APPENDICES

APPENDIX

Lesson Plan and Matrix

Lesson Plan

Grade: 12 SMA/MAN

Senior high school students

Time Allocation:

3 x 45 minutes

Subject Matter:

Narrative text

Basic Competence and Learning Objective

The basic competence of learning this topic are students are able to respond and understand the meaning of narrative text and its language feature to be used daily life, as well as students are able to express the meaning and identify the steps used in narrative text.

While the learning objectives of learning the topic as follow:

1. By understanding the meaning, identifying the figure involving and the events happened through listening, the students are expected to be able to express the meaning of narrative text stories.
2. By writing sentences and texts in past tense form, students are able express the meaning of narrative texts they write.

Narrative Text and Its Language Features

Narrative text and its generic structures

Rapunzel

1. Orientation: The author introduces the characters of the story

Once upon a time, there is a poor farmer and his wife. One day, they tried to pluck fruits from the neighbor's garden. But their neighbor was actually an old, wicked witch. He screamed "How dare you steal from my garden; I will turn you both into rats!". he couples trembled with fear. Finally, the witch said, "Very well, I'll let you go. But you have to give me your first child," they were so scared, they were immediately agreed.

2. Complication: The problem arises and the main characters involved

Once later, a beautiful baby girl was born to the farmer and his wife. Immediately, the old witch came and snatched the girl away from them. He named her Rapunzel and kept her lock in a high tower. He grew up to be a beautiful girl. But most beautiful of all was her log, golden hair. He only person she ever saw was the old witch. Every day, the witch used to come to the foot of the tower and call, "Rapunzel, Rapunzel, let down your hair!, she then used to let her long plait fall out the window, and the witch used to hold onto it and climb up. One day, a prince who was passing by, hid behind the trees and watch the witch. As soon as she left, he too decided to try, "Rapunzel, Rapunzel, let down your hair! he tried and climbed up into her room. She was stunned to see the prince. She had never before seen anybody so handsome. The prince too fell in love with her. They began to secretly met every day after the witch left. One day however, the witch realized what has been going on. She screamed and shouted in anger. She cut off her hair and send her off deep into the forest. That day, when the prince came, he found the witch waiting for him at the top of the tower. She cursed and screamed some more, before casting a spell on him, that make the prince lost his sight. The prince, now blind and broken heart, wandered through the forest.

3. Resolution: The solution of the problem

Many days later, Rapunzel found him wounded among the trees. She began to cry at the sorry sight of her prince. But as soon as her tears fell on him, he wounds healed and his eye sight returned. She first thing the prince saw was his beloved. They were happy to find each other. They went away to his kingdom, and lived happily ever after.

Language Features: Past Tense

In a narrative story, past tense is used to tell past events and situations. The formula of past tense:

Subject + Past verb + Object *(verbal sentence)*

Subject + was/were + adjective/noun/adverb *(nominal sentence)*
Examples:

1. I watched the movie last week
2. They were in New York last month

Learning Activities

Opening activity

1. The teacher greets the students in the class and checks the attendance list.
2. The teacher ensures students are psychologically and physically ready to learn.
3. The teacher asks the students some opening questions about narrative text by linking to daily life.
4. The teacher explains narrative text to students

Main activity

1. The teachers provide stimulus to students with the provision of narrative text material and students listen to teacher explanations.
2. Students are given some examples of narrative text, then the teacher asked some students to read the text.
3. The teacher distributes students into groups, then they discuss about the meaning, generic structure and language features used in narrative text.

4. The teacher directs the students to work on the questions contained in textbooks about the narrative text individually.
5. The teacher provide feedback to the students verbally about the task that has been done.
6. The teacher directs students to ask questions about matter that is still not understood.

Closing activity

1. The teacher and students together conclude the material that has been learned on this day.
2. The teacher tells a glimpse about the topic that will be learnt next meeting.

Students Worksheet

1.

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy ad could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

1. What is the best title of the story above?
2. Who are the character in the story above?
3. What the problem the Rabbit faced?
4. How was the problem solved?

Rencana Pelajaran Bahasa Inggris Kelas 12 SMA

Materi: Teks Naratif

Pertemuan 1: Pengenalan Teks Naratif

Tujuan Pembelajaran:

1. Siswa dapat memahami pengertian dan struktur teks naratif.
2. Siswa dapat mengidentifikasi unsur-unsur teks naratif.

Kegiatan Pembelajaran:

- **Pendahuluan**:

- Guru membuka pelajaran dengan menyapa siswa dan menjelaskan tujuan pembelajaran.

- Guru menampilkan video pendek (menggunakan YouTube) tentang teks naratif.

-**Inti**:

- Guru menjelaskan pengertian dan struktur teks naratif (Orientation, Complication, Resolution).

- Siswa diminta untuk membaca contoh teks naratif yang dibagikan melalui link Google

- Penutup:

- Diskusi kelas tentang teks yang telah dibaca.

- Guru memberikan kuis online (menggunakan quizzes) untuk menilai pemahaman siswa tentang materi yang telah dipelajari.

Asesmen:

- Kuis online tentang pengertian dan struktur teks naratif.

Penggunaan IT:

- Video dari YouTube.

- Teks naratif di link Google

- Kuis online dengan Kahoot.

Pertemuan 2: Analisis Teks Naratif

Tujuan Pembelajaran:

1. Siswa dapat menganalisis teks naratif berdasarkan unsur-unsurnya.

2. Siswa dapat mengidentifikasi tema dan pesan moral dalam teks naratif.

Kegiatan Pembelajaran:

- Pendahuluan:

- Guru mengulas kembali materi pertemuan sebelumnya.

- Guru memutar audio book (menggunakan website worksheet online) tentang cerita naratif pendek.

- Inti

- Siswa bekerja dalam kelompok kecil untuk menganalisis teks naratif yang berbeda (dibagikan melalui Google Docs).

- Setiap kelompok mempresentasikan hasil analisisnya menggunakan Google Slides.

- Penutup:

- Guru memberikan umpan balik dan menyimpulkan pembelajaran hari itu.

Asesmen:

- Presentasi kelompok mengenai analisis teks naratif.

Penggunaan IT:

- Audio book dari website worksheet online.

- Google Docs untuk pembagian teks.

- Google Slides untuk presentasi.

Pertemuan 3: Penulisan Teks Naratif

Tujuan Pembelajaran:

1. Siswa dapat menulis teks naratif dengan struktur yang benar.

2. Siswa dapat menggunakan bahasa deskriptif yang efektif dalam teks naratif.

Kegiatan Pembelajaran:

- Pendahuluan:

- Guru memberikan contoh teks naratif yang baik.

- Guru menjelaskan teknik penulisan teks naratif (menggunakan presentasion online canva slide).

- **Inti**:

- Siswa menulis teks naratif mereka sendiri menggunakan Microsoft Word atau Google Docs.

- Guru memberikan bimbingan dan umpan balik selama proses penulisan.

- **Penutup**:

- Siswa membagikan teks mereka di forum Google Classroom.

- Guru dan siswa memberikan komentar konstruktif pada teks yang dibagikan.

Asesmen:

- Teks naratif yang ditulis oleh siswa.

Penggunaan IT:

- canva slide untuk presentasi teknik penulisan.

- Microsoft Word atau Google Docs untuk penulisan teks.

- Google Classroom untuk berbagi dan memberikan umpan balik.

Pertemuan 4: Presentasi dan Refleksi

Tujuan Pembelajaran:

1. Siswa dapat mempresentasikan teks naratif mereka dengan percaya diri.

2. Siswa dapat memberikan dan menerima umpan balik konstruktif.

Kegiatan Pembelajaran:

- Pendahuluan:

- Guru menjelaskan tujuan presentasi dan pentingnya umpan balik.

- Guru memberikan tips presentasi yang efektif (menggunakan video tutorial dari YouTube).

- **Inti**:

- Siswa mempresentasikan teks naratif mereka menggunakan PowerPoint atau Google Slides.

- Siswa lain memberikan umpan balik menggunakan formulir Google Forms.

- **Penutup**:

- Guru dan siswa melakukan refleksi bersama mengenai pembelajaran selama empat pertemuan.

- Guru memberikan apresiasi atas usaha dan kerja keras siswa.

Asesmen:

- Presentasi teks naratif dan umpan balik dari teman sekelas.

Penggunaan IT:

- Video tutorial dari YouTube.

- PowerPoint atau canva untuk presentasi.

- Google Forms untuk umpan balik.

Rencana Pelajaran Bahasa Inggris Kelas 12: Narrative Text (4 Pertemuan)

Pertemuan 1: Pengenalan Narrative Text

Tujuan Pembelajaran:

- Siswa dapat memahami pengertian dan struktur narrative text.
- Siswa dapat mengidentifikasi elemen-elemen penting dalam narrative text.

Langkah-langkah:

1. Pembukaan (10 menit):

- Guru menjelaskan tujuan pembelajaran hari ini.
- Ice-breaking: Tanya jawab singkat tentang cerita favorit siswa.

2. Inti (60 menit):

- Presentasi tentang pengertian narrative text dan contohnya.
- Menjelaskan struktur narrative text (Orientation, Complication, Resolution).
- Membaca contoh narrative text bersama-sama.
- Diskusi kelompok untuk mengidentifikasi elemen-elemen dari contoh teks yang dibaca.

3. Penutup (10 menit):

- Guru mereview materi yang telah dipelajari.
- Tugas: Siswa diminta untuk mencari contoh narrative text dan mencatat elemen-elemen strukturnya.

Pertemuan 2: Analisis Narrative Text

Tujuan Pembelajaran:

- Siswa dapat menganalisis narrative text dengan lebih mendalam.
- Siswa dapat mengidentifikasi tema dan pesan moral dalam narrative text.

Langkah-langkah:

1. Pembukaan (10 menit):

- Review singkat materi pertemuan sebelumnya.
- Siswa berbagi contoh narrative text yang mereka temukan.

2. Inti (60 menit):

- Analisis mendalam contoh narrative text yang dibawa siswa.
- Diskusi tentang tema dan pesan moral dalam teks.
- Latihan individu untuk menulis analisis singkat dari teks yang dibaca.

3. Penutup (10 menit):

- Guru memberikan feedback terhadap analisis siswa.
- Tugas: Siswa diminta untuk menulis ringkasan narrative text yang mereka analisis.

Pertemuan 3: Menulis Narrative Text

Tujuan Pembelajaran:

- Siswa dapat menulis narrative text dengan struktur yang benar.

- Siswa dapat menggunakan imajinasi mereka untuk membuat cerita yang menarik.

Langkah-langkah:

1. Pembukaan (10 menit):

- Diskusi singkat tentang elemen penting dalam menulis narrative text.

2. Inti (60 menit):

- Guru memberikan langkah-langkah menulis narrative text.

- Siswa memulai menulis draft cerita mereka sendiri.

- Bimbingan individu oleh guru untuk membantu siswa dalam proses penulisan.

3. Penutup (10 menit):

- Siswa berbagi draft cerita mereka dengan teman sebangku untuk mendapatkan feedback.

- Tugas: Siswa menyempurnakan draft mereka berdasarkan feedback yang diterima.

Pertemuan 4: Presentasi dan Feedback

Tujuan Pembelajaran:

- Siswa dapat mempresentasikan narrative text yang mereka tulis.
- Siswa dapat memberikan dan menerima feedback konstruktif.

Langkah-langkah:

1. Pembukaan (10 menit):

- Guru menjelaskan aktivitas presentasi hari ini.

2. Inti (60 menit):

- Siswa mempresentasikan cerita mereka di depan kelas.
- Sesi tanya jawab dan feedback dari teman sebangku dan guru.
- Diskusi kelas tentang apa yang membuat cerita menjadi menarik dan efektif.

3. Penutup (10 menit):

- Guru memberikan ringkasan dan evaluasi akhir.
- Tugas: Siswa melakukan revisi akhir pada cerita mereka dan mengumpulkannya.

2. Matrix that outlines various aspects of teaching using IT tools and classroom management

Classroom Management component	IT Tools	Aspect
Use of relevant materials	E-Book, YouTube, Worksheet online, School Book, Canva, Quizizz	Digital Platforms, Interactive Tools
Variation in teaching methods	interactive lessons, using Audio, Podcasts, YouTube, Discussion Forums, Peer Review	Flipped Classroom, Auditory Learning, Peer Learning and Feedback
Providing feedback	Quizizz	Quiz and Assessment Tools
Time management	Quizizz timer, Listening timer	Automated Grading
Creativity	Quizizz, Ice Breaking, Canva, Digital Book	Interactive Learning, Multimedia Projects, Online Research
Use of technology	Computer, Handphone, Internet	Multimedia Resources, Assessment tools, lesson Planning Tools

APPENDIX II

Pretest and Posttest

Nilai pretest and Posttest

Pretest

Time: 60 minutes

Reading section

The Enchanted Forest

Once upon a time, in a distant land, there was an enchanted forest known for its magical creatures and mystical adventures. One day, a curious young girl named Lily stumbled upon the entrance to the forest. As she ventured deeper, she encountered talking animals, ancient wizards, and hidden portals to other realms. Lily soon realized that the enchanted forest held secrets that could change her life forever.

1. What is the setting of the story?
   a. A bustling city
   b. A distant land with an enchanted forest
   c. A quiet village by the sea
   d. A modern-day school

2. Who is the main character in the story?
   a. An ancient wizard
   b. Lily
   c. A talking animal
   d. A mysterious creature

3. What makes the forest enchanted?
   a. Hidden portals
   b. Talking animals
   c. Ancient wizards
   d. All of the above

4. Which element of the story adds an element of surprise and wonder?
   a. Lily’s curiosity
   b. Talking animals
   c. Hidden portals

d. The distant land

5. What role does the enchanted forest play in the story?
   a. The importance of staying in familiar places
   b. The value of curiosity and exploration
   c. Magic is not real
   d. Avoid talking animals

Listening section

You will listen to a story about Story of Thumbelina

https://www.youtube.com/watch?v=6r-bNr7dvr8

6. What makes Thumbelina special in this story…
   a. Her physical beauty
   b. Her small size
   c. Her intelligence
   d. Her ability to talk to animals
7. What did the woman name the litle girl Thumbelina…
   a. Because she has a big thumb
   b. Because she is very small like a thumb
   c. Because she has small ears
   d. Because she likes butter
8. What was the surprise for the poor woman in this story…?
   a. The flower that grows
   b. Thumbelina that emerged from the flower
   c. The gift from the fairy
   d. Sudden wealth
9. Where does the Fairy Godmother live…?
   a. In the mountain
   b. In the vilage
   c. In the valley
   d. In the river

10. How was Thumbelina discovered by the woman…?
    a. Thumbelina appeared from the sky
    b. Thumbelina was found in her house
    c. Thumbelina was found in a flower
    d. Thumbelina was found in the forest

Vocabularies section

The Importance of Outdoor Education

In recent years, there has been a growing debate about the role of outdoor education in the curriculum. Proponents argue that outdoor education provides numerous benefits for students, including improved physical health, enhanced problem-solving skills, and a deeper connection to nature. Critics, on the other hand, question the practicality of allocating time and resources to activities outside the traditional classroom setting.

11. What is the main argument presented in the text?
    a. Outdoor education is impractical and should be eliminated.
    b. Outdoor education is essential for students' overall development.
    c. Traditional classrooms are more effective than outdoor activities.
    d. Physical health is the only benefit of outdoor education.

12. What is the antonym for "outdoor" in the phrase "outdoor education"?
    a. Exterior
    b. Indoor
    c. External
    d. Outside

13. What is a synonym for "myriad" in the phrase "a myriad of benefits"?
    a. Countless
    b. Limited
    c. Insufficient
    d. Finite

14. What is a synonym for "traditional" in the phrase "traditional classroom setting"?

a. Innovative
b. Modern
c. Conventional
d. Unconventional

Grammar section

The Impact of Social Media on Communication

Social media has revolutionized the way people communicate, connecting individuals across the globe instantly. However, concerns about privacy and misinformation have arisen, prompting discussions about the responsible use of these platforms

15. Choose the correct verb form to complete the sentence:
    "Social media _____ revolutionized the way people communicate."
    a. Has
    b. Are
    c. Were
    d. Do
16. Identify the correct pronoun in the sentence:
    "Concerns about privacy and misinformation have arisen, prompting discussions about _____ responsible use of these platforms."
    a. Their
    b. They
    c. Its
    d. It’s
17. Select the correct article to complete the sentence:
    "_____ responsible use of these platforms is essential for maintaining a healthy online environment."
    a. An
    b. A
    c. The
    d. Some

18. Choose the correct form of the adjective to complete the sentence:
    "Concerns about privacy and misinformation have arisen, prompting discussions about the _____ use of these platforms."
    a. Responsiblest
    b. responsible

c. more responsible
d. Responsibler

19. He is …. photographer
    a. a
    b. Are
    c. An
    d. Be

20. I hope he…. comeback again
    a. Was
    b. Will
    c. Should
    d. Must

Writing section

The Impact of the Industrial Revolution

The Industrial Revolution, which began in the late 18th century, had a profound impact on society, transforming economies, technologies, and lifestyles. Factories emerged, replacing traditional forms of production, and innovations in machinery revolutionized various industries.

21. What is the main focus of the history exposition?
    a. The impact of the French Revolution on society
    b. The transformation of economies during the Industrial Revolution
    c. The emergence of factories in the late 18th century
    d. Innovations in machinery during the 19th century

22. Boy : Hey, what are you doing?
    Girl : I'd like to take the book on the top of the shelf, but I can't reach it.
    Boy : Which book?
    Girl : that one. It's entitled creative ideas.
    Boy : ….
    How will the boy likely respond…
    a. don't worry. I'll take it for you
    b. I think the book is interesting to read
    c. I believe many people will read the book
    d. I am proud of having a friend who likes reading

23. Boy : You will attend the scout activity this afternoon, won't you?
Girl : I'd love too, but my motorcycle is being repaired at the moment.
What will the boy likely respond?
    a. are you certain about the information?
    b. Don't worry, I'll fetch you at 2 P.M
    c. I'm dissatisfied with the last activity
    d. I agree if we attend the activity together

24. Dian : The cake is scrumptious! I love it.
Joni : .....another piece?
Dian : Thank you. You should tell me the recipe.
Joni : I will
Which of the following offering expressions best fill the blank...
    a. Do you mind if you have
    b. Would you like
    c. Shall you have
    d. Can I have you

25. 1. Being afraid Maya and Rita sat closely to each other.
2. What a relief! The shadow was their camp leader doing an inspection.
3. It was midnight, but Maya and Rita were still awake.
4. Then, they saw a tall and big shadow outside their tent.
5. They peeped outside through a small hole in the tent.
6. Suddenly, they heard a soft voice outside.
7. After the campfire, all the scouts enter their tents to have a rest, including Maya and Rita.
Rearrange the following sentences into the correct and meaningful paragraph!
    a. 7 – 3 – 6 – 4 – 1 – 5 – 2
    b. 7 – 3 – 2 – 5 – 4 – 6 – 1
    c. 7 – 5 – 4 – 3 – 1 – 6 – 2
    d. 7 – 3 – 4 – 5 – 2 – 1 – 6

Posttest

Time: 60 Minutes

Listening section

Once upon a time, in a peaceful village nestled midst lush green hills, lived a young girl named Lily. Lily had a heart as pure as gold and was known for her kindness and empathy towards others. She had a deep love for animals and dreamed of creating a safe haven for them. One sunny day, while walking in the forest, Lily stumbled upon a wounded bird with a broken wing. The poor bird chirped weakly, seeking help. Lily gently cradled the bird and brought it home. With tender care, she made a cozy nest and fed it until it regained strength. News of Lily's compassion spread throughout the village, and soon, animals from all corners started flocking to her doorstep. There were rabbits, squirrels, and even a lost kitten. Lily knew she had to do something to protect these animals and their habitats. She rallied her friends, and together, they formed a "Nature Guardians" club. They organized clean-up drives, planted trees, and educated others about the importance of preserving nature. Their efforts inspired the villagers, who joined hands to create a beautiful wildlife sanctuary. Lily's determination and selflessness touched the hearts of many, and she became a role model for children everywhere. The sanctuary flourished, providing a safe home for countless animals. Visitors flocked from far and wide to learn from Lily's example. The moral of Lily's story is that even the smallest act of kindness can make a big difference. By caring for and protecting the environment and its creatures, we can create a harmonious world for all living beings to thrive. Lily taught us that we each have the power to be heroes in our own unique ways, and together, we can make the world a better place.



https://www.youtube.com/watch?v=ulVTqAUIlcY

1. What is the name of the main character in this story?
    a. Robin
    b. Lily
    c. Village
    d. Meadow
2. How did Lily come across the wounded bird?
    a. While swimming in the river
    b. During a walk in the forest
    c. In her backyard
    d. At the village market
3. What did Lily become in the eyes of the villagers?
    a. A famous actress
    b. A legendary singer
    c. A role model for children
    d. A skilled artist
4. What did Lily's efforts inspire the villagers to do?
    a. Start a shopping mall
    b. Create a wildlife sanctuary
    c. Build a theme park
    d. Develop a new technology
5. What is the moral of Lily's story?
    a. Kindness is not important
    b. Big actions are the only ones that matter
    c. Small acts of kindness can make a big difference
    d. Animals are not important to protect

Reading section

Indonesia is a diverse archipelago located in Southeast Asia, comprising thousands of islands. It is known for its rich culture, stunning landscapes, and vibrant traditions. From the bustling streets of Jakarta to the serene beaches of Bali, Indonesia offers a wide range of experiences for locals and tourists alike.

The country is home to various ethnic groups, each with its own unique customs and languages. The official language, Bahasa Indonesia, serves as a unifying factor among the diverse population. Indonesian cuisine is also famous for its flavorful dishes, such as rendang, nasi goreng, and sate.

Indonesia boasts a wealth of natural beauty, including lush rainforests, volcanic mountains, and pristine coral reefs. The Komodo National Park is home to the famous Komodo dragons, the world's largest lizard species. Additionally, the temples of Borobudur and Prambanan showcase the country's rich history and architectural marvels.

Indonesia's history is marked by various influences, including Indian, Chinese, and Dutch. The struggle for independence in the mid-20th century led to the formation of the Republic of Indonesia on August 17, 1945. Today, Indonesia is the world's fourth most populous country, with a diverse and dynamic society.

6. What makes Indonesia unique according to the text?
    a. The diverse number of islands
    b. Indonesian as the official language
    c. Ethnic and cultural diversity
    d. Natural beauty that includes rainforest and volcanoes
7. What is the unifying factor among Indonesia's diverse population?
    a. The beauty of nature
    b. Indonesian language
    c. Indonesian cuisine
    d. History of colonialism
8. What makes Indonesian cuisine famous?
    a. Rendang, fried rice, and satay

b. Komodo dragons in Komodo National Park
c. Borobudur and Prambanan temples
d. Volcanoes and coral reefs

9. When was the Republic of Indonesia established?
    a. August 17, 1945
    b. January 1, 1901
    c. May 5, 1950
    d. October 20, 1947

10. What characterizes Indonesian history according to the text?
    a. Indian, Chinese and Dutch influences
    b. Borobudur and Prambanan temples
    c. Indonesian cuisine
    d. Ethnic and Language Diversity

Benefits of Learning Foreign Languages in the Era of Globalization

In the current era of globalization, foreign language skills have an increasingly important role. Learning a foreign language is not just an additional skill, but also an investment in self-development that can bring various benefits.

Broad Career Opportunities: With advances in technology and global connectivity, many companies and organizations are looking for individuals who can communicate in more than one language. Having foreign language skills can open up wider career opportunities and provide a competitive edge.

Opens the Door to Cultural Understanding: Learning a foreign language is not only about speaking skills, but also about cultural understanding. Through language learning, one can more deeply understand the values, traditions and worldview of a culture.

Improves Critical Thinking Skills: Understanding and using a foreign language requires analytical and critical thinking. This learning process stimulates the brain, improves cognitive abilities and helps in the development of logical thinking.

Expands International Networks and Relationships: Communicating in a foreign language allows one to expand social networks and international relationships. This can open doors to cross-border cooperation and valuable experiences.

11. What makes foreign language skills important in today's career world?
    a. Understanding cultural values
    b. Improve cognitive ability
    c. Opens up wider career opportunities
    d. Stimulates the brain
12. What are the benefits of learning a foreign language in a cultural context?
    a. Improve critical thinking skills
    b. Expanding social networks
    c. Opens up career opportunities
    d. Gain an in-depth understanding of the culture
13. How can learning a foreign language improve cognitive abilities?
    a. Through analytical and critical thinking
    b. By stimulating the brain
    c. By opening the door to international relations
    d. By improving the ability to speak
14. What is one of the benefits of communicating in a foreign language in the context of international relations?
    a. Understanding cultural values
    b. Expanding social networks
    c. Open doors for cross-border cooperation
    d. Stimulates the brain

Vocabularies section

15. Choose a word that has a similar meaning to "brave":
    a. fearless
    b. brave
    c. Shy
    d. Foolish
16. Synonyms for the word "awesome" are:
    a. depressing
    b. marvelous
    c. Ordinary
    d. Frightening
17. What is the antonym for “fast” …
    a. Rapid
    b. Quick
    c. Slow
    d. Speedy
18. What us the synonym for “Happy” …
    a. Sad
    b. Excited
    c. Angry
    d. Tired

Grammar section

17. Lengkapkan kalimat berikut dengan kata kerja dalam Future Perfect Tense:
    "By the time she arrives, we _____ (finish) the project."
    a. will finish
    b. are finishing
    c. have finished

d. will have finished

18. Pilih kata kerja yang tepat untuk melengkapi kalimat berikut dalam bentuk Future Simple Tense:

    "We _____ (visit) our grandparents next weekend."

    a. visits
    b. visited
    c. will visit
    d. visiting

19. Isi titik-titik dengan kata kerja dalam bentuk Simple Past Tense:

    "Yesterday, they _____ (go) to the zoo."

    a. go
    b. going
    c. goes
    d. Went

20. Maria, along with her friends,.. going to the museum tomorrow.

    a. Is
    b. Am
    c. Are
    d. were

21. Choose the synonym for “begin” …

    a. Start
    b. End
    c. Finish
    d. Complete

Writing section

22. Dalam teks berikut, manakah yang merupakan pernyataan atau argumen?

"Climate change is a global issue that requires immediate action. The rise in greenhouse gas emissions is contributing to the warming of our planet, leading to more frequent and severe weather events. If we do not take steps to reduce our carbon footprint, the consequences could be catastrophic."

a. "Climate change is a global issue that requires immediate action."
b. "The rise in greenhouse gas emissions is contributing to the warming of our planet."
c. "More frequent and severe weather events are a result of climate change."
d. All correct.

23. Man : Do you think that free education for poor will be an effective policy?
    Woman : … because this is what they really need
    a. I think this will help them a lot
    b. I don't think that is good
    c. I think they will be spoiled
    d. I don't think it's necessary
24. Man : …. I've booked the table but you give it to other costumers
    Woman : I'm sorry. Sir. We're going to fix it
    a. I really don't mind
    b. This is really a nuisance
    c. This is Nice
    d. I like it

25. Woman : How you heard that the government will subsidize farmers who use have organic farming?

    Man : …. Because not many farmers are willing to do organic farming without some support from the government

    a. I disagree with the idea
    b. I don't really care about it
    c. I think this is not a good idea
    d. I think it is a good idea

a. Learning Outcomes of the Experimental Class

Learning Outcomes of the Experimental Class Before Treatment (Pretest)

No	Nama	Pretest
1	RZ	84
2	JF	24
3	IN	28
4	AP	80
5	MJ	52
6	AZ	52
7	NF	60
8	AL	88
9	AD	60
10	FM	48
11	ZM	60
12	SB	60

Learning Outcomes of the Experimental Class After Treatment (Posttest)

No	Nama	Posttest
1	RZ	96
2	JF	68
3	IN	60
4	AP	84
5	MJ	88
6	AZ	88
7	NF	76
8	AL	96
9	AD	76
10	FM	64
11	ZM	64
12	SB	88

A. Learning Outcomes of the Control Class

Learning Outcome Before Treatment (pretest)

No	Nama	Pretest
1	RQ	84
2	WY	80
3	NH	80
4	MH	80
5	KN	80
6	JH	80
7	ZF	76
8	SF	76
9	AY	68
10	AH	84
11	AN	75
12	SF	75

Learning Outcomes of the Control Class After Treatment (Posttest)

No	Nama	Posttest
1	RQ	88
2	WY	80
3	NH	76
4	MH	60
5	KN	80
6	JH	88
7	ZF	88
8	SF	88
9	AY	76
10	AH	80
11	AN	84
12	SF	76

APPENDIX III

(CONSENT LETTER)

PROGRAM PASCASARJANA
UNIVERSITAS MUHAMMADIYAH PAREPARE
(P P s – U M P A R)
Alamat: Jl. Jend. Ahmad Yani KM 6 Gedung E Kampus UM Parepare Telp. (0421)22757
Web: www.umpar.ac.id email: pascasarjana.ump4r@gmail.com fb/ig: Pascasarjana Umpar

بسم الله الرحمن الرحيم

Nomor : 0147/II.3.AU-PPs/F/2024
Lampiran : -
Perihal : **Pengantar Izin melaksanakan Penelitian**

Kepada Yth,
Kepala MAN Enrekang
Di-
Tempat

Assalamu 'Alaikum Warahmatullahi Wabarakatuh

Segala puji kita panjatkan kehadirat Allah SWT semoga segala aktivitas keseharian kita berjalan lancar dan bernilai ibadah di sisi-Nya. Amin.

Dengan hormat kami sampaikan kepada bapak/ibu agar berkenan memberikan Izin melaksanakan penelitian Tesis kepada mahasiswa:

Nama	: **Afina Aninnas Harbi**
NIM	: 221300011
Program Studi	: Pendidikan Bahasa Inggris
Jenjang Pendidikan	: Program Magister / Strata Dua (S.2)
Judul Tesis	: The Influence of Teacher Classroom Management and Internet Technology (IT) to the Students English Achievement at MAN Enrekang
Tgl. Seminar Proposal	: 30 Januari 2024
Tempat Penelitian	: MAN Enrekang

Demikian pengantar ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.
Nasrumminallahi Wafathun Qariib
Wassalamu 'Alaikum Warahmatullahi Wabarakatuh

Parepare, 26 Rajab 1445 H
07 Februari 2024 M

Direktur,

Prof. Dr. St. Wardah Hanafie Das, M.Pd.I.
NBM. 948 442

Tembusan disampaikan kepada yth;
- Rektor UMPAR
- Ketua LPPM UMPAR
- Arsip

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PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **4451/S.01/PTSP/2024**
Lampiran : -
Perihal : **Izin penelitian**

Kepada Yth.
Kepala Kantor Kementrian Agama
Kota Makassar

di-
Tempat

Berdasarkan surat Direktur PPs Univ. Muhammadiyah Parepare Nomor : 0147/II.3.AU-PPs/F/2024 tanggal 07 Februari 2024 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**AFINA ANINNAS HARBI**
Nomor Pokok	:	221300011
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S2)
Alamat	:	Jl. Jend. Ahmad Yani Km. 6 Parepare

simptsp
PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun Tesis, dengan judul :

" THE INFLUENCE OF INFORMATION AND TECHNOLOGY (IT) IN THE CLASSROOM MANAGEMENT TO IMPROVE THE ENGLISH ACHIEVEMENT AT MAN PK MAKASSAR "

Yang akan dilaksanakan dari : Tgl. ***26 Februari s/d 30 April 2024***

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami ***menyetujui*** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 26 Februari 2024

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Direktur PPs Univ. Muhammadiyah Parepare;
2. *Pertinggal.*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MAKASSAR
Jalan Rappocini Raya Nomor 223 Makassar 90222
Telepon (0411) 453572, 453015; Pos-el kemenagkotamakassar@ymail.com

Nomor: B- 4728/Kk.21.12/1/TL.00/02/2024 28 Februari 2024
Hal: **Izin Penelitian**

Yth. Ka. MAN PK
Makassar

Berdasarkan surat Direktur PPs Universitas Muhammadiyah Parepare Nomor: 4451/S.01/PTSP/2024 tanggal 26 Februari 2024 perihal permohonan izin penelitian, maka bersama ini disampaikan kepada Saudara bahwa

Nama	:	Afina Aninnas Harbi
Nomor Pokok	:	221300011
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa (S2)
Alamat	:	Jl. Jend. Ahmad Yani Km.6 Pare-Pare
Judul	:	**"The Influence Of Information And Technology (IT) In The Classroom Management To Improve The English Achievement At MAN PK Makassar".**

Bermaksud mengadakan penelitian pada Madrasah yang Saudara pimpin dalam rangka penyusunan **Tesis** sesuai dengan judul diatas yang akan dilaksanakan dari tanggal 26 Februari s/d 30 April 2024.

Dengan ketentuan sebagai berikut :

1. Mentaati semua peraturan perundang-undangan yang berlaku
2. Menyerahkan 1 (Satu) eksemplar copy hasil penelitian kepada Kepala Kantor Kementerian Agama Kota Makassar ;
3. Surat izin ini akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Sehubungan dengan hal tersebut, maka harap diberikan bantuan dan fasilitas sesuai dengan kebutuhan dalam penelitian yang bersangkutan.
Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Kepala
Kasi Sub. Bag. Tata Usaha

H. Abdul Rafik

Tembusan
1 Direktur PPs Univ. Muhammadiyah Parepare
2. Pertinggal

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APPENDIX IV

Pictures





















