)</u></p> <p>Join Construction of Text</p> <ol style="list-style-type: none"> 1. Teacher will randomly choose one student in each group to stand and present their work by using their own graphic organizers. 2. Teacher will give the opportunity to other groups to give respond if they disagree with other groups' explanation. 3. If the groups have presented their work, teacher will give the feedback to strengthen students' understanding. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran
Pertemuan ke-4	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini? • Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Guru memberikan ice breaking sebelum pelajaran dimulai.

	6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang. 7. Guru mereview materi sebelumnya.
	<u>Kegiatan Inti (70 menit)</u> Independent Construction of Text 1. Students will be given one text and blank paper to make graphic organizer. 2. Each student should finish the task in the graphic organizer individually.
	<u>Kegiatan Penutup (10 menit)</u> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran

F. PENILAIAN

Penilaian formatif dan sumatif

G. PENGAYAAN DAN REMEDIAL

Pengayaan

My Bad Experience

Last Wednesday, I came late to my school. It happened because I did not study and I played playstation until 2.00 am in the night. I really enjoyed it until I forgot the time to sleep. I started to sleep when my mom saw me still awake.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that. I was so scared that I would get punishment by my teacher. I went to the school by public transportation because I forgot where I put my motorcycle's key. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the

Remedial

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium. We went there to visit the new Snow Cubs and the other animals. We used a car to go there. We started driving at 7 a.m, and we arrived at 9 a.m.

In the morning, when we got to the zoo and aquarium there was a great big line, so we had to wait a while to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mom

<p>class to teach. I entered my class and of course my teacher was angry at me because I came late.</p> <p>It was my bad experience. I got punishment to stand in front of flagpole. All of my friends saw me and sometimes laughed at me. I was so ashamed and I hoped I would not do that again.</p> <p><i>Analyze the language features and the main idea of each paragraph of this text!</i></p>	<p>forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother is excited to see the sharks and the tropical fish. At the end of the day, we decided to stay at Hotel.</p> <p>It was so amazing trip for me. I would never forget the moments there because I was so happy. I would really miss animals there. I would prepare to visit there again with my friends. It would be my second trip there.</p> <p><i>Analyze the generic structure and social function of this text!</i></p>
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Lampiran

1. Materi

1.1 Pengertian

Recount text adalah sebuah teks yang bertujuan untuk menceritakan kembali peristiwa yang sudah terjadi.

1.2 Generic Structure of Recount Text

1. Orientation

Orientation merupakan bagaian pendahuluan dari cerita yang berisi informasi mengenai tokoh atau karakter, lokasi, waktu kejadian, etc.

2. Events

Event merupakan inti cerita yang berisi rangkaian kejadian, atau peristiwa.

3. Re-orientation

Re-orientation merupakan bagian akhir dari cerita yang berisi rangkuman dan kesimpulan dari keseluruhan cerita sekaligus memberikan ending cerita (sad/happy).

1.3 Language Features of Recount Text

1. Using simple past tense
2. Using specific participant
3. Using action verb
4. Using chronological connection/sequence connective
5. Using conjunction
6. Using adverbs
7. Using time connectives and sequence connective

1.4 Example of Recount Text

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left, we were going to go and get ice cream but we decided we were too tired so we drove straight home, but of course I was very happy.

2. LKPD 1

A Memorable Choir Competition in Thailand

Last year, my school choir team and I had an unforgettable opportunity to participate in an international choir competition held in Bangkok, Thailand. It was a thrilling experience that I will always cherish.

We began our journey with rigorous training and rehearsals in our school for months. Under the guidance of our dedicated choir master, we improved our vocal abilities and learned a wide range of songs in various languages, including a beautiful traditional Thai song.

Upon arriving in Bangkok, we were captivated by the city's vibrant culture and welcoming people. Despite the nerves, we managed to enjoy sightseeing and tasting delicious Thai cuisine.

The competition day was intense. Choirs from various countries showcased their talent, and the level of competition was high. The grand auditorium was filled with anticipation and the harmonious melodies of different songs echoed throughout the room.

When it was our turn, I remember feeling a mix of excitement and nervousness. We walked on the stage, took a deep breath, and began to sing. Our voices soared through the auditorium, harmonizing and hitting every note perfectly. The Thai song we had practiced so diligently was met with applause and appreciation from the audience.

Although we didn't win the first prize, the experience was rewarding. We received commendable feedback from the judges and a thunderous applause from the audience. The trip taught us about teamwork, resilience, and the beauty of music that transcends language barriers. Participating in the choir competition in Thailand was truly a memorable experience.

1. Make a group with your friends.
2. Discuss with your friends in a group about generic structure, the language feature used, and the main idea of each paragraph of this text and write it on your book by using graphic organizer that made by your own group.

For the example:

Generic Structure	Paragraph

LKPD 2

Do this task individually!

Travel on the Train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school. I got high marks on my entrance examination and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years but I should leave them because of my education. So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the **procedures** were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair. I listened to the song and I really enjoy when I was on the train. After 5 hours on the train, I finally arrived in Yogyakarta.

I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city. Hopefully, I would have so many friends here. So, I could learn and visit many places here with my friends. I thought I would enjoy my life here for the next few years.

1. Where did the writer continue the education?
2. Why didn't the writer know how to check-in in the train stations?
3. What is the generic structure of paragraph-1?
4. What is the generic structure "re-orientation" in the text above?
5. What does the bold sentence in the paragraph-2 mean

3. Instrumen Penilaian

Jenjang Sekolah : SMA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Tahun Ajaran : 2023/2024

a) Penilaian Sikap

Teknik : Observasi
Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :
Hari/Tanggal :
Pertemuan Ke :
Materi :
Petunjuk : Guru mengisi lembar observasi dengan menuliskan nama peserta didik dan nilai sikap sesuai dengan rubrik yang disediakan.

No.	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1.								
2.								
3.								
Dst.								

Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan

Pendidikan Sekolah Menengah Pertama.

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.
5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.

Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung Jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya Diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh x 4

Skor maksimal = 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1.	81-100	Sangat Baik (A)
2.	61-80	Baik (B)
3.	40-60	Cukup Baik (C)
4.	20-39	Kurang (D)

Lembar Penilaian Tugas

LKPD 1	Group Assignment	Skor = Jumlah Benar x 10
LKPD 2	Individual Assignment	Skor = Jumlah Benar x 5

4. Refleksi

LEMBAR REFLEKSI GURU

Sekolah :

Nama Guru :

Kelas :

Mata Pelajaran : Bahasa Inggris

Materi :

Berikan tanda centang (✓) pada kolom Ya/Tidak.

No.	Pernyataan	Jawaban
<i>Pre</i>		
1.	Apa saja yang saya lakukan sebelum mengajar peserta didik?	
<i>Whilst</i>		
2.	Apa saja kesulitan yang ditemukan dalam pembelajaran hari ini?	1. 2. 3. Dst.
<i>Post</i>		
3.	Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?	
4.	Apa saja evaluasi pembelajaran hari ini?	1. 2. 3. Dst.
5.	Apa rencana yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini?	

Appendix 2. Lesson Plan Phase E for Control Group
(Modul ajar SMA fase E untuk Kelompok Kontrol)

F. INFORMASI UMUM	
IDENTITAS	
Nama Penyusun	Amma Huqot Nur Janah
Nama Institusi	IAIN KEDIRI
Mata Pelajaran	Bahasa Inggris
Jenjang Sekolah	SMA
Fase	E
Kelas/Semester	10/Genap
Alokasi Waktu	2JP (2 x 45 menit)
Profil Pelajar Pancasila	1. Bergotong royong 2. Bernalar kritis 3. Kreatif
Target Siswa	Kategori Peserta Didik : Reguler Jumlah Peserta Didik : 30 siswa
Model dan Metode Pembelajaran	Skimming strategy; genre-based approach
KOMPETENSI AWAL	
Kemampuan Pra-Syarat	Menguasai vocabulary yang digunakan dalam komunikasi sehari-hari
SARANA DAN PRASARANA	
Fasilitas	1. LCD Projector 2. Papan tulis 3. Jaringan internet 4. Handphone
MATERI AJAR, ALAT, DAN BAHAN	
Materi Ajar	5. Definition of Recount text 6. Generic Structure of Recount text 7. Language Features of Recount text 8. Example of Recount text
Alat dan Bahan Ajar	LKPD
Media Pembelajaran	Printed book
G. CAPAIAN PEMBELAJARAN FASE E	
<p>By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.</p>	
Elements: Reading-Viewing	

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

H. TUJUAN PEMBELAJARAN

1. Students have the ability to read and learn to get new information of the text.
2. Students have the ability to find and evaluate specific information of texts.
3. Students have the ability to understand the main idea of the text.
4. Students have the ability to identify the purpose of the text.
5. Students have the ability to make simple inference and understand the implied meaning of the text.

