

Appendix 1

LESSON PLAN

Education Level : Junior High School

Study : English Language

Class/Semester : VII/1

Materials : Self Introduction

Time Allocation : 1 X 60 Minutes

A. Core Competence

KI-1: Appreciate and practice the teachings of their religion

KI-2: Show discipline, honest, responsibility, and care (cooperation, teamwork, tolerance, peace), polite, responsive, and active pro and show attitude as the part from solution from various problem in interaction with effective of social and natural environment also self position as world reflection in relationship universe.

KI-3: Understand, implement, analysis, and evaluation factual knowledge, conceptual, procedure, and metacognitive, based on curiosity about knowledge, technology, art, culture, and humanities with insight humanity, nationality, state, and civilization about cause phenomenon and event, also implement procedural knowledge at side study which specific based on talent and interest for solve the problem.

KI-4: Process, reason, study, and invent in concrete realm and abstract realm with develop from which studying in school with personality also take action effectively and creativity, and able using methoda based on concept of study.

B. Basic Competence (KD), Achievement Indicator Competence

No	Basic Competence	Achievement Indicator Competence
	Knowledge Competence 3.2 understand social function, text structure, and language component at express self introduction, with respond, based on the context.	3.2.1 observing social function, text structure, and language component at express self introduction, with respond, based on the context. 3.2.2 analyze social function, text structure, and language component at express self introduction, with respond, based on the context

	<p>Skill Competence</p> <p>4. 2 arrange direct text and simple word for declare , asking, and respond with shortly with find out social function, text structure, and language component which correct and based on the context.</p>	<p>4. 2. 1 Making simple teks of self introduction with find out social function, text structure, and language component which correct and based on the context.</p>
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C. Learning purpose

From learning methodology ALM (audio lingual method) the students can respond, observe, and identify self introduction text also the students know aspect in learning materials also improve writing ability and give respond in English language

D. Learning Methodology

- Fact
Self introduction
- Concept
Self introduction materials
- Procedural
Identification self introduction text.

E. Approach

1. Metode Pembelajaran: Audio Lingual Methods
2. Pendekatan: Mind mapping technique
3. Metode: Finding and Discussing

F. Learning Media

1. Laptop
2. Projector
3. shape of mind mapping models

G. Learning Source

1. English books seventh grade

H. Learning Activity

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
A. Introduction	<ul style="list-style-type: none"> - The students begin the activity start from praying - The students greeting the teacher - After greeting the students listen about “motivation quote” from the teacher - The students listen about teacher explanation about the materials “ self introduction” - The students ask the teacher about the topic of self introduction - The students mention about question which use on self introduction. 	25 minutes
B. Core activity	<ul style="list-style-type: none"> - The students listen about the core materials of self introduction - The students write about the component of 	40 minutes

	<p>self introduction</p> <ul style="list-style-type: none"> - The students receive example of self introduction text - The students read self introduction text - The students design the project of self introduction text by using mind mapping technique - The students ask the teacher about component if they not understand - The students move in front of class to complete the component of self introduction by using mind mapping technique. - The students pay attention to the answers that have been filled on white board together and are guided by the teacher 	
C. Closing	<ul style="list-style-type: none"> - The students listen about conclusion of self introduction materials - The students can ask the teacher if have a part they 	15 minutes

	<p>still not understand</p> <p>- The students receive homework from teacher is “fill blank box” about self introduction</p>	
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I. Assessment

1. Assessment for Rubric

Assessment of writing self introduction

Aspect	Score	Performance description
Content (C) 30 % Topics and Details	4	The topics are clear and complete with relate
	3	The topics are complete and clear but not details with the topics
	2	Complete about the topics but not related
	1	The topics are not clear and complete with the accuracy
Organization (O) 20% Identification and Description	4	Identification are complete and clear with good structure of description
	3	Identification almost same and complete but unstructure of description
	2	Identification are not complete and clear with unstructure of description
	1	Identification is not complete with unclear and unstructure of description
Grammar (G) 20% Present tense and Agreement	4	Great grammar with clear and accurate
	3	Good grammar and clear position but uncomplete
	2	Better grammar but unclear position and uncomplete
	1	Enough grammar with unclear position and uncomplete
Vocabulary (V) 15 %	4	Effective choose words and accurate
	3	Good choose words and accurate but uncomplete sentences
	2	Better choose words and accurate but uncomplete sentences

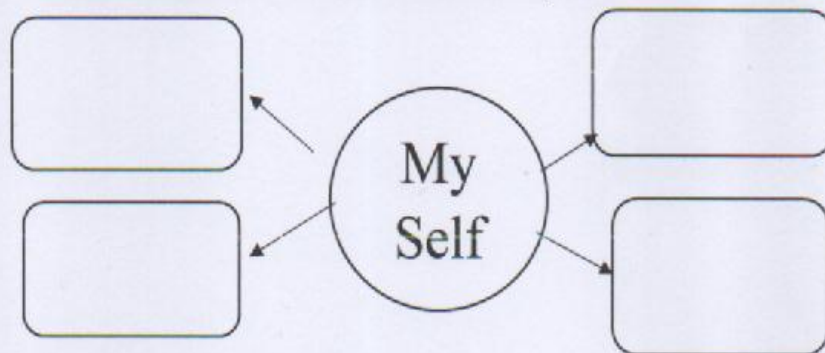
	1	Enough choose words but unaccurate and uncomplete sentences
Mechanics (M) 15% Spelling, Punctuation, and Capitalization	4	Great punctuation, spelling, and organization words
	3	Good punctuation and spelling but unaccurate organization words
	2	Better punctuation but spelling and organization words uncomplete
	1	Enough punctuation, speling, and organization words

(Adapted From Brown 2007:357).

J. Students worksheet

A. Please fill the blank box below based on component of self introduction!

Then make into short sentences and describe about yourself



Batang, October, 19th 2021

Handwritten signature of Verdesti Mariana S V. S.Pd

Verdesti Mariana S V. S.Pd

NIP:198212042007012004

Mengetahui

Handwritten signature of Kevin Sutanto

Kevin Sutanto

Appendix 1

LESSON PLAN

Education Level : Junior High School

Study : English Language

Class/Semester : VII/1

Materials : Self Introduction

Time Allocation : 2 X 60 Minutes

2. Core Competence

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E. Basic Competence (KD), Achievement Indicator Competence

No	Basic Competence	Achievement Indicator Competence
	Knowledge Competence	3.2.1 observing social function,
	3.2 understand social	text structure, and language
	function, text structure, and	component at express self
	language component at	introduction, with respond, based

	express self introduction, with respond, based on the context.	on the context. 3.2.2 analyze social function, text structure, and language component at express self introduction, with respond, based on the context
	Skill Competence 4. 2 arrange direct text and simple word for declare , asking, and respond with shortly with find out social function, text structure, and language component which correct and based on the context.	4. 2. 1 Making simple teks of self introduction with find out social function, text structure, and language component which correct and based on the context.

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2. Approach: Mind mapping technique
3. Method: Finding and Discussing

F. Learning Media

1. Laptop
2. Projector
3. shape of mind mapping models

G. Learning Source

1. English books seventh grade

H. Learning Activity

	Learning activity	Time allocation
Introduction	<ul style="list-style-type: none"> - The students begin the activity start from praying - The students greeting the teacher - After greeting the students listen about “motivation quote” from the teacher - The students listen about teacher explanation about the materials “ self introduction” - The students ask the teacher about the topic of self introduction - The students mention about question which use on self introduction. 	35 minutes
Core activity	<ul style="list-style-type: none"> - The students listen about the core materials of self introduction - The students write about the component of self introduction - The students receive example of self introduction text - The students read 	60 minutes

	<p>self introduction text</p> <ul style="list-style-type: none"> - The students design the project of self introduction text by using mind mapping technique with enthusiastically - The students ask the teacher about component if they not understand - The students move infront of class to complete the component of self introduction by using mind mapping technique with enthusiastically. - The students pay attention to the answers that have been filled on white board together and are guided by the teacher - The students work the test of self introduction by using mind mapping technique and motivateed how to implemented their idea 	
Closing	<ul style="list-style-type: none"> - The students listen about conclusion of self introduction 	25 minutes

	materials - The students can ask the teacher if have a part they still not understand - The students receive homework from teacher is “fill blank box” about self introduction	
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I. Assessment

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Organization (O) 20% Identification and Description	4	Identification are complete and clear with good structure of description
	3	Identification almost same and

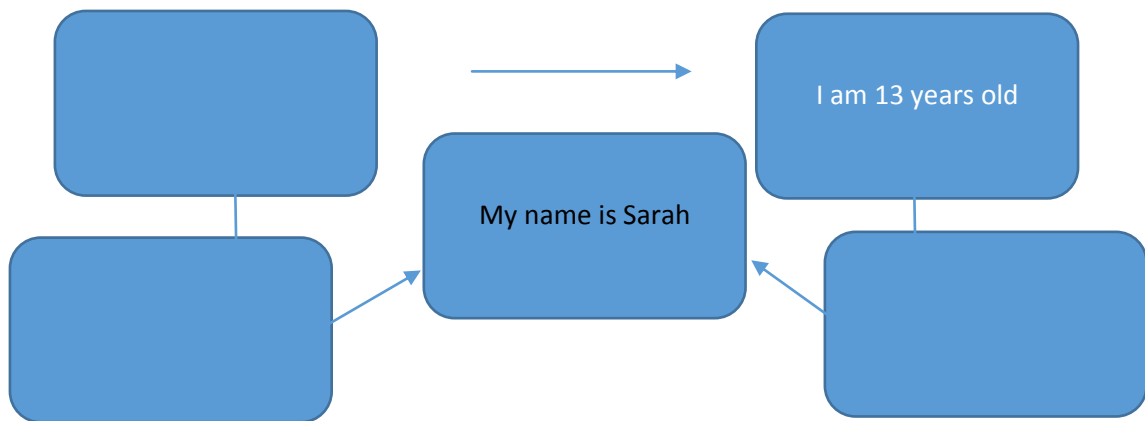
		complete but unstructure of description
	2	Identification are not complete and clear with unstructure of description
	1	Identification is not complete with unclear and unstructure of description
Grammar (G) 20% Present tense and Agreement	4	Great grammar with clear and accurate
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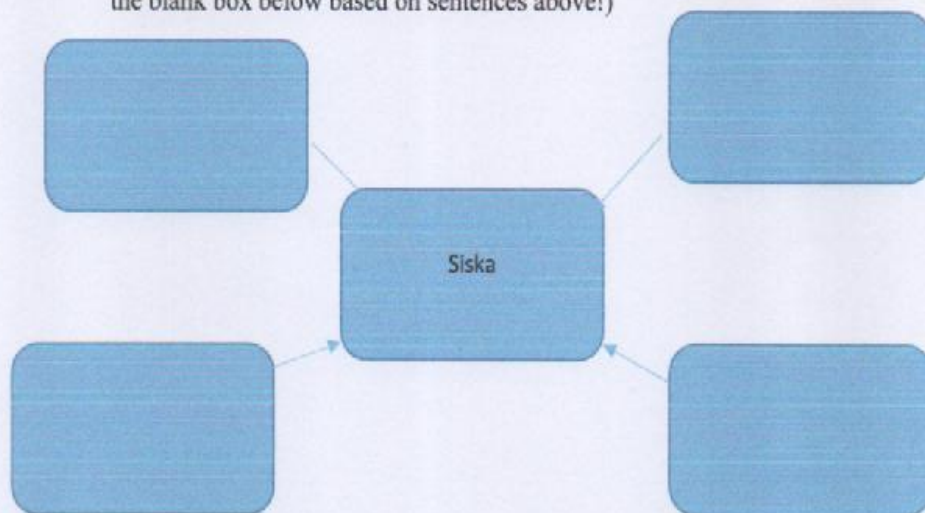
(Adapted From Brown 2007:357).

J. Students worksheet

Please fill blank box below as the example then make a short sentences!



Hello, good morning my name is Siska, i am 15 years old, my hobby are playing guitar and reading book, i lived at M. T Haryono street. (please fill the blank box below based on sentences above!)



Sintang, December, 2nd 2021



Vordesti Mariana S V. S.Pd

NIP:198212042007012004

Mengetahui

Kevin Sutanto

Researcher

Appendix 2

FIELD NOTE

Date: October, 19th 2021

School: SMP Nusantara Indah Sintang

Grade/Semester: VII/2

Topic: Self introduction

Basic Competence: Writing

Cycle/Meeting: I/I

Time allocation: 1 X 60 minutes

NO	Note
1.	The students not enthusiastically did the mini project from the teacher
2.	The students are not motivated because their own bussiness and distrub their friends during classroom activity
3.	The students confused how to implement mind mapping technique

Sintang, October, 19th 2021



Observer

(Vordesti Mariana S V. S.Pd)

NIP:198212042007012004

Appendix 2

FIELD NOTE

Date: October, 21st 2021

School: SMP Nusantara Indah Sintang

Grade/Semester: VII/2

Topic: Self introduction

Basic Competence: Writing

Cycle/Meeting: I/II

Time allocation: 1 X 60 minutes

NO	Note
1.	The students almost understand about the materials
2.	The students motivated during classroom activity to followed the instruction
3	The students can applied mind mapping technique well

Sintang, October, 21st 2021



Observer

(Vordesti Mariana S V. S.Pd)

NIP:198212042007012004

Appendix 2

FIELD NOTE

Date: December, 2nd 2021

School: SMP Nusantara Indah Sintang

Grade/Semester: VII/2

Topic: Self introduction

Basic Competence: Writing

Cycle/Meeting: II/I

Time allocation: 1 X 60 minutes

NO	Note
1.	The students enthusiastically did the project from the teacher
2.	The students can implemented and understand about writing self introduction by using mind mapping technqiue
	The students motivated about give their won idea during classroom activity
3.	The students can imagine about the implemented mind mapping technique well

Sintang, December, 2nd 2021

* (Vordesti Mariana S V. S.Pd)

NIP:198212042007012004

Appendix 3

OBSERVATION CHECKLIST

Give the (V) during and based on observational aspects!

Observation checklist for students

Time: 1 X 60 minutes

Cycle/Date: I/ October, 19th 2021

Observer: Vordesti Mariana S V,

S.Pd

Meeting:I

NO	Observation aspect	SA	A	DA	SDA
1	The students greeting the teacher	V			
2	The students listen on teacher explanation about the materials self introduction		V		
3	The students ask the teacher about the topic of self introduction		V		
4	The students listen about core materials of self introduction		V		
5	The students active write about self introduction materials by using mind mapping technique			V	
6	The students design the project of self introduction text by using mind mapping technique		V		

7	The students enthusiastically do the project from the teacher			V	
8	The students pay attention to the answer that have been filled on white board together and are guided by the teacher		V		
9	The students listen about conclusion of self introduction materials		V		
10	The students receive homework from teacher is" fill blank box" about self introduction		V		

Mean score: Score obtained X 100 = $\frac{29 \times 100}{40} = 72,5$

Maximum score 40

Note:

SA: strongly agree (4)

A: agree(3)

Da: disagree(2)

SDA: strongly disagree(1)

Sintang, October, 19th 2021

Observer



(Verdesti Mariana S V, S.Pd)

NIP:198212042007012004

Appendix 3

OBSERVATION CHECKLIST

Give the (V) during and based on observational aspects!

Observation checklist for students

Time: 1 X 60 minutes

Cycle/Date: I/ October, 2^{1st} 2021

Observer: Vordesti Mariana S V, S.Pd

Meeting: II

NO	Observation aspect	SA	A	DA	SDA
1	The students greeting the teacher	V			
2	The students listen on teacher's explanation about the materials " self introduction"	V			
3	The students made small project from the teacher to design mind mapping			V	
4	The students listen about the core materials of self introduction				V
5	The students fill blank box in front of class enthusiastically	V			
6	The students listen about the teacher answer				V
7	The students listen about conclusion of materials			V	

8	The students understand about the topics		V			86
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Mean score: Score obtained X 100 = $\frac{21}{32} \times 100 = 65,6$

Maximum score 32

Note:

SA: strongly agree (4)

A: agree(3)

Da: disagree(2)

SDA: strongly disagree(1)

Sintang, October, 21st 2021

Observer



(Vordesti Mariana S V, S.Pd)

NIP:198212042007012004

Appendix 3

OBSERVATION CHECKLIST

Give the (V) during and based on observational aspects!

Observation checklist for students

Time : 1 X 60 minutes

Cycle/Date :II/ December, 2nd 2021

Observer: Vordesti Mariana S V,

S.Pd

Meeting: I

NO	Observation aspect	SA	A	DA	SDA
1	The students gretting the teacher	V			
2	The students listen on teacher's explanation about the materials " self introduction"	V			
3	The students ask the teacher about the topics of self introduction	V			
4	The students listen about the core materials of self introduction		V		
5	The students design self introduction component by using mind mapping technique with enthusiastically	V			

	introduction by using mind mapping technique and motivated how to implemented their idea				
7	The students listen about conclusion of materials	V			
8	The students can implemented and understand about writing self introduction by using mind mapping technique		V		

Mean score: Score obtained X 100 = $\frac{30 \times 100}{32} = 93,75$

Maximum score 32

Note:

SA: strongly agree (4)

A: agree(3)

Da: disagree(2)

SDA: strongly disagree(1)

Sintang, December, 2nd 2021



(Vorderesti Mariana S V, S.Pd)

NIP:198212042007012004

Appendix 4

INTERVIEW GUIDELINE

Cycle: One

Date: October, 19th 2021

Time: 9 am

Participant: F

1. Are you motivated learn writing of self introduction?

Students: no, i am not because i did not understood how to start and finished about writing self introduction

2. Are you interested in learning mind mapping technique?

Students: no, i am not because i did not understood how to made simply mind mapping i think i will learn more about the technique because i really curious

3. What is your problem to learn writing of self introduction?

Students: in my opinion the problem is less vocabulary because English vocabulary was many sub words and made me confuse how to wrote

4. What is your problem in build mind mapping technique?

Students: my problem is too many blank box and less explanation about this technique and made me confuse

Date: October, 19th 2021

Time: 9 am

Participant: IJT

1. Are you motivated learn writing self introduction?

Students: yes i am but little made me confuse because its hard to applied and sometimes confuse because some words was same but different meaning

2. Are you interested in learning mind mapping technique?

Students: yes i am but only give us more explanation how to build mind mapping technique and i think its very fun to learn because easier us to learn about writing ability

3. What is your problem learn writing self introduction?

Students: the problem are confuse about component and how to applied based on line i think its the problem in my opinion

4. What is your problem learn mind mapping technique?

Student: in my opinion, the problem are how to build mind mapping and applied it because its need to process and how to generate mind mapping technique

Date: October, 19th 2021

Time: 9 am

Participant: DS

1. Are you motivated learn writing self introduction?

Student: no, i am not because writing was so hard to learn because i did not knew how to implemented the idea

2. Are you interested in learning mind mapping technique?

Student: no, i am not because its quite hard how to fill based on the blank box and needed more example

3. What is your problem learn writing self introduction?

Student: my problem was i did not knew how to found and build the words

4. What is your problem learn mind mapping technique?

Student: i did not knew how to fill based on the box and how to found another words to fill the blank box accurately

Date: October, 19th 2021

Time: 9 am

Participant: YNY

1. Are you motivated learn writing self introduction?

Student: no, i am not because this is little hard

2. Are you interested in learning mind mapping technique?

Student: no i am not

3. What is your problem learn writing self introduction?

Student: my problem is only how to write accurately and how to generalize the words

4. What is your problem learn mind mapping technique?

Student: my problem is how to create the mind mapping, its hard and how to geneate the words accurately.

Conducted the result of interviewed, the researcher and collaborator founds that the students had problem during classroom activity especially from the ability and technique of learning process to generated their mind idea. So, the researcher and collaborator hold into cycle two.

Cycle: two

Date: December, 2nd 2021

Participant: F

Time: 9 am

1. Are you motivