

## APPENDICES

### Appendix 1

#### Listening Test

##### a. Pre – test questions

Name :

Class :

Date:

I. Please listen carefully and choose the best answer below based on what the speaker says!

1. What is the forecast information given by the broadcaster?

- a) Tsunami
- b) Global warming
- c) Flooding
- d) Weather

2. What will happen tomorrow?

- a) Rainy
- b) Sunny
- c) Snow
- d) Cloudy

3. What will happen on the fourth day?

- a) Snow
- b) Cloudy
- c) Rainy
- d) Sunny

4. On what day the weather will be very cold?

- a) Friday
- b) Wednesday
- c) Monday
- d) Thursday

5. On what day the weather is slightly sunny?

- a) Wednesday
- b) Tuesday
- c) Thursday
- d) Monday

6. Who is most likely listening to the report?

- a) Subway passengers
- c) Business executives
- b) Vehicle drivers
- d) Housewife

7. What does the speaker say about traffic?

- a) It is flowing smoothly everywhere
- b) It is slow only on east-west roads
- c) It is clear on interstate 7
- d) It is moving slowly everywhere

8. What is the topic about?

- a) Morning traffic report on the radio
- b) Afternoon traffic report on the radio
- c) Broadcast about weather conditions

- d) The drivers who very tired in the traffic jam
9. How many times will the car wait to get onto the freeway?
- a) 50 minutes  
b) 30 minutes  
c) 5 minutes  
d) 15 minutes
10. When is the traffic report happening?
- a) In the evening  
b) In the night  
c) In the morning  
d) In the afternoon

I. Choose true or false based on the information you listen to the speaker!

NO	QUESTIONS	TRUE	FALSE
1	The man and the woman talking about the planet's condition		
2	The man is always reading about the terrible earth information		
3	Global warming is happening faster than anyone predicts		
4	The low-lying places will be underwater in the next 15 years		
5	The woman doesn't know about low-lying places information		
6	The electric car will cause a pollution		
7	Attention to the effect of our actions will be make something better		
8	One way to make a healthier future is to recycle the trash		
9	The woman doesn't agree with the man's idea		
10	The free boarding pass for the children		
11	The information is given especially for traffic passenger		
12	gate 10 is the place to change boarding pass		
13	The situation occurs in the evening		

14	There have two ways to get the tickets for passenger who doesn't have them before		
15	Protect areas of natural rainforest by deforestation		

II. Answer the following question based on what you listen from the speaker!

1. What exactly job he does ?
2. Do the woman is his staff admin ?
3. Who is his employees ?
4. How many employees does he have ?
5. How the employees conveying their idea ?

**b. Post – test questions**

I. Please listen carefully and choose the best answer below based on what the speaker says on the video!

1. What are they talking about?
  - a) Tips to look young
  - b) How to get strong muscles
  - c) Tips to be happy
  - d) How to be kindness
2. What kind of expression does that mand declare to Julie?
  - a) Condolences
  - b) Congratulation
  - c) Hopes/wishes
  - d) Asking and giving opinion
3. What do the man says to congratulate Julie?
  - a) Happy belated birthday
  - b) I am proud of you
  - c) Happy anniversary
  - d) I am happy for you
4. What does Julie respond after the man congratulates her?
  - a) Thank you
  - b) Nice to meet you
  - c) Get well soon
  - d) Have a nice day
5. How old is the woman on her birthday?
  - a) 25 years old
  - b) 45 years old
  - c) 50 years old
  - d) 60 years old
6. How old is Julie according to the man's prediction?
  - a) 20 years old
  - b) 25 years old
  - c) 30 years old

- d) 35 years old
7. How Julie looks so young?
    - a) She always feels happy every day
    - b) She always wants not to feel stress
    - c) She takes care of herself and eats a balanced diet
    - d) She only drinks a lot of water
  8. What for Julie eats plenty of fresh vegetables and lean meats?
    - a) In order to keep her balanced diet
    - b) To make her happy
    - c) To avoid her from the stroke
    - d) So that she will not get frustrated
  9. Why Julie is going for a run in the evening after work?
    - a) To keep comfortable sleep
    - b) In order to keep in shape and lift her mood
    - c) To be more narcissistic
    - d) In order to be popular
  10. Julie says that what for “get well-rested”?
    - a) So that you will not get tired
    - b) In order to get more money
    - c) To get stronger muscles
    - d) So that your brain can work better and feel happier

II. Choose true or false based on the information you listen from the video!

NO	QUESTIONS	TRUE	FALSE
1	The woman and the man talking about the man's pet		
2	The pet they are talking about is a cat		
3	The man does not feel excited about his new dog		
4	The man feels struggling at the first time when he trains his pet		
5	The man does not ask for any advice from the woman		
6	The woman says that he should make clear house rules		
7	The man disagrees with the woman's advice		
8	His dog is too old		

9	The dog has trouble relaxing		
10	Warm hot bottle water can make the dog feel relax		
11	Teach a behavior can make the dog should or should not do		
12	Behavior is an important thing to teach the dog		
13	The man never has to think about the woman's idea		
14	The man will not follow the woman's advice		
15	The man gives thanks for the woman's advice		

- III. Answer the following question based on what you listen from the video!
1. What are they talking about?
  2. What are the kinds of expressions that you find in the video?
  3. Identify the expressions of congratulation/hopes/wishes from the video?
  4. Why the woman does not come to the party last night?
  5. When the woman and the man will see or meet again?

## Appendix 2

### The Result of Normality and Wilcoxon Sign Rank Test

Notes		
Output Created		19-AUG-2023 15:45:27
Comments		
Input	Data	D:\Documents\DataBesti\Client\SPSS\DB Dhyta_Uji Wilcoxon atau T testpaired\Data Dhyta.sav
	Active Dataset	DataSet6
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	33
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=PreTest PostTest /PLOT BOXPLOT STEMLEAF NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /INTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:01.13
	Elapsed Time	00:00:01.12

#### Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Test	33	100.0%	0	0.0%	33	100.0%
Post-Test	33	100.0%	0	0.0%	33	100.0%

### Descriptives

			Statistic	Std. Error
Pre-Test	Mean		66.3424	2.38363
	95% Confidence Interval for Mean	Lower Bound	61.4871	
		Upper Bound	71.1977	
	5% Trimmed Mean		66.0848	
	Median		66.6000	
	Variance		187.496	
	Std. Deviation		13.69290	
	Minimum		40.00	
	Maximum		100.00	
	Range		60.00	
	Interquartile Range		17.85	
	Skewness		.479	.409
	Kurtosis		-.020	.798
Post-Test	Mean		88.2576	1.45417
	95% Confidence Interval for Mean	Lower Bound	85.2955	
		Upper Bound	91.2196	
	5% Trimmed Mean		88.2529	
	Median		90.0000	
	Variance		69.783	
	Std. Deviation		8.35359	
	Minimum		76.60	
	Maximum		100.00	
	Range		23.40	
	Interquartile Range		16.60	
	Skewness		-.060	.409
	Kurtosis		-1.451	.798

### Tests of Normality

			Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk	
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.129	33	.179	.960	33	.256
Post-Test	.174	33	.012	.894	33	.004

a. Lilliefors Significance Correction

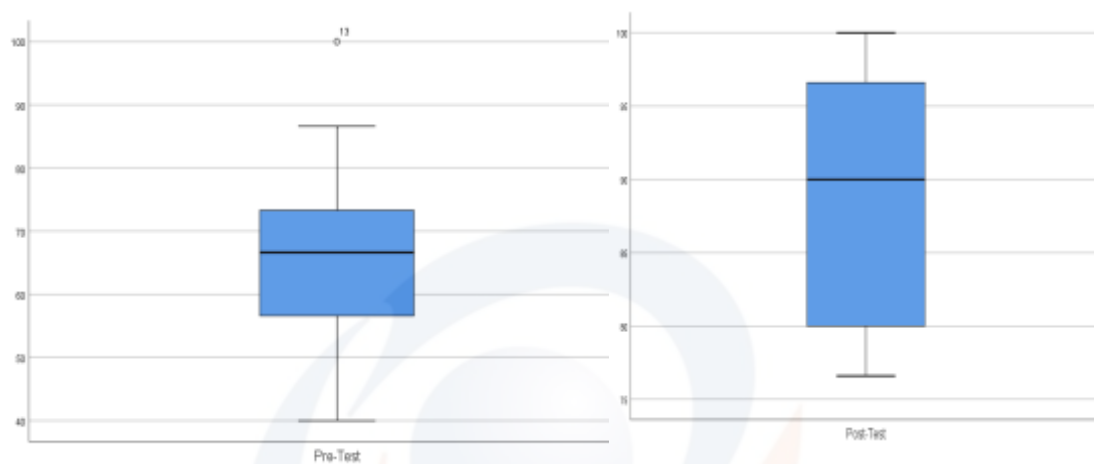
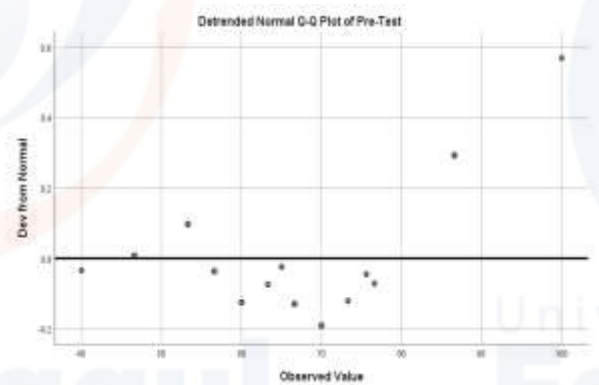
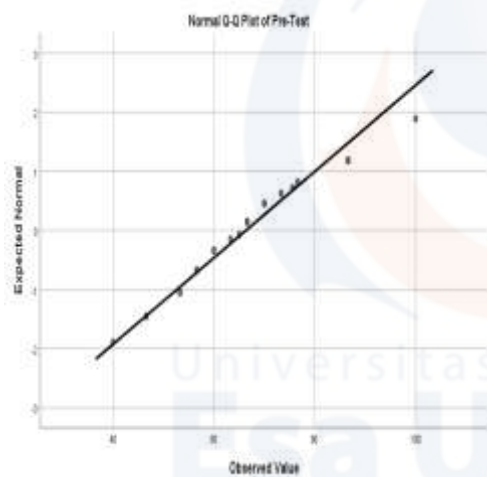


## Pre-Test

### Pre-Test Stem-and-Leaf Plot

Frequency	Stem &	Leaf
1.00	4 .	0
2.00	4 .	66
3.00	5 .	333
4.00	5 .	6666
5.00	6 .	00003
6.00	6 .	566666
4.00	7 .	0003
2.00	7 .	56
.00	8 .	
5.00	8 .	66666
1.00	Extremes	(>=100)

Stem width: 10.00  
Each leaf: 1 case(s)



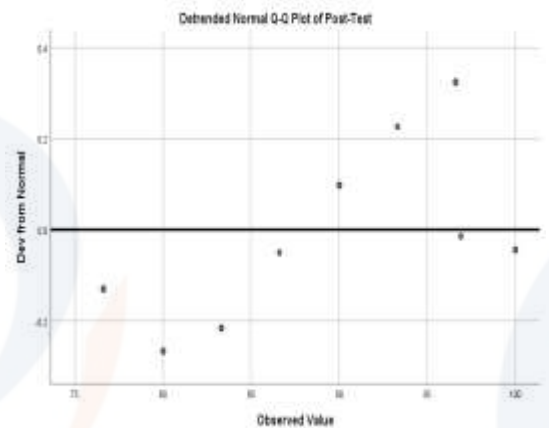
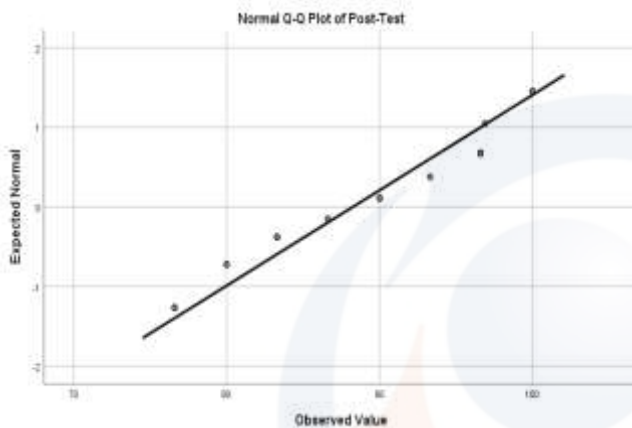


## Post-Test

### Post-Test Stem-and-Leaf Plot

Frequency	Stem &	Leaf
6.00	7 .	666666
8.00	8 .	00033333
1.00	8 .	6
7.00	9 .	0000003
7.00	9 .	6666666
4.00	10 .	0000

Stem width: 10.00  
Each leaf: 1 case(s)



## Descriptives

### Notes

Output Created		19-AUG-2023 15:47:01
Comments		
Input	Data	D:\Documents\DataBesti\Client\SPS S\DB Dhyta_Uji Wilcoxon atau T testpaired\Data Dhyta.sav
	Active Dataset	DataSet6
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	33
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.

Syntax	DESCRIPTIVES VARIABLES=PreTest PostTest /STATISTICS=MEAN STDDEV MIN MAX.	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	33	40.00	100.00	66.3424	13.69290
Post-Test	33	76.60	100.00	88.2576	8.35359
Valid N (listwise)	33				

## NPar Tests

Notes		
Output Created	19-AUG-2023 15:47:32	
Comments		
Input	Data	D:\Documents\DataBest\Client\SPS S\DB Dhyta_Uji Wilcoxon atau T testpaired\Data Dhyta.sav
	Active Dataset	DataSet6
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	33
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax	NPAR TESTS /WILCOXON=PreTest WITH PostTest (PAIRED) /MISSING ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02
	Number of Cases Allowed <sup>a</sup>	224694

a. Based on availability of workspace memory.

### Wilcoxon Signed Ranks Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	1 <sup>a</sup>	3.50	3.50
	Positive Ranks	31 <sup>b</sup>	16.92	524.50
	Ties	1 <sup>c</sup>		
	Total	33		

a. Post-Test < Pre-Test

b. Post-Test > Pre-Test

c. Post-Test = Pre-Test

### Test Statistics<sup>a</sup>


	Post-Test - Pre-Test
Z	-4.874 <sup>b</sup>
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

### Appendix 3

#### Research Permission Letter

 **Universitas Esa Unggul**  
Fakultas Keguruan & Ilmu Pendidikan

Nomor : 348/FKIP-PBI/UEU/VI/2023  
Lampiran : -  
Perihal : **Permohonan Izin Penelitian  
Dalam Rangka Pengumpulan Data  
Untuk Pembuatan Skripsi**

Kepada Yth.  
**Kaprodi Pendidikan Bahasa Inggris  
Universitas Esa Unggul  
Di Tempat**

Dengan hormat,  
Teriring salam dan do'a, semoga kita senantiasa dalam Lindungan Tuhan Yang Maha Esa.  
Dalam rangka proses pengerjaan skripsi bagi Mahasiswa/i Program Studi Pendidikan Bahasa Inggris (PBI) Fakultas Keguruan dan Ilmu Pendidikan Universitas Esa Unggul, maka kami mohon izin untuk Mahasiswa kami dapat melakukan penelitian kepada Perusahaan yang Bapak/Ibu Pimpin.

Berikut kami sampaikan nama mahasiswa Program Studi PBI yang akan melakukan penelitian:



**1. Yuditha Natalia Binsasi - 20191102032**  
dengan judul :

*"Using Podcasts in EFL Classroom: Does It Affect Students' Listening Comprehension?"*

Besar harapan kami sekiranya dapat mengizinkan kepada mahasiswa kami untuk dapat melakukan penelitian tersebut. Atas perhatian dan kerjasamanya kami mengucapkan terima kasih.

Jakarta, 07 Juni 2023

Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Esa Unggul

  **Universitas Esa Unggul**  
Fakultas Keguruan dan Ilmu Pendidikan  
**Dr. Noni Agustina, S.Pd., M.Pd**  
Ka. Prodi Pendidikan Bahasa Inggris

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## Appendix 4

### Research Accomplishment Letter



Universitas  
**Esa Unggul**  
Fakultas Keguruan & Ilmu Pendidikan

**SURAT KETERANGAN**  
550/S.Ket./PBI/FKIP-UEU/IX/2023

Yang bertanda tangan di bawah ini

1. Nama	: Imam Santosa, S.Pd, M.Pd
2. NIDN.	: 0306098704
3. Jabatan	: Kaprodi Pendidikan Bahasa Inggris
4. Fakultas	: Keguruan dan Ilmu Pendidikan

Menerangkan bahwa

1. Nama	: Yuditha Natalia Binsasi
2. NIM	: 20191102032
3. Program Studi	: Pendidikan Bahasa Inggris
4. Fakultas	: Keguruan dan Ilmu Pendidikan Universitas Esa Unggul

Adalah benar telah selesai melakukan penelitian skripsinya dengan judul "*Using Podcast in EFL Classroom: Does it Affect Students' Listening Comprehension?*" di Prodi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Esa Unggul.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 09 September 2023



Universitas  
**Esa Unggul**  
Fakultas Keguruan dan Ilmu Pendidikan  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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## Appendix 5

### Research Accomplishment Letter from Research's School

  
**PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 229 JAKARTA**

**SURAT KETERANGAN**  
NOMOR 340 /PK.01.02  
**TENTANG**  
**PELAKSANAAN PENELITIAN**

Yang bertanda tangan dibawah ini,

Nama	: GUNAWAN AHMAD, M.Pd.
NIP	: 196809281997031004
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 229 Jakarta

Dengan ini menerangkan bahwa:

Nama	: YUDITHA NATALIA BINSASI
NIM	: 20191102032
Program Studi	: S1 – Pendidikan Bahasa Inggris
Instansi	: Universitas Esa Unggul
Fakultas	: Keguruan dan Ilmu Pendidikan

nama tersebut diatas telah melaksanakan penelitian dengan judul *"Using Podcasts in EFL Classroom: Does it Affect Student' Listening Comperhension"* di SMP Negeri 229 Jakarta pada Tanggal 18, 21, 25, 28 Juli 2023 dan tanggal 1, 4, 8, 11 Agustus 2023.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 11 Agustus 2023  
Kepala SMP Negeri 229 Jakarta  
  
GUNAWAN AHMAD, M.Pd.  
NIP. 196809281997031004



## Appendix 6

### Lesson Plan

Day/date : Tuesday, 18 July 2023  
Time : 13:00 – 14:20  
Location : Class IX.1  
Subject : Story telling, competition  
Information : R : Researcher  
S : Students

No	Activity
1.	Pre – Activity <ul style="list-style-type: none"><li>- Pray</li><li>- Check S' attendance</li></ul>
2.	Whilst Activity <ul style="list-style-type: none"><li>- Explaining the topic of the lesson today about storytelling</li><li>- Provide and explain the material outline</li><li>- provide a podcast about storytelling</li></ul> Steps in assigning assignments <ul style="list-style-type: none"><li>- In the first meeting with the topic of learning storytelling, R asks a few of S what their favorite storytelling when they were kids and they can tell their friends about the story as an outline using the English language</li><li>- R make a group of S. One group consist of 6 – 7 S. Then R provide one video of storytelling and ask S to listen carefully after that they can answer the question such as what the story talking bout, where the story occurs, what you can learn from the story and identify what elements are in the story</li><li>- After that R ask S to exchange their worksheet with other groups and discuss and check together with R</li></ul>
3.	Post – activity <ul style="list-style-type: none"><li>- Reflect on what has been learned today and make conclusions</li><li>- Prepare materials for the next meeting.</li></ul>

Day/date :Friday, 21 July 2023  
Time : 10:20 – 11:40  
Location :Class IX.1



Subject : To express hopes and wishes to others

Information : R : Researcher

S : Students

No	Activity
1.	<p>Pre – Activity</p> <ul style="list-style-type: none"><li>- Pray</li><li>- Check S' attendance</li></ul>
2.	<p>Whilst Activity</p> <ul style="list-style-type: none"><li>- Explaining the topic of the lesson today about the expression of hopes and wishes</li><li>- Provide and explain the material outline</li><li>- provide a podcast about hopes and wishes</li><li>Steps in assigning assignments</li><li>- In the second meeting with the topic of expressing hopes and wishes, R and S discussed together from the guidebook and give an example podcasts and discussed together.</li><li>- Then, the teacher gives a video podcast related to expressions of hopes and wishes, then asks students to identify what expressions are contained in the video. Such as what are they talking about, what expression is given from the video, identify the expression from the video</li><li>- Check and discuss together</li></ul>
3.	<p>Post – activity</p> <ul style="list-style-type: none"><li>- Reflect on what has been learned today and make conclusions</li><li>- Prepare materials for the next meeting.</li></ul>

Day/date : Tuesday, 25 July 2023

Time : 13:00 – 14:20

Location : Class IX.1

Subject: To congratulate others on their fortunes and achievements

Information : R : Researcher  
S : Students

No	Activity
1	Pre – activity <ul style="list-style-type: none"> <li>- Pray together</li> <li>- Check S' attendance</li> </ul>
2.	Whilst – activity <ul style="list-style-type: none"> <li>- Before start the new topic, R flashback the topic last meeting to remain students what they have already learned</li> <li>- Explaining the topic of the lesson today about To congratulate others on their fortunes and achievements</li> <li>- Provide podcast material about congratulate others on their fortunes and achievements.</li> </ul> Steps in assigning assignments <ul style="list-style-type: none"> <li>- In the third meeting with the topic of congratulate others on their fortunes and achievements, R and S discussed together from the guidebook.</li> <li>- R gives a video podcast related to congratulations and achievement, then asks students to identify what expressions are contained in the video. Such as what are they talking about, what expression is given in the video, identify the expression from the video</li> <li>- Check and discuss together</li> </ul>
3.	Post – activity <ul style="list-style-type: none"> <li>- Reflect on what has been learned today and make conclusions</li> <li>- Prepare materials for the next meeting.</li> </ul>

Day/date : Friday, 28 July 2023

Time : 10:20 – 11:40

Location : Class IX.1  
 Subject : Let's live a healthy life  
 Information : R : Researcher  
 S : Students

No	Activity
1	Pre – activity <ul style="list-style-type: none"> <li>- Pray together</li> <li>- Check S' attendance</li> </ul>
2.	Whilst – activity <ul style="list-style-type: none"> <li>- Before start the new topic, R flashback the topic last meeting to remain students what they have already learned</li> <li>- Explaining the topic of the lesson today about let's live a healthy life</li> <li>- Provide and explain the material as outline in the guidebook provide a podcast video about Let's live a healthy life Steps in assigning assignments</li> <li>- In the fourth meeting with the topic of Let's live a healthy life</li> <li>- R and S discussed together from the guidebook and give an example podcasts</li> <li>- Then, R make group, each of group consist of 6 – 7 of S</li> <li>- R gives a video podcast related to the topic today, then ask students to listen to a video and then, answer the question such as what are they talking about, what is the conjunction word use to complete the sentences, or why we should exercise regularly.</li> <li>- After that R ask S to exchange their worksheet with other groups and discuss and check together with R</li> </ul>
3.	Post – activity <ul style="list-style-type: none"> <li>- Reflect on what has been learned today and make conclusions</li> <li>- Prepare materials for the next meeting.</li> </ul>

Day/date : Tuesday, 01 August 2023  
 Time : 13:00 – 14:20  
 Location : Class IX.1  
 Subject : State the purpose or intention to do something

Information : R : Researcher  
S : Students

No	Activity
1	Pre – activity <ul style="list-style-type: none"> <li>- Pray together</li> <li>- Check S' attendance</li> </ul>
2.	Whilst – activity <ul style="list-style-type: none"> <li>- Before start the new topic, R flashback the topic last meeting to remain students what they have already learned</li> <li>- Explaining the topic of the lesson today about State the purpose or intention to do something</li> <li>- Provide and explain the material as outline in the guidebook</li> <li>- provide a podcast video relate to State the purpose or intention to do something</li> </ul> Steps in assigning assignments <ul style="list-style-type: none"> <li>- R and S discussed together from the guidebook and podcasts example</li> <li>- R gives a video podcast related to the topic today, then ask students to listen to a video then, answer the question such as what are they talking about.</li> <li>- Check and discuss together</li> </ul>
3.	Post – activity <ul style="list-style-type: none"> <li>- Reflect on what has been learned today and make conclusions</li> <li>- Prepare materials for the next meeting.</li> </ul>

Day/date : Friday, 04 August 2023  
 Time : 10:20 – 11:40  
 Location : Class IX.1  
 Subject : Agree or disagree with suggestion or idea  
 Information : R : Researcher  
 S : Students

No	Activity
1	Pre – activity <ul style="list-style-type: none"> <li>- Pray together</li> <li>- Check S' attendance</li> </ul>

2.	<p>Whilst – activity</p> <ul style="list-style-type: none"> <li>- Before start the new topic, R flashback the topic last meeting to remain students what they have already learned</li> <li>- Explaining the topic of the lesson today about agree or disagree with suggestion or idea</li> <li>- Provide and explain the material as outline in the guidebook provide a podcast video relate to agree or disagree with suggestion or idea</li> </ul> <p>Steps in assigning assignments</p> <ul style="list-style-type: none"> <li>- In the sixth meeting with the topic of agree or disagree with suggestion or idea</li> <li>- R and S discussed together from the guidebook and podcasts example</li> <li>- Then, R make a group, each of S consist of 6 – 7 of S</li> <li>- R gives a video podcast related to the topic today, then ask students to listen to a video then, answer the question such as what are they talking about.</li> <li>- After that R ask S to exchange their worksheet with other groups and discuss and check together with R</li> </ul>
3.	<p>Post – activity</p> <ul style="list-style-type: none"> <li>- Reflect on what has been learned today and make conclusions</li> <li>- Prepare materials for the next meeting.</li> </ul>

Day/date : Tuesday, 08 August 2023

Time : 13:00 – 14:20

Location : Class IX.1

Subject : To avoid harmful effect

Information : R : Researcher

S : Students

No	Activity
1	<p>Pre – Activity</p> <ul style="list-style-type: none"> <li>- Pray</li> <li>- Check S' attendance</li> </ul>
2	Whilst Activity

	<ul style="list-style-type: none"> <li>- Explaining the topic of the lesson today about to avoid harmful effect Provide and explain the material as outline</li> <li>- provide a podcast relate to the material</li> </ul> <p>Steps in assigning assignments</p> <ul style="list-style-type: none"> <li>- In the seventh meeting with the topic of learning to avoid harmful effect, R explains the material from the book in outline and discusses together the assignments from the book.</li> <li>- R provide one video of podcasts and ask S to listen carefully after that they can answer the question such as what foods are recommended to consume for children from the information of the podcasts, what is the topic about.</li> </ul>
3	<p>Post – activity</p> <ul style="list-style-type: none"> <li>- Reflect on what has been learned today and make conclusions</li> <li>- Prepare materials for the next meeting.</li> </ul>



## Appendix 7

### Syllabus

#### SYLLABUS

Satuan Pendidikan : SMP Negeri 229 Jakarta  
Mata Pelajaran : English  
Kelas /Semester : IX/I  
Tahun pelajaran : 2023/2024

#### Core Competencies:

- KI 1: Live and practice the teachings of the religion he adheres to  
KI 2: Demonstrate honest, disciplined, responsible, caring behavior (cooperation, cooperation, peace), polite, responsive, and proactive, attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in positioning oneself as a reflection of the nation in world interaction.  
KI 3: Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, arts, culture and humanities with humanitarian, national, state and civilization insights regarding the causes of phenomena and events, as well as applying knowledge procedural in a specific field of study according to their talents and interests in solving problems  
KI 4: Processing, reasoning, presenting and creating in the concrete and abstract domains are related to the development of what one learns at school independently, acting effectively and creatively, and being able to use methods according to scientific principles.

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
3.1. Applying the social function, text structure, and linguistic elements of spoken and written interpersonal interaction texts which involve the act of expressing hopes, prayers, and congratulations on happiness and	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Honesty</li> <li>Work Hard</li> <li>Confident</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Social function</li> </ul> <p>Maintain interpersonal relationships with teachers and friends</p> <p>Struktur teks</p> <ul style="list-style-type: none"> <li>Start</li> <li>Respond (expected/unexpected)</li> <li>Expression a.l. <i>Congratulations, I hope so, I wish you luck</i>; etc.</li> <li>Pronunciation,</li> </ul>	<p>3.1.1 Identify the text structure expressions of initiating and responding related to the interpersonal interaction being studied</p> <p>3.1.2 Determine the appropriate expression verbally/written from various other similar situations</p>	<ul style="list-style-type: none"> <li>Listen, imitate and demonstrate several examples of conversations, with correct pronunciation and word stress</li> <li>Identify the expressions being studied</li> <li>Ask about things that are unknown or</li> </ul>	8 JP	- English educational book class IX	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Assignments</li> <li>Portfolio</li> </ul>

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
achievement, as well as responding to them, according to the context of use 4.1. Compile short and simple oral and written interpersonal interaction texts that involve the act of expressing hopes, prayers, and congratulations for happiness and achievements, and responding to them, taking into account the social function, text structure, and linguistic elements that are correct and appropriate to the context		<p>word stress, intonation, spelling, punctuation and handwriting</p> <ul style="list-style-type: none"> <li>Topic</li> </ul> <p>Prestadi and happiness can foster the behavior contained in KI</p>	<p>4.1.1 Compose very short and simple oral and written interpersonal interaction texts by paying attention to social functions, text structure and linguistic elements that are correct and appropriate to the context</p> <p>4.1.2 Apply very short and simple oral and written interpersonal interaction texts</p>	<p>different.</p> <ul style="list-style-type: none"> <li>Determine the appropriate expression verbally/written from various other similar situations.</li> <li>Reflect on the learning process and outcomes</li> </ul>			
3.2. Apply social functions, text		<ul style="list-style-type: none"> <li>Social function</li> </ul>	3.2.1 Describe the social function of oral	<ul style="list-style-type: none"> <li>Read several short texts that contain plans</li> </ul>	8 JP	- English educational	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> </ul>



Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
<p>structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information regarding the intent, purpose, and agreement to act/activity, according to the context of its use (Pay attention to the linguistic elements to, in order to, so that (dis)agreement)</p> <p>4.2. Compile vary short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to aims, objectives,</p>		<p>Make plans, show sincerity, direct Struktur teks</p> <ul style="list-style-type: none"> <li>- Start</li> <li>- Respond (expected/unexpected)</li> </ul> <p>● Unsur Kebahasaan</p> <ul style="list-style-type: none"> <li>- Declarative and interrogative sentences with modals: <i>will, be going to.</i></li> <li>- Expression of approval: <i>I agree. That's a good idea. I don't think it's a good idea.</i></li> <li>- Singular and plural nouns with or without <i>a, the, this, those, my, their, dsb.</i></li> <li>- Pronunciation, word stress, intonation, spelling, punctuation and</li> </ul>	<p>and written transactional texts related to intent, purpose and agreement to carry out actions/activities</p> <p>3.2.2. Understand text structure and linguistic elements of oral and written transactional interactions related to aims, objectives and agreements</p> <p>3.2.3. Read several short texts containing plans and a desire to make self-improvement</p> <p>3.2.4. Discuss with friends about plans and willingness to face the final exam as well as possible</p> <p>3.2.5. Present the results of his findings in the form of a short text about his friend</p>	<p>and a willingness to make self-improvement</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the plans and desires mentioned in the text.</li> <li>• Listening reading and imitating the teacher reads the texts aloud</li> <li>• Ask about things that are unknown or different</li> <li>• Ask and answer questions with friends about your plans and willingness to face the final exam as well as possible</li> <li>• Present the results of their findings in the form of short texts about their friends.</li> <li>• Present to other groups and ask questions about the content of the text</li> <li>• Reflect on the learning process and results</li> </ul>		1 book class IX	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Portfolio</li> </ul>

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
<p>agreement to carry out an action/activity, taking into account the social function, text structure and linguistic elements that are correct and appropriate to the context</p>		<p>handwriting</p> <ul style="list-style-type: none"> <li>• Topic</li> </ul> <p>Students' actions and activities at school, home and in the surrounding environment can foster the behavior contained in KI</p>	<p>4.2.1. Compile transactional interaction texts by paying attention to social functions, text structure and linguistic elements that are correct and appropriate to the context</p>				
<p>3.3. Comparing the social function, text structure, and linguistic elements of several special texts in the form of labels, by asking for and providing information related to medicine/food/drink, according to the context of use</p> <p>4.3. Capturing contextual meaning related</p>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Honesty</li> <li>• Work Hard</li> <li>• Confident</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Social function</li> </ul> <p>Choose medicine/food/drinks that are healthy and safe, avoid negative effects, and get the best results</p> <p>Struktur Teks</p> <p>Can include the original name and trade name of the drug, description, volume, ingredients, how to use, how to store, expiration date</p> <ul style="list-style-type: none"> <li>• Linguistic Elements</li> </ul>	<p>4.2.2. Present to other groups and ask questions about the contents of the text</p> <p>3.3.1. Describe the social function of giving and asking for information related to choosing healthy and safe medicine/food/drinks</p> <p>3.3.2. Read various information which includes the original name, trade name of the drug, description,</p>	<ul style="list-style-type: none"> <li>• Read and identify various information listed on drug/food/drink labels by writing the information into an analysis table</li> <li>• Study examples of presenting the contents of a table, and then learn to convey it orally with correct pronunciation and word stress</li> <li>• Take the same steps as previously taken to observe food and drink labels</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>- English educational book class IX</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Assignments</li> <li>• Portfolio</li> </ul>

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
to social function, text structure, and linguistic elements of specific texts in the form of short and simple labels, related to medicine/food/drinks		<ul style="list-style-type: none"> <li>- Specific terms related to the product.</li> <li>- Imperative sentences</li> <li>- Grammar: nominal phrases to refer to objects, how to refer to quantity/measure</li> <li>- Pronunciation, word stress, intonation, spelling, punctuation and handwriting</li> <li>● Topic Information about drugs/food/drinks that can foster the behavior contained in the KI</li> </ul>	<p>volume of ingredients, how to use, how to store, expiration date</p> <p>3.3.3. Identify drugs/food/drinks that are healthy and safe, to avoid negative effects, and get the best results</p> <p>4.3.1 Present the results of the analysis in front of other groups orally with correct pronunciation and word stress</p> <p>4.3.2 Understand the contextual meaning related to short and simple label forms related to healthy and safe medicines/food/drinks</p>	<ul style="list-style-type: none"> <li>• Present the analysis results orally in front of other groups</li> <li>• Reflect on the learning process and results</li> </ul>			
3.4. Comparing the social function, text structure, and linguistic elements of several oral and written procedural texts		<ul style="list-style-type: none"> <li>● Social function Get the best results effectively and efficiently, avoiding damage, accidents and waste</li> </ul>	3.4.1. Describe the social function of getting the best results effectively and efficiently regarding food/drink recipes and manuals	<ul style="list-style-type: none"> <li>• Dictated several food/drink recipes by the teacher, writing by hand several recipes in each notebook while pronouncing each word with the correct pronunciation and</li> </ul>	16 JP	- English educational book class IX	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Assignments</li> <li>• Portfolio</li> </ul>

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of use 4.4. Capturing contextual meaning related to social function, text structure, and linguistic elements of spoken and written procedural texts, very short and simple, in the form of recipes and manuals		<ul style="list-style-type: none"> <li>● Text Structure Can include <ul style="list-style-type: none"> <li>- names of food, drinks,</li> <li>- necessary tools, machines, materials, apparatus,</li> <li>- how to cook, using it in the form of sequential work steps</li> </ul> </li> <li>• Linguistic Elements <ul style="list-style-type: none"> <li>- Special vocabulary related to products,</li> <li>- Nominal phrases to refer to objects</li> <li>- conjunctions first, next, then, finally.</li> <li>- Pronunciation, word stress, intonation, spelling, punctuation and handwriting</li> </ul> </li> <li>• Topic Food/drink recipes, equipment manuals related to students' lives</li> </ul>	<p>3.4.2. Identify text structures that include the names of food, drinks, tools, machines, materials, equipment needed</p> <p>3.4.3. Understand the form of sequential work steps to avoid damage, accidents and waste</p> <p>3.4.4. Write down several recipes in each notebook and then stick them on the classroom wall or wall magazine</p> <p>4.4.1 Read the manual and practice reading aloud with correct pronunciation and word stress</p> <p>4.4.2 Capture contextual meaning related to food/drink recipes and short and simple manuals according to the user</p>	<p>word stress</p> <ul style="list-style-type: none"> <li>• Using the table, analyze the structure of the nouns used to name objects</li> <li>• In the same way analyze the structure of sentences that mention work steps</li> <li>• Pay close attention to the manual, and practice reading aloud, with correct pronunciation and word stress</li> <li>• Copy food/drink recipes from recipe books by hand and then stick them on the classroom wall or wall magazine Melakukan refleksi about process and learning outcomes</li> </ul>			



Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
		that can foster the behavior contained in KI	context				
3.5. Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to circumstances/actions/activities/events that are being carried out/occurring at the moment, in the past, and in the future, according to with the context of use (pay attention to the linguistic elements of present continuous, past	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Honesty</li> <li>Work Hard</li> <li>Confident</li> <li>Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Social function Describe, report, explain</li> <li>Text structure               <ul style="list-style-type: none"> <li>Start</li> <li>Respond (expected/unexpected)</li> </ul> </li> <li>Linguistic elements               <ul style="list-style-type: none"> <li>Declarative and interrogative sentences in present continuous tense, past continuous, and continuous with the modal will.</li> <li>Adverbial clauses with conjunctions when..., while...</li> <li>Singular and plural nouns with or without a, the, this, those, my, their, etc.</li> <li>Pronunciation, word stress, intonation, spelling, punctuation and handwriting</li> </ul> </li> </ul>	3.5.1. Identifying the social function of describing, reporting and explaining oral and written transactional interaction texts that occur at present, in the past and in the future  3.5.2. Describe information about the activities of several people in short and simple texts  3.5.3. Ask and answer questions about activities/events about several events and activities mentioned in other texts  3.5.4. Complete the sentences with answers in the form of expressions taken from the text with	<ul style="list-style-type: none"> <li>Read and pay attention to short and simple texts about several events, activities that are taking place at the moment, at one point in time in the past and in the future</li> <li>Complete the sentences with answers in the form of expressions taken from the text, with correct spelling and punctuation</li> <li>Ask and answer questions about activities/events that are taking place at the moment, one point in time in the past and in the future mentioned in another text</li> <li>Collect information about the activities of several people in short and simple texts by stating what is being</li> </ul>	12 JP	- English educational book class IX	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Assignments</li> <li>Portfolio</li> </ul>

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
continuous, will+continuous) 4.5. Compile very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/happening at present, in the past and in the future, taking into account the social function and structure of the text, and linguistic elements that are correct and appropriate to the context		<ul style="list-style-type: none"> <li>Topic</li> </ul> Circumstances/actions/activities/events at home, school and the environment around students, which can foster the behavior contained in KI	correct spelling and punctuation  4.5.1 Present his work on the class wall or wall magazine  4.5.2 Compile texts resulting from learning related to oral and written transactional interactions by paying attention to social functions, text structure and linguistic elements that are correct and appropriate to the context	done now, at one point in time in the past and in the future  <ul style="list-style-type: none"> <li>Paste your work on the classroom wall or wall magazine</li> <li>Reflect on the learning process and results</li> </ul>			
3.6. Applying social functions, text structures, and		<ul style="list-style-type: none"> <li>Social function Describe, report,</li> </ul>	3.6.1. Describe social functions related to conditions/activities/a	<ul style="list-style-type: none"> <li>Read and pay attention to short and simple texts about several</li> </ul>	8 JP	- English educational book	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>Assignments</li> </ul>

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to circumstances/actions/activities/events that have been/have been carried out/happened in the past concerning current circumstances, without mentioning the time of occurrence, specifically, according to the context of use (pay attention to the linguistic elements of the present perfect tense)		explain. • Text structure - Start - Respond (expected/unexpected) • Linguistic elements - Declarative and interrogative sentences in present perfect tense. - Conjunctions: since, for; the timepiece says now - Singular and plural nouns with or without a, the, this, those, my, their, etc. - Pronunciation, word stress, intonation, spelling, punctuation and handwriting • Topic Circumstances/actions/activities/events at home, school and the environment around students that can foster the behavior contained in KI	vents that have been/have been carried out/happened in the past which are linked to the current situation 3.6.2. Collecting information about circumstances/activities/s/events without specifying the specific time they occurred 3.6.3. Complete the sentences with answers in the form of expressions taken from the question and answer text 4.6.1. Compile oral and written transactional interaction texts by paying attention to social functions, text structure and correct linguistic elements according to the context 4.6.2. Present each	events, activities that occurred in the past without mentioning the specific time they occurred • Complete the sentences with answers in the form of expressions taken from the text, with correct spelling and punctuation. • Ask and answer questions about activities/events in the past without mentioning the specific time they and their family members or friends experienced them • Gather information about to create short and simple texts • Present each other, listen and ask questions about each other's texts with their friends, orally, with correct pronunciation and word stress • Reflect on the learning		class IX	nts • Portfolio

Core Competencies	Character Value	Lesson Materials	Indicator	Learning Activities	Time Allocation	Learning Resources	Assessment
4.6. Compile very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information related to circumstances/actions/activities/events that have been/have been carried out/happened in the past in relation to current circumstances, without mentioning the specific time of occurrence, with pay attention to social functions, text structure, and linguistic elements that are correct and appropriate to the context			other's texts to your friends orally with correct pronunciation and word stress	process and results			

## Appendix 8

### Research Documentation