I. ALUR TUJUAN PEMBELAJARAN

- 10.2.1 Students are able to identify the specific and detail information of the text.
- 10.2.2 Students are able to identify the generic structure of the text.
- 10.2.3 Students are able to analyze the language features of the text.
- 10.2.4 Students are able to analyze the main idea of the text.
- 10.2.5 Students are able to analyze the social function of the text.

PEMAHAMAN BERMAKNA

Recount text adalah sebuah teks yang bertujuan untuk menceritakan kembali peristiwa yang sudah terjadi.

PERTANYAAN PEMANTIK

1. What is the happiest moment in your life so far?
2. Can you tell us about unforgettable experience in your life?

J. KEGIATAN PEMBELAJARAN

<p>Pertemuan 1 (2 JP; 2 x45 menit)</p>	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini? • Apakah ananda sudah siap mengikuti pembelajaran hari ini? 5. Guru memberikan ice breaking sebelum pelajaran dimulai. 6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.
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	<p><u>Kegiatan Inti (70 menit)</u></p> <p>a) Building Knowledge of Field</p> <ol style="list-style-type: none"> 1. Students will be given reading materials provided by school. 2. Students will be shown the picture about topic that will be discussed in the class. 3. Students will be asked to guess what topic they will discuss from the picture given. 4. Teacher will explain about the topic, and the learning objectives. It is aimed to build students' prior knowledge before they will get the detail explanation about the topic. 5. Teacher will ask the students and give insight about skimming strategy. <p>b) Modelling of Text</p> <ol style="list-style-type: none"> 1. Teacher will give one example of text and explain to students about the generic structures, and language features of the text. 2. Teacher will explain to students how to skim the text to identify the generic structure, and language features of the text. 3. Teacher will show one another text and ask students to guess which the generic structure and the language features of text. 4. Teacher will continue to give the explanation how to find main idea of text and how to analyze social function of the text, then ask students to guess what is main idea and social function of the text given by skimming the text. 5. Students will be asked to write the summary of what they have just skimmed in their own book. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran
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Pertemuan ke-2	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
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	<p>2. Peserta didik dan guru berdoa sebelum memulai pembelajaran.</p> <p>3. Peserta didik dicek kehadirannya oleh guru.</p> <p>4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:</p> <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini? • Apakah ananda sudah siap mengikuti pembelajaran hari ini? <p>5. Guru memberikan ice breaking sebelum pelajaran dimulai.</p> <p>6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.</p> <p>7. Guru mereview materi sebelumnya.</p> <p><u>Kegiatan Inti (70 menit)</u></p> <p>Join Construction of Text</p> <ol style="list-style-type: none"> 1. Students will be divided into some groups. 2. All groups will be given one text. 3. Students will be asked to skim the text and try to find generic structure, language features, and the main idea of the text to get the point what the text talk about (read the text during 7 minutes). 4. Students in the group will be asked to make a short summary after skimming the text. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran
Pertemuan ke-3	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru.

	<p>4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif:</p> <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini? • Apakah ananda sudah siap mengikuti pembelajaran hari ini? <p>5. Guru memberikan ice breaking sebelum pelajaran dimulai.</p> <p>6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.</p> <p>7. Guru mereview materi sebelumnya.</p> <p><u>Kegiatan Inti (70 menit)</u></p> <p>Join Construction of Text</p> <ol style="list-style-type: none"> 1. Teacher will randomly choose one student in each group to stand and present their work of skimming. 2. Teacher will give the opportunity to other groups to give respond if they disagree with other groups' explanation. 3. If the groups have presented their work, teacher will give the feedback to strengthen students' understanding. <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran
Pertemuan ke-4	<p><u>Kegiatan Pendahuluan (15 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik ditanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif: <ul style="list-style-type: none"> • Apa yang sedang ananda rasakan saat ini?

	<ul style="list-style-type: none"> • Apakah ananda sudah siap mengikuti pembelajaran hari ini? <p>5. Guru memberikan ice breaking sebelum pelajaran dimulai.</p> <p>6. Guru menjelaskan tujuan pembelajaran pada pertemuan sekarang.</p> <p>7. Guru mereview materi sebelumnya.</p>
	<p><u>Kegiatan Inti (70 menit)</u></p> <p>Independent Construction of Text</p> <p>1. Students will be given the questions that should be finished individually by doing skimming.</p>
	<p><u>Kegiatan Penutup (10 menit)</u></p> <p>1. Peserta didik di beri pertanyaan dasar mengenai apa yang telah mereka bahas untuk mengecek pemahaman lagi sebelum sesi kelas ditutup.</p> <p>2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya.</p> <p>3. Peserta didik berdoa untuk mengakhiri pembelajaran</p>

F. PENILAIAN

Penilaian formatif dan sumatif

G. PENGAYAAN DAN REMEDIAL

Pengayaan

My Bad Experience

Last Wednesday, I came late to my school. It happened because I did not study and I played playstation until 2.00 am in the night. I really enjoyed it until I forgot the time to sleep. I started to sleep when my mom saw me still awake.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that. I was so scared that I would get punishment by my teacher. I went to the school by public transportation because I forgot where I put my motorcycle's key. I arrived at school at 7.15 am, I ran to my class but I

Remedial

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium. We went there to visit the new Snow Cubs and the other animals. We used a car to go there. We started driving at 7 a.m, and we arrived at 9 a.m.

In the morning, when we got to the zoo and aquarium there was a great big line, so we had to wait a while to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we

<p>saw my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late.</p> <p>It was my bad experience. I got punishment to stand in front of flagpole. All of my friends saw me and sometimes laughed at me. I was so ashamed and I hoped I would not do that again.</p> <p><i>Analyze the language features and the main idea of each paragraph of this text!</i></p>	<p>could have sausage sandwiches. Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother is excited to see the sharks and the tropical fish. At the end of the day, we decided to stay at Hotel.</p> <p>It was so amazing trip for me. I would never forget the moments there because I was so happy. I would really miss animals there. I would prepare to visit there again with my friends. It would be my second trip there.</p> <p><i>Analyze the generic structure and social function of this text!</i></p>
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Lampiran

1. Materi

1.1 Pengertian

Recount text adalah sebuah teks yang bertujuan untuk menceritakan kembali peristiwa yang sudah terjadi.

1.2 Generic Structure of Recount Text

3. Orientation

Orientation merupakan bagaian pendahuluan dari cerita yang berisi informasi mengenai tokoh atau karakter, lokasi, waktu kejadian, etc.

4. Events

Event merupakan inti cerita yang berisi rangkaian kejadian, atau peristiwa.

2. Re-orientation

Re-orientation merupakan bagian akhir dari cerita yang berisi rangkuman dan kesimpulan dari keseluruhan cerita sekaligus memberikan ending cerita (sad/happy).

1.4 Language Features of Recount Text

1. Using simple past tense
2. Using specific participant
3. Using action verb
4. Using chronological connection/sequence connective
5. Using conjunction
6. Using adverbs
7. Using time connectives and sequence connective

1.4 Example of Recount Text

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. My Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home, but of course I was very happy.

2. LKPD 1

A Memorable Choir Competition in Thailand

Last year, my school choir team and I had an unforgettable opportunity to participate in an international choir competition held in Bangkok, Thailand. It was a thrilling experience that I will always cherish.

We began our journey with rigorous training and rehearsals in our school for months. Under the guidance of our dedicated choir master, we improved our vocal abilities and learned a wide range of songs in various languages, including a beautiful traditional Thai song.

Upon arriving in Bangkok, we were captivated by the city's vibrant culture and welcoming people. Despite the nerves, we managed to enjoy sightseeing and tasting delicious Thai cuisine.

The competition day was intense. Choirs from various countries showcased their talent, and the level of competition was high. The grand auditorium was filled with anticipation and the harmonious melodies of different songs echoed throughout the room.

When it was our turn, I remember feeling a mix of excitement and nervousness. We walked on the stage, took a deep breath, and began to sing. Our voices soared through the auditorium, harmonizing and hitting every note perfectly. The Thai song we had practiced so diligently was met with applause and appreciation from the audience.

Although we didn't win the first prize, the experience was rewarding. We received commendable feedback from the judges and a thunderous applause from the audience. The trip taught us about teamwork, resilience, and the beauty of music that transcends language barriers. Participating in the choir competition in Thailand was truly a memorable experience

1. Make a group with your friends.
2. Discuss with your friends in a group about generic structure, the language feature used, and the main idea of each paragraph of this text by doing skimming for 7 minutes, then write your answer on your own book.

LKPD 2

Do this task individually!

Travel on the Train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school. I got high marks on my entrance examination and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years but I should leave them because of my education. So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the **procedures** were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair. I listened to the song and I really enjoy when I was on the train. After 5 hours on the train, I finally arrived in Yogyakarta.

I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city. Hopefully, I would have so many friends here. So, I could learn and visit many places here with my friends. I thought I would enjoy my life here for the next few years.

1. Where did the writer continue the education?
2. Why didn't the writer know how to check-in in the train stations?
3. What is the generic structure of paragraph-1?
4. What is the generic structure "re-orientation" in the text above?
5. What does the bold sentence in the paragraph-2 mean?

3. Instrumen Penilaian

Jenjang Sekolah : SMA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Tahun Ajaran : 2023/2024

a) Penilaian Sikap

Teknik : Observasi
Instrumen : Lembar Observasi Guru

LEMBAR OBSERVASI GURU

Kelas :
Hari/Tanggal :
Pertemuan Ke :
Materi :
Petunjuk : Guru mengisi lembar observasi dengan menuliskan nama peserta didik dan nilai sikap sesuai dengan rubrik yang disediakan.

No.	Nama Peserta Didik	Jujur	Disiplin	Tanggung Jawab	Santun	Percaya Diri	Skor	Nilai
1.								
2.								
3.								
Dst.								

Kriteria:

Kriteria penilaian sikap diadaptasi dari buku Panduan Penilaian oleh Pendidik dan Satuan

Pendidikan Sekolah Menengah Pertama.

No.	Sikap	Indikator
1.	Jujur	Tidak menyontek dalam mengerjakan ujian/ulangan, tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber).
2.	Disiplin	Datang tepat waktu, mengumpulkan tugas-tugas tepat waktu.
3.	Tanggung Jawab	Melaksanakan tugas individu dengan baik.
4.	Santun	Tidak berkata-kata kotor, kasar, dan takabur.

5.	Percaya Diri	Berpendapat atau melakukan kegiatan tanpa ragu-ragu.
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Rubrik penilaian sikap

Aspek yang dinilai	Kriteria	Skor
Jujur	Selalu menunjukkan sikap jujur	5
	Sering menunjukkan sikap jujur	4
	Jarang menunjukkan sikap jujur	3
	Pernah menunjukkan sikap jujur	2
	Tidak pernah menunjukkan sikap jujur	1
Disiplin	Selalu menunjukkan sikap disiplin	5
	Sering menunjukkan sikap disiplin	4
	Jarang menunjukkan sikap disiplin	3
	Pernah menunjukkan sikap disiplin	2
	Tidak pernah menunjukkan sikap disiplin	1
Tanggung Jawab	Selalu menunjukkan sikap tanggung jawab	5
	Sering menunjukkan sikap tanggung jawab	4
	Jarang menunjukkan sikap tanggung jawab	3
	Pernah menunjukkan sikap tanggung jawab	2
	Tidak pernah menunjukkan sikap tanggung jawab	1
Santun	Selalu menunjukkan sikap santun	5
	Sering menunjukkan sikap santun	4
	Jarang menunjukkan sikap santun	3
	Pernah menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Percaya Diri	Selalu menunjukkan sikap percaya diri	5
	Sering menunjukkan sikap percaya diri	4
	Jarang menunjukkan sikap percaya diri	3
	Pernah menunjukkan sikap percaya diri	2
	Tidak pernah menunjukkan sikap percaya diri	1

Pedoman penskoran

Nilai = skor yang diperoleh x 4

Skor maksimal = 100

Kategori nilai sikap

No.	Rentang Nilai	Predikat
1.	81-100	Sangat Baik (A)
2.	61-80	Baik (B)

3.	40-60	Cukup Baik (C)
4.	20-39	Kurang (D)

Lembar Penilaian Tugas

LKPD 1	Group Assignment	Skor = Jumlah Benar x 10
LKPD 2	Individual Assignment	Skor = Jumlah Benar x 5

4. Refleksi

LEMBAR REFLEKSI GURU

Sekolah :

Nama Guru :

Kelas :

Mata Pelajaran : Bahasa Inggris

Materi :

Berikan tanda centang (✓) pada kolom Ya/Tidak.

No.	Pernyataan	Jawaban
<i>Pre</i>		
1.	Apa saja yang saya lakukan sebelum mengajar peserta didik?	
<i>Whilst</i>		
2.	Apa saja kesulitan yang ditemukan dalam pembelajaran hari ini?	1. 2. 3. Dst.
<i>Post</i>		
3.	Apa pembelajaran yang bisa diambil dari praktik pembelajaran hari ini?	
4.	Apa saja evaluasi pembelajaran hari ini?	1. 2. 3. Dst.
5.	Apa rencana yang akan dilakukan di masa depan setelah melakukan pembelajaran hari ini?	

Appendix 3. Blueprint

Blueprint of Pre-test and Post-test

Learning Outcomes	Learning Objectives	Indicators of Achievement of Learning Objectives	Item Number of Pre-test and Post-test
<p>Element : <u>Reading-Viewing</u></p> <p>By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.</p>	Students have the ability to read and learn to get new information of the text	Students are able to identify what kind of information they get from the text	8,18,21
	Students have the ability to find and evaluate specific information and the meaning of the text	Students are able to identify the specific and detail information of the text	1,2,6,13,19,20,23
		Students are able to identify the generic structure of the text	3, 4,9,11,24
		Students are able to evaluate the language features of the text	12, 25
	Students have the ability to understand the main idea of the text	Students are able to analyze the main idea	15, 17,22
	Students have the ability to identify the writer's purpose of the text	Students are able to analyze the social function of the text	7,16,25
	Students have the ability to make simple inference and understand the implied meaning of the text	Students are able to make simple inference from difficult words in the text	5,10,14

Appendix 4. Instruments

PRE-TEST

Read the text to answer the questions number 1-5

Travel on the Train for the First Time

Last year, I was Eighteen years old. I had graduated from my senior high school. I got high marks on my entrance examination and I wanted to continue my education in Yogyakarta. I lived with my family in Cirebon for eighteen years but I should leave them because of my education. So, I would live alone there and it was a new experience for me.

I went to Yogyakarta by train. Before I came to the train station, I did not know how to check-in. All the **procedures** were so new to me. Fortunately, a security guard helped me and gave me some directions to check-in. After that I entered the train and sat on the chair. I listened to the song and I really enjoy when I was on the train. After 5 hours on the train, I finally arrived in Yogyakarta.

I would start my new life in Yogyakarta. I was really excited to start my new adventure to the new city. Hopefully, I would have so many friends here. So, I could learn and visit many places here with my friends. I thought I would enjoy my life here for the next few years.

1. Where did the writer continue the education?
 - A. Jakarta
 - B. Yogyakarta**
 - C. Cirebon
 - D. East Java
2. Why didn't the writer know how to check-in in the train stations?
 - A. Because she was so nervous
 - B. Because it was her first time travel on the train**
 - C. Because her father did not tell her
 - D. Because she was scared with the train
3. What is the generic structure of paragraph-1?
 - A. Resolution
 - B. Orientation**
 - C. Events
 - D. Re-orientation
4. What is the generic structure "re-orientation" in the text above?
 - A. Paragraph-1
 - B. Paragraph-2
 - C. Paragraph-3**
 - D. All paragraphs
5. What does the bold sentence in the paragraph-2 mean?
 - A. Some recipes of food
 - B. Some paper of entrance examination
 - C. Some ways for doing something**
 - D. Some chairs in the train

Read the text to answer questions number 6-15

Visiting My Village

Last month, I and my family went to my village in Banyumas which was located in Central Java, Indonesia. We drove a car. I enjoyed the journey all day long although it took 2 days to get there. *We go there because we have not met them for so long.* We really missed our family there. So, we spent time there for some days.

My first day in my village, I visited my siblings and friends. We are welcomed with happiness. I saw my parents, they cried because they looked so happy to meet up their families. The next day, I, my brother, my cousin and my nephew went to a popular place in Purwokerto. It was called Baturaden. That was a favorite spot in Purwokerto. We enjoyed local specialty food as a culinary. I was satisfied and so were they. Next, I took a photo with traditional music musicians. My brother, my cousin and my nephew enjoy the view of other visitors. In the evening, we spent time together and sometimes made **a joke**.

The day after tomorrow, my cousin had a ceremony to say thanks to God for blessing their son. It was called Nazar. When the parents had a promise for something and it was realized. They had to make a traditional ceremony. I watched that traditional ceremony and took their photograph. For the last show, we were entertained by Ebeg. It was traditional art. The player danced through traditional music and they were handled by the spirit.

They were my family and still family until the last breath in this world. It was my best feelings so far. All of the activities and the moments there made me happy and wanted to do it again in the next meeting. I would never forget them, and I would come there again with my family next year. I could not wait it anymore.

6. Based on the text above, what traditional art that entertained them was called?

- A. Albert
- B. Ebeg**
- C. Dancer
- D. Painting

7. What is the purpose of the text above?

- A. To tell that the writer and family went to Banyumas to visit their family in village.**
- B. To tell that the writer and family went to Yogyakarta to visit their friends.
- C. To tell that the writer and family went to Banyumas to visit the beach.
- D. To tell that the writer and family went to Banyumas to saw their new house.

8. What did paragraph-2 talk about?

- A. The writer and family visited siblings and friends in village, and then they spent time together in Purwokerto.**
- B. Writer's cousin had a ceremony to say thanks to God for blessing their son.
- C. The writer had a ceremony to say thanks to God for blessing their son.
- D. The writer and cousin watched traditional art and traditional show called Ebeg.

9 Where is the generic structure "re-orientation" in the text above?

- A. Paragraph-1
- B. Paragraph-2
- C. Paragraph-3
- D. Paragraph-4**

10. In paragraph-3, there is bold word "a joke". What does it mean?
- Sadness
 - A flower
 - Something funny**
 - Cruel behaviour
11. What is the generic structure of paragraph-3?
- Orientation
 - Complication
 - Events**
 - Re-orientation
12. In paragraph-4 there is wrong sentence "*We go there because we have not met them for so long*". What is the correct sentence of it?
- We are going there because we have not met them for so long.
 - We will go there because we have not met them for so long.
 - We goes there because we have not met them for so long.
 - We went there because we have not met them for so long.**
13. Why did writer's parents cry when met with their family?
- Because they looked so happy.**
 - Because they were so sad.
 - Because they could not meet them again.
 - Because they had problems.
14. What did writer plan in the last paragraph?
- The writer and family would go to holiday there next month.
 - The writer and family would go to other vacation in Banyumas.
 - The writer and family would go to Japan next year.
 - The writer and family would go to there again next year.**
15. What is the main idea of paragraph-3?
- My cousin had a ceremony to say thanks to God for blessing their son.**
 - They were my family and still family until the last breath in this world.
 - All of the activities and the moments there made me happy and wanted to do it again in the next meeting.
 - My first day in my village, I visited my siblings and friends.

Read the text below to answer the questions number 16-20!

My Bad Experience

Last Wednesday, I came late to my school. It happened because I did not study and I played playstation until 2.00 am in the night. I really enjoyed it until I forgot the time to sleep. I started to sleep when my mom saw me still awake.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that. I was so scared that I would get punishment by my teacher. I went to the school by public transportation because I forgot where I put my motorcycle's key. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late.

It was my bad experience. I got punishment to stand in front of flagpole. All of my friends saw me and sometimes laughed at me. I was so ashamed and I hoped I would not do that again.

16. What is the purpose of the text above?
- A. **To tell that the writer came late to the school because played playstation.**
 - B. To tell that the writer was sick so he did not go to school.
 - C. To tell that the writer did not sleep because he studied English all night.
 - D. To tell that the writer cried because the teacher was angry to him.
17. What is main idea of paragraph-2?
- A. **I woke up about 6.30 am and the class would begin at 7.00 am.**
 - B. It happened because I did not study and I played playstation until 2.00 am in the night.
 - C. It was my bad experience.
 - D. I ran to my class but I saw my teacher had stood in front of the class to teach.
18. What is talked in pargraph-3?
- A. The writer cried because all of the writer's friends laughed.
 - B. The teacher got angry on the writer.
 - C. **The writer was so ashamed because got punishment to stand in front of flagpole.**
 - D. The writer had good experience.
19. When did the class begin?
- A. at 2.00 a.m
 - B. at 6.30 a.m
 - C. **at 7 a.m**
 - D. at 7.15 a.m
20. Why did the writer go to school by public transportation?
- A. Because the writer did not have breakfast
 - B. **Because the writer forgot where he put the key**
 - C. Because the writer got the accident
 - D. Because the writer forgot to bring books

Read the text to answer question number 21-25!

A Trip to the National Zoo and Aquarium

Yesterday, my family and I went to the National Zoo and Aquarium. We went there to visit the new Snow Cubs and the other animals. We used a car to go there. We started driving at 7 a.m, and we arrived at 9 a.m.

In the morning, when we got to the zoo and aquarium there was a great big line, so we had to wait a while to get in. After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mom forgot the tomato sauce so we had to eat them plain. In the afternoon, we visited the aquarium. *My brother is excited to see the sharks and the tropical fish.* At the end of the day, we decided to stay at Hotel.

It was so amazing trip for me. I would never forget the moments there because I was so happy. I would really miss animals there. I would prepare to visit there again with my friends. It would be my second trip there.

21. What is talked in the text above?
- A. The writer and family went to beautiful Aquarium in Bali.
 - B. The writer and family went to the Zoo to see dolphin.

- C. The writer visited Snow Cubs with friends.
D. The writer and family went to National Zoo and Aquarium to visit the new snow cubs.
22. What is main idea in paragraph-3?
A. The writer was tired and bored because of spending a long time.
B. The writer was not happy and would prepare for other vacation.
C. It was worst trip for the writer.
D. It was so amazing trip for the writer.
23. Why did they eat plain sausages?
A. Because it was delicious.
B. Because Dad liked plain sausages.
C. Because they did not like chili sauce.
D. Because Mom forgot to bring tomato sauce.
24. What is the generic structure of paragraph-2?
A. Orientation
B. Complication
C. Events
D. Resolution
25. In paragraph-2, there is wrong sentence “*My brother is excited to see the sharks and the tropical fish.*” What is the correct sentence for it?
A. My brother is getting excited to see the sharks and the tropical fish.
B. My brother will be excited to see the sharks and the tropical fish.
C. My brother was excited to see the sharks and the tropical fish
D. My brother were excited to see the sharks and the tropical fish.

POST TEST

Read the text to answer questions number 1-5!

Visit to my pen pal's house

Last weekend, I visited my pen pal's house in Japan. My pen pal's name is Antonio. I went there by plane, and it was my first time traveling by plane. I and Antonio have known each other for 3 years, but we never met in real life. So, I visited there because I really wanted to spend time together.

There were many activities I did there. In the morning, Antonio and I had breakfast. We had Japanese food. I liked it very much. After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big birdcage in the garden. There were many kinds of birds in that cage. I also took pictures of those beautiful birds. After visiting the bird cage, Antonio and I went to the flower garden not far from his house. We rested, had lunch under a big tree, and watched butterflies flying above colorful flowers.

It was so much fun. I really enjoyed my time with Antonio. He was so kind. It was one of my best memories in my life. I hoped that we could be best friends forever, and we can meet again in other occasion.

1. What did the writer and Antonio do after had breakfast?
 - A. They went to the garden behind his house.**
 - B. They had traditional food.
 - C. They swam in the pool in the backyard.
 - D. They swam in the pool in the backyard.
2. Where did the writer and Antonio have lunch together?
 - A. Restaurant
 - B. Under a big tree in the flower garden**
 - C. In the kitchen
 - D. In the swimming pool
3. What is the generic structure of paragraph-1?
 - A. Resolution
 - B. Event
 - C. Orientation**
 - D. Re-orientation
4. What is the re-orientation of the text above?
 - A. Last weekend, I visited my pen pal's house in Japan.
 - B. It was so much fun and I really enjoyed my time with Antonio.**
 - C. There is a big birdcage in the garden.
 - D. There were many kinds of birds in that cage.
5. What does the bold sentence in the last paragraph mean?
 - A. The writer was really happy and enjoyed his time.**
 - B. The writer did not feel happy because he was sad.
 - C. The writer was angry because he can't go home.
 - D. The writer laughed because he saw something funny.

Read the text to answer questions number 6-15!

My Last Holiday

Last month, I went to Pari Island with my big family. That was my second time to travel there. I did not remember my first time because I was still three years old. Our boat departed from Muara Angke port to the island at 7.00 a.m. We arrived

at Pari Island in approximately two hours. After that, we went to our guest house that we booked two months ago.

When we got there, almost all family members were busy unpacking. I just sat in front of the guest house and did nothing. Then I realized that it was still 10 a.m. So, I went out to rent a bicycle. My brother did not want to join me because he went to sleep. He said that it was too shiny to do snorkeling.

We finally had lunch at 1 p.m. I was so hungry after cycling for an hour, and did not have any snacks. After lunch, my brother said that he wanted to go snorkeling. But my parents said it was too hot. Well, it was 2 p.m. So, they were right. It was still hot outside. But my brother insisted on doing it. He then asked me and our cousin Irwan to join him to do the thing he really wanted to do by the time we arrived there. It was snorkeling. Irwan agreed and pushed me to join. I did not know why I agreed to join them. When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We went snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea.

After snorkeling cheerfully for approximately three hours, we returned to our guest house. When we were home, I realized that **my back was so itchy**. At first, I did understand why. After my mother found out, she started to nag at me. It was sunburnt. *I does not enjoy the rest of the other days staying there.*

In summary, my second trip to Pari Island was not really better than my first. I would like to visit this place again together with my family in another chance. But, **I would not do snorkeling at 2 a.m. for three hours anymore.**

6. When did the writer go to Pari Island in the first time?
 - A. When the writer was still five years old.
 - B. When the writer was still three years old.**
 - C. When the writer was slept.
 - D. When the writer went to Pari Island.
7. What is the purpose of the text above?
 - A. To tell that the writer cooked together with his grandmother.
 - B. To tell that the writer went to Pari island with his big family for holiday.**
 - C. To tell that the writer visited to Prambanan temple with his family.
 - D. To tell that the writer had bad day.
8. What did paragraph-2 talk about?
 - A. They prepared for breakfast together.
 - B. They just arrived at Muara Angke port and stayed there.
 - C. They swam in the swimming pool together.
 - D. They got there and busy doing some different activities.**
9. Where are the generic structure "events" in the text above located?
 - A. Paragraph-1-2
 - B. Paragraph 1-3
 - C. Paragraph 2-4**
 - D. Paragraph 4-5
10. In paragraph-4, what does it mean by bold sentence?
 - A. Writer got nausea because of snorkeling
 - B. Writer's back got hurt because of sunburnt**

- C. Writer got flu after swimming
D. Writer got fever and flu
11. What is the generic structure of paragraph-5?
A. Orientation
B. Complication
C. Events
D. Re-orientation
12. In paragraph-4 there is wrong sentence “*I does not enjoy the rest of the other days staying there*”. What is the correct sentence from that?
A. I do not enjoy the rest of the other days staying there
B. I am not enjoy the rest of the other days staying there
C. I did not enjoy the rest of the other days staying there
D. I will not enjoy the rest of the other days staying there
13. What did they see when they did snorkeling?
A. My brother did not want to join me because he went to sleep.
B. The water was very clear, they could see groups of tiny fishes and beautiful coral under the sea.
C. He said that it was too shiny to do snorkeling.
D. It was sunburnt.
14. What will not writer repeat again in the next trip?
A. Writer would not do snorkeling at 2 a.m. for three hours anymore.
B. Writer would not do cycling for two hours anymore.
C. Writer would do snorkeling at 2 a.m. for three hours anymore.
D. Writer would not do snorkeling at 2 p.m. for three hours anymore.
15. What is the main idea of paragraph-5?
A. The second trip to Pari Island was not really better than the first trip.
B. The first trip to Pari Island was the best trip
C. The second trip to Pari Island was better than the first trip
D. The first trip was bad, and the second trip was not.

Read the text to answer questions number 16-20!

Holiday in Yogyakarta

Last holiday, my students and I went to Yogyakarta. We had this traveling after we finished final exam. We went there at 6 a.m, and arrived at 5 p.m on Thursday. We stayed at Morison Hotel which is not a long way from Malioboro.

On Friday, we went to the sanctuaries in Prambanan. There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that a brilliant and amicable aide drove us. At that point, we proceeded with our adventure to Borobudur. We touched base there at 4 p.m, and at 6 p.m. we heard the declaration that the Borobudur entryway would be closed. In the evening, we left Yogyakarta by bus.

I got tired because of many activities I did there, but I was so happy. Everything about Yogyakarta was so interesting for me. I hoped that I could visit there again next time with my family.

16. What is the social function of the text above?
- A. To tell that writer and students went to Jakarta and spent 5 days to stay there.
 - B. To tell that writer and students spent their holiday in Yogyakarta after finished final exam**
 - C. To tell that writer and students went to Prambanan temple to do New Year party with tourists.
 - D. To tell that writer and students went to Surakarta to visit the sanctuaries in Prambanan.
17. What is main idea of paragraph-2?
- A. There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu.
 - B. They went to the sanctuaries in Prambanan on Friday.**
 - C. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled.
 - D. They go to wisnu temple.
18. What is talked in paragraph-3?
- A. They spent around two hours there and were fortunate on the grounds that a brilliant and amicable aide drove them.
 - B. There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu.
 - C. They went to the sanctuaries in Prambanan.
 - D. They went to Yogya Kraton and Borobudur on Saturday.**
19. When did they leave Yogyakarta?
- A. In the morning
 - B. In the afternoon
 - C. In the evening**
 - D. In the night
20. What did writer feel after holiday?
- A. The writer felt so sad.
 - B. She was angry to her students.
 - C. The writer got tired because of many activities there, but the writer was so happy.**
 - D. The writer said that will never go there again.

Read the text below to answer questions number 21-25!

A Trip to the Zoo

Yesterday, my family and I went to the Zoo. We went there at 8 a.m. When we got to the Zoo, we went to the animal shop to buy some food for animals. It has been so long we did not see many kinds of animals in the Zoo.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but he was ok. During lunch, we fed some birds in the park. Then, we continued to see other animals.

When we return home we were very tired. It was a bit boring for me, and I thought that I should try other destination next time.

21. What is talked in the text above?
- A. They went to the Sea to see the elephant.
 - B. They went to Prambanan Temple to see the sunset at 6 p.m

- C. They went to the Shop to buy snack for holiday.
D. They went to the Zoo to see many kinds of animals.
22. What is main idea in paragraph-2?
A. They did some activities in the Zoo.
B. In the afternoon we saw the animals being fed.
C. It was fun because we had so many fun activities at many places at the zoo.
D. Yesterday my family and I went to the zoo to see the elephant.
23. Who was fallen off when riding on the elephant?
A. Writer
B. Writer's mother
C. Writer's father
D. Writer's brother
24. What is the re-orientation of the text above?
A. We fed some birds in the park.
B. In the afternoon we saw the animals being fed.
C. When we returned home we were very tired.
D. It was because we had so many fun activities at many places at the zoo.
25. What is the correct word to replace the word “return” in paragraph-3?
A. Returning
B. Returns
C. Returned
D. Will return

Appendix 5. Validity of Pre-Test and Post-Test

Pre-test				Post-test			
No.	r table	r count	Description	No.	r table	r count	Description
1	0,361	0,608	Valid	1	0,361	0,492	Valid
2	0,361	0,405	Valid	2	0,361	0,424	Valid
3	0,361	0,614	Valid	3	0,361	0,477	Valid
4	0,361	0,622	Valid	4	0,361	0,277	Invalid
5	0,361	0,462	Valid	5	0,361	0,225	Invalid
6	0,361	0,431	Valid	6	0,361	0,519	Valid
7	0,361	0,363	Valid	7	0,361	0,427	Valid
8	0,361	-0,038	Invalid	8	0,361	0,573	Valid
9	0,361	0,342	Invalid	9	0,361	0,584	Valid
10	0,361	0,562	Valid	10	0,361	0,547	Valid
11	0,361	0,449	Valid	11	0,361	0,459	Valid
12	0,361	0,543	Valid	12	0,361	0,503	Valid
13	0,361	0,431	Valid	13	0,361	-0,037	Invalid
14	0,361	0,582	Valid	14	0,361	0,560	Valid
15	0,361	0,419	Valid	15	0,361	0,242	Valid
16	0,361	0,415	Valid	16	0,361	0,714	Valid
17	0,361	0,366	Valid	17	0,361	0,585	Valid
18	0,361	0,271	Invalid	18	0,361	0,382	Valid
19	0,361	0,494	Valid	19	0,361	0,370	Valid
20	0,361	0,592	Valid	20	0,361	0,420	Invalid
21	0,361	0,585	Valid	21	0,361	0,451	Valid
22	0,361	0,369	Valid	22	0,361	0,497	Valid
23	0,361	0,637	Valid	23	0,361	0,063	Invalid
24	0,361	0,481	Valid	24	0,361	0,450	Valid
25	0,361	0,560	Valid	25	0,361	0,403	Valid

Appendix 6. Journal of Teaching

EXPERIMENTAL CLASS	
Treatment I	Students have studied how to analyze main ideas, generic structures, language features, and social function in the text by using graphic organizer strategy after teacher gave the explanation about those materials.
Treatment II	Students are able to remember the material that was explained in the previous meeting by seeing their graphic organizers in the reviewing session, they have understood how to use graphic organizer and they are able to use graphic organizer strategy to do the group assignment that consists of analyzing main ideas, generic structure, and language features given by teacher.
Treatment III	Students have understood how to analyze generic structure, main ideas, and language features. They are able to explain what they have analyzed in the text by presenting their work using their graphic organizers.
Treatment IV	Students are able to make graphic organizer independently, they have understood how to analyze the text by using graphic organizer independently.
CONTROL CLASS	
Treatment I	Students have studied how to analyze main ideas, generic structure, language features, and social function in the text by using skimming strategy after teacher gave the explanation about those materials.
Treatment II	Students have understood how to skim the text, and they did the group assignment that consists of analyzing main ideas, generic structure, and language features given by teacher using skimming strategy, but many students still got difficulties to remember the material that was explained in the previous meeting when teacher asked students in reviewing session before the teaching and learning session started.
Treatment III	Some students still confused how to find main ideas, generic structure, and language features of the text using skimming strategy because they did not really understand with the material. Some students still get difficulties to explain what they have understood and analyzed in the assignments given.
Treatment IV	Students did the individual assignment by using skimming strategy, but some of them still got difficulties to answer the assignment because they forgot and some others did not really understand with the material.

Appendix 7. Pre-test Score of Experimental Class and Control Class

Pre-test of Experimental Class			Pre-test of Control Class		
No.	Name	Score	No.	Name	Score
1	AHP	65	1	ACI	70
2	APK	60	2	AA	50
3	AH	50	3	AMT	60
4	AC	70	4	DAC	65
5	ASK	50	5	DYL	70
6	AFP	40	6	DZM	50
7	CDP	70	7	FRI	80
8	DSP	75	8	FNF	75
9	DI	85	9	HA	40
10	FAH	50	10	HAK	55
11	FSW	60	11	IPP	55
12	FSI	45	12	MAW	60
13	FAR	65	13	MDC	40
14	HEN	75	14	MK	80
15	KCK	65	15	MMZ	35
16	MDN	70	16	MBAQ	50
17	MFA	60	17	NDA	70
18	NBA	50	18	NAL	45
19	NIZ	40	19	NDA	65
20	NLS	65	20	PFR	75
21	NNA	40	21	PSA	40
22	RMF	65	22	RRA	70
23	RRZ	60	23	RKAT	70
24	SDP	50	24	RMP	65
25	SFS	70	25	TNV	65
26	SMM	80	26	UNH	45
27	UN	60	27	VKN	60
28	UAA	80	28	VAK	55
29	YT	75	29	ZAM	35
30	YMS	70	30	ZY	75
31	ZNS	45			
32	ZZ	70			

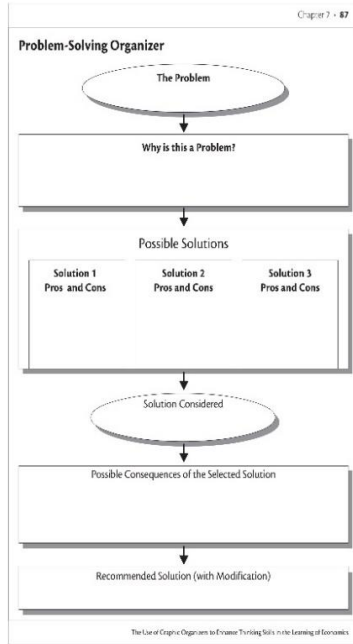
Appendix 8. Post-test Score of Experimental Class and Control Class

Post-test of Experimental Class			Post-test of Control Class		
No.	Name	Score	No.	Name	Score
1	AHP	85	1	ACI	70
2	APK	70	2	AA	60
3	AH	75	3	AMT	70
4	AC	95	4	DAC	70
5	ASK	50	5	DYL	80
6	AFP	45	6	DZM	60
7	CSD	60	7	FRI	70
8	DSP	90	8	FNF	80
9	DI	90	9	HA	55
10	FAH	70	10	HAK	70
11	FSW	75	11	IPP	50
12	FSI	70	12	MAW	50
13	FAR	75	13	MDC	55
14	HEN	90	14	MK	90
15	KCK	80	15	MMZ	50
16	MDN	85	16	MBAQ	85
17	MFA	75	17	NDA	85
18	NBA	70	18	NAL	55
19	NIZ	70	19	NDA	75
20	NLS	80	20	PFR	90
21	NNA	60	21	PSA	60
22	RMF	50	22	RRA	65
23	RRZ	85	23	RKAT	85
24	SDP	65	24	RMP	75
25	SFS	85	25	TNV	70
26	SMM	95	26	UNH	60
27	UN	85	27	VKN	70
28	UAA	80	28	VAK	60
29	YT	90	29	ZAM	50
30	YMS	75	30	ZY	85
31	ZNS	70			
32	ZZ	90			

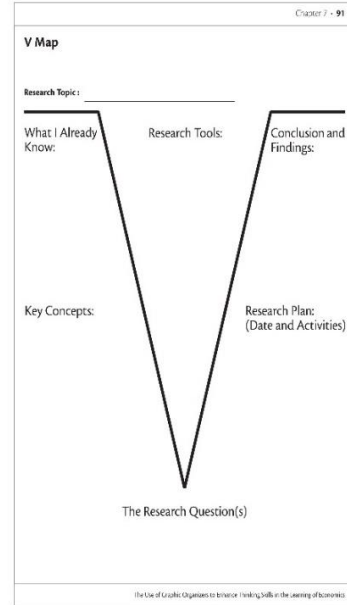
Appendix 9. Types of Graphic Organizer

Characteristics Map	Main Concept Map
<div style="text-align: right; font-size: small; margin-bottom: 5px;">Chapter 7 - 19</div> <p>Characteristics Map</p> <p style="text-align: center; font-size: x-small; margin-top: 10px;">The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics</p>	<div style="text-align: right; font-size: small; margin-bottom: 5px;">Chapter 7 - 55</div> <p>Main Concepts Map</p> <p style="text-align: center; font-size: x-small; margin-top: 10px;">The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics</p>
Pie Chart	Concept Definition Map
<div style="text-align: right; font-size: small; margin-bottom: 5px;">Chapter 7 - 53</div> <p>Pie Chart</p> <p style="text-align: center; font-size: x-small; margin-top: 10px;">The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics</p>	<div style="text-align: right; font-size: small; margin-bottom: 5px;">Chapter 7 - 31</div> <p>Concept Definition Map</p> <p style="text-align: center; font-size: x-small; margin-top: 10px;">The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics</p>

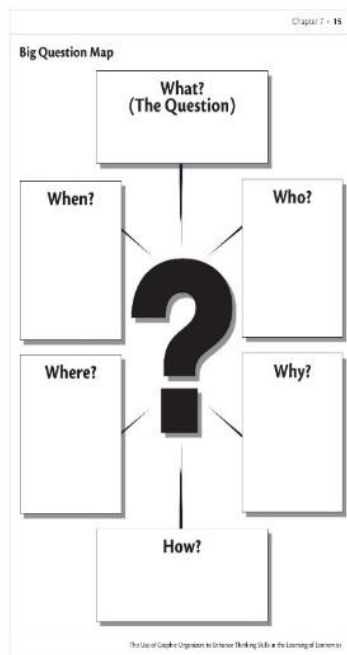
Problem-Solving Organizer



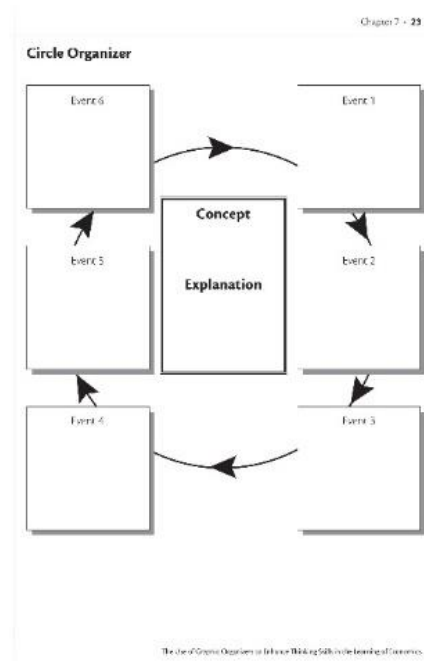
V Map



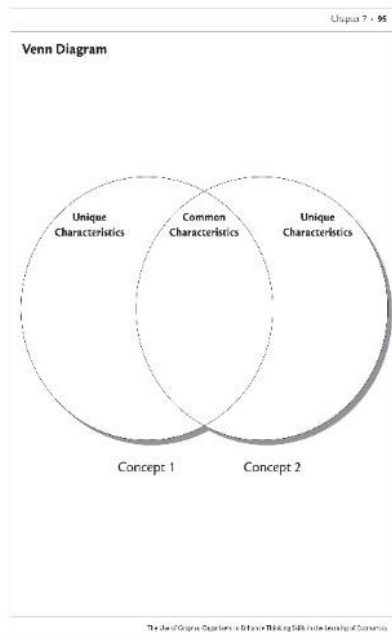
Big Question Map



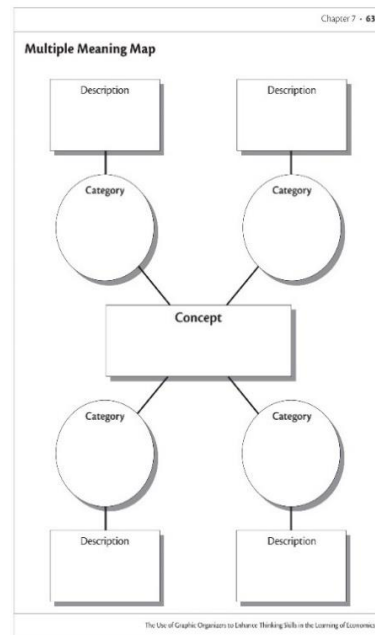
Circle Organizer



Venn Diagram



Multiple Meaning Map



Data Grid

Chapter 7 - 35

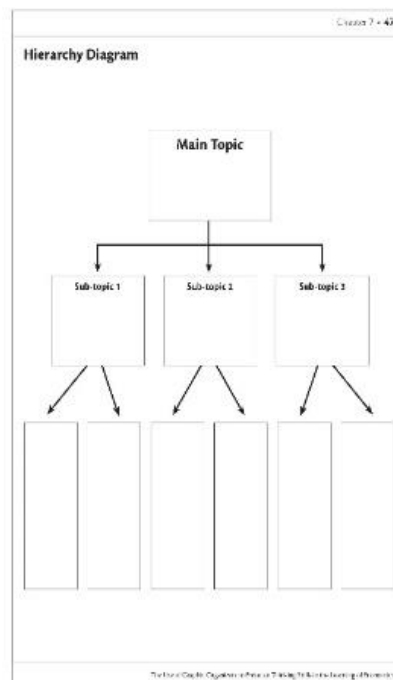
Data Grid

Research Topic: _____

Criteria	Sub-topics			
	Sub-topic 1	Sub-topic 2	Sub-topic 3	Sub-topic 4
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				
Criterion 6				

The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics

Hierarchy Diagram



Appendix 10. Graphic Organizer Made by Students

JCoT

Group 1:

1. Dewi Inarah (0)
2. Fitriya Alifia (13)
3. Nabila Nailayis (18)
4. Siti Fadhillatus (25)

Generic Structure	Description
Orientation	P1 P2
Events	P2 P3-P4
Re-orientation	P5 -P6

A Memorable Choir in Thailand

Language features	
Tenses	Simple Past Tense
Sentence	We began our journey. (S) (V2) (0)

Paragraph	Main Idea
P-1	Last year, my school choir team and had an unforgettable opportunity to participate in Intern.
P-2	We began our journey with rigorous training and rehearsal in our school for months.
P-4	The competition day was intense.
P-5	When it was our turn, I remember feeling a mix of excitement and nervousness.
P-3	Upon arriving in Bangkok, we were captivated by the city's vibrant culture and atmosphere.
P-6	Although we didn't win the first prize, the experience was rewarding.

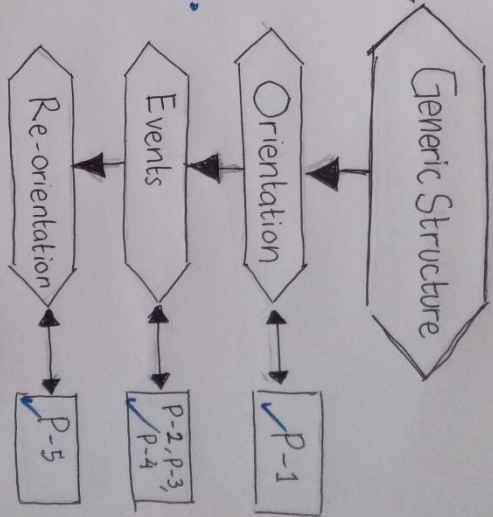
Siti Fadhillatus

Language Features			
Tenses : Simple Past tense			
Formula : (+) S + V ₂ + O			
(-) S + did + not + V ₁ + O			
(?) Did + S + V ₁ + O?			
Subject	Verb	Object	Note
We	didn't win	the first prize.	(-)

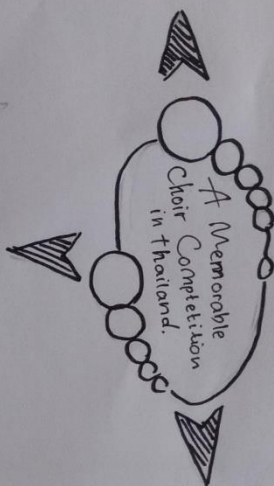
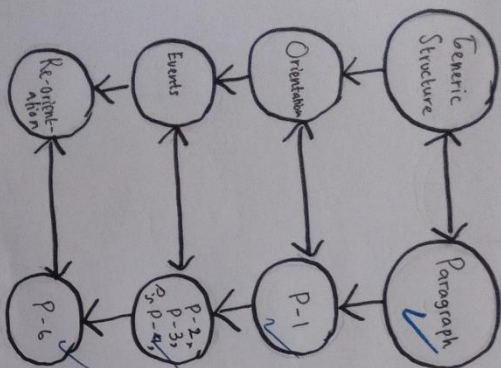
- Group 5: Handeal(3)
1. Anggun Al-hasana (10)
 2. Fatihatu Rahmadani (26)
 3. Salsabila Rahmadani (26)

A Memorable Choir Competition in Thailand.

180 (Ar) Fatihatu



Main Idea	
P-1	Last year, my school choir team and I had an unforgettable opportunity.
P-2	We began our journey with rigorous training and rehearsals in our school.
P-3	Upon arriving in Bangkok, we were captivated by the city's vibrant culture.
P-4	The competition day was intense.
P-5	When it was our turn, I remember feeling a mix of excitement and nervousness.
P-6	Although we didn't win the first prize, the experience was rewarding.



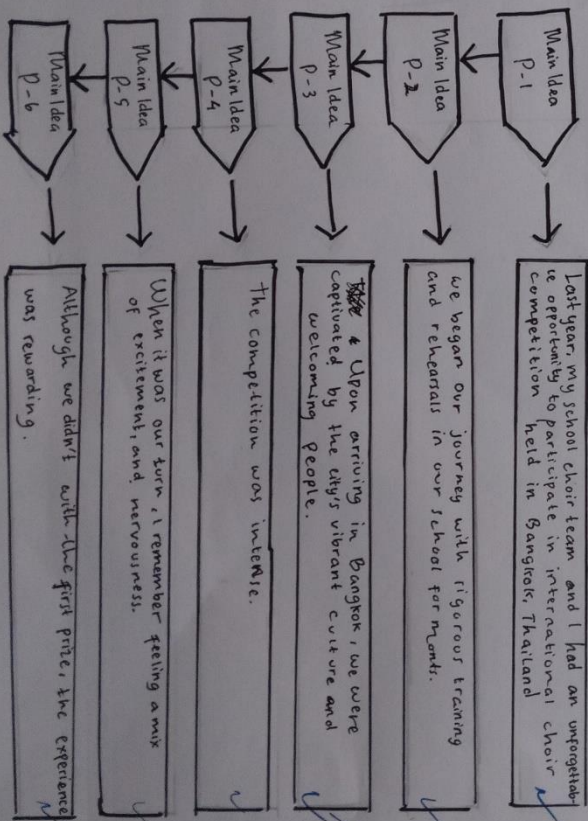
Language Features

(+) S + V₂ + O
 (-) S + V₁ + O
 (?) S + V₁ + O?

we managed to enjoy sightseeing and testing delicious Thai cuisine.

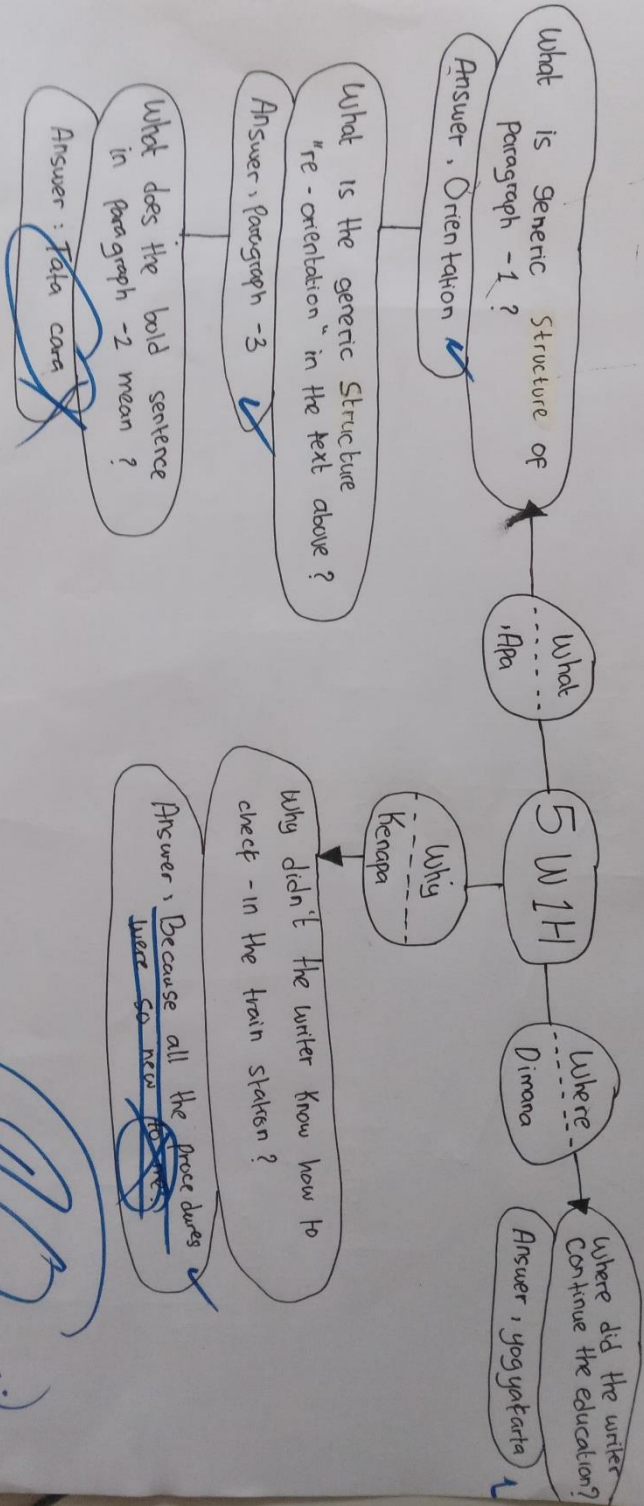
Group : 2

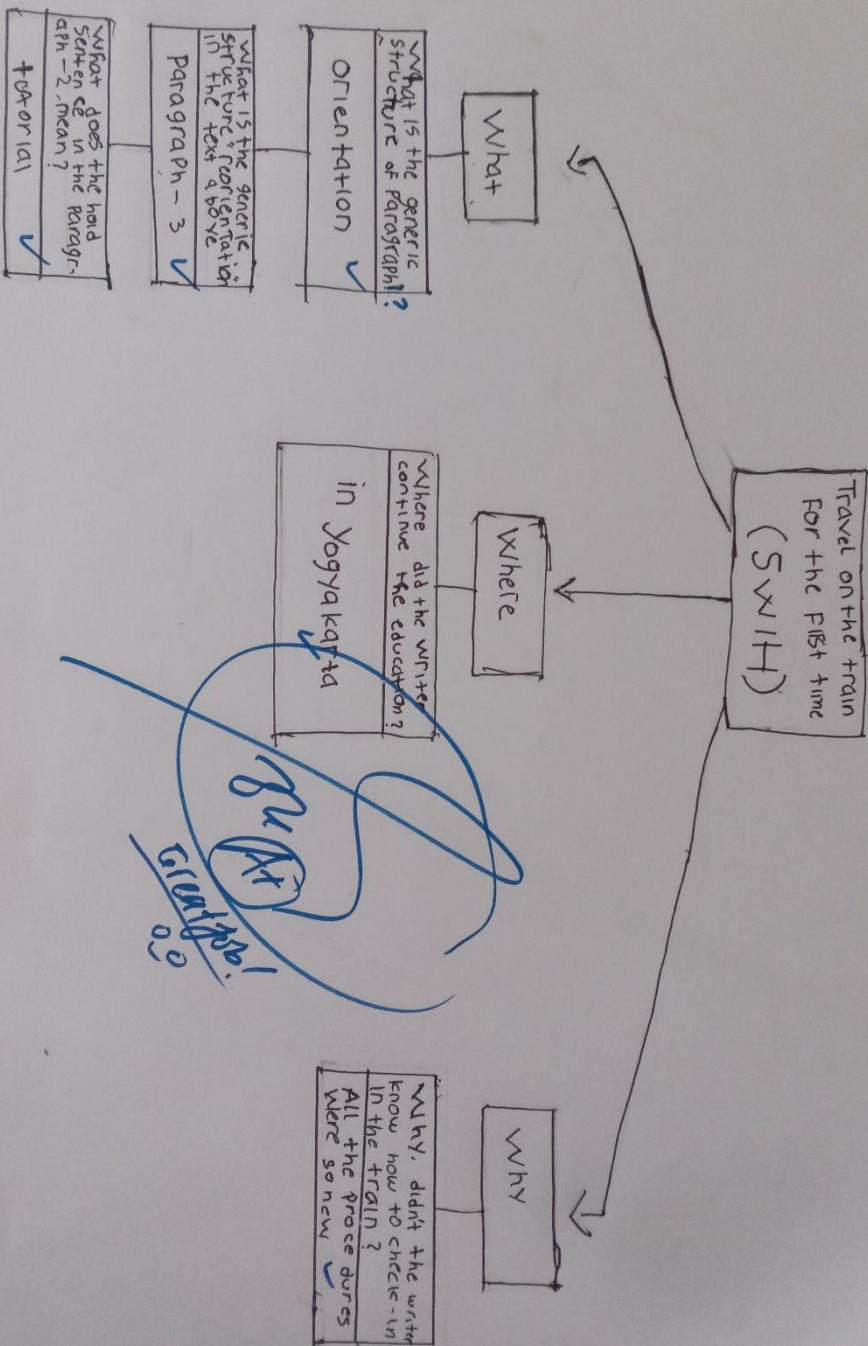
1. Nashia Nurani A. (21)
2. Carissa Dinar P. (17)
3. Anfatu Salsa K. (5)
4. Ulfatur Nikmah (27)



Handwritten signature and scribbles

Argum Handea (3)





Handwritten blue scribble:
 A large, circular scribble in blue ink, containing the word "And" written vertically. Below it, the word "Paragraf" is written horizontally. The scribble is partially overlapping the "Where" branch of the mind map.

Appendix 11. Surat Izin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KEDIRI
FAKULTAS TARBIYAH**

Jalan Sunan Ampel No. 7, Kec. Ngronggo, Kota Kediri, Jawa Timur. Kode Pos 64127
Telepon (0354) 689282 | Website: www.iainkediri.ac.id

Nomor : B-0542/In.36/D2/PP.07.01.05/01/2024
Lamp. : -
Perihal : **Permohonan Izin Riset / Penelitian**

Kediri, 25 Januari 2024

Kepada
Kepala MAN 2 Kediri
di Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami beritahukan bahwa mahasiswa tersebut di bawah ini :

Nama : AMMA HUQOT NUR JANAH
NIM : 20202053
Semester : 7
Prodi : TADRIS BAHASA INGGRIS

Dalam rangka menyelesaikan studi dan menyusun skripsinya yang perlu melakukan penelitian lapangan. Untuk itu kami memohon agar mahasiswa yang bersangkutan diberi izin dan kesempatan untuk melakukan penelitian di wilayah / lembaga yang menjadi wewenang Bapak / Ibu, dalam bidang-bidang yang terkait dengan judul skripsinya, yaitu :

**"The Effectiveness of Using Graphic Organizer Strategy to Enhance Students'
Reading Comprehension in MAN 2 Kediri"**

Mahasiswa yang melaksanakan riset/penelitian akan berkewajiban mentaati semua peraturan yang berlaku di lembaga/instansi tempat penelitiannya.
Demikian atas perkenan dan kerjasama Bapak/Ibu. kami sampaikan terimakasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan Fakultas Tarbiyah,
Kepala Bagian Tata Usaha



MARHASAN, MM.
NIP. 196706012000031001

Sent To : ammahnj@gmail.com

Appendix 12. Surat Balasan Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEDIRI
MADRASAH ALIYAH NEGERI 2 KEDIRI
Jalan Pahlawan Nomor 66 Purwoasri Kediri
Telepon (0354) 529182
Email : man2kedirikab@kemenag.go.id Website : www.man2kediri.sch.id

Nomor : 154 /Ma.13.33.02/HM.02/04/2024
Lamp. :-
Hal : **Surat Balasan**

30 April 2024

Yth. Rektor Institut Agama Islam Negeri (IAIN) Kediri
Fakultas Tarbiyah
Jl. Sunan Ampel No. 7, Kec. Ngrongggo, Kota Kediri, Jawa Timur 64127

Menunjuk surat dari Institut Agama Islam Negeri (IAIN) Kediri Nomor : B-0542/In.36/D2/PP.07.01.05/01/2024 tanggal 25 Januari 2024 perihal Permohonan Izin Riset/penelitian, dengan ini kami Kepala Madrasah Aliyah Negeri (MAN) 2 Kediri menyampaikan bahwasanya kami memberikan ijin penelitian tersebut.

Demikian atas kerjasamanya kami ucapkan terima kasih.

Kepala,



Murwono



Dokumen ini telah ditanda tangani secara elektronik.
Token : LbsXqY

Appendix 13. Documentations





Appendix 14. Curriculum Vitae

CURRICULUM VITAE

PERSONAL DATA

Name : Amma Huqot Nur Janah
Date of Birth : Kediri, 30 November 2001
Gender : Female
Religion : Islam
Nationality : Indonesia



CONTACT DATA

Home Address : Desa Sukoharjo, Kecamatan Kayen Kidul, Kabupaten Kediri
Mobile : 085755762501
E-mail : ammahnj@gmail.com

EDUCATION

2006 – 2008 : TK Dharma Wanita Sukoharjo
2008 – 2014 : SDN Sukoharjo
2014 – 2017 : MTs Hasan Muchyi
2017 – 2020 : MAN 2 Kediri
2020 – : IAIN Kediri
Sekarang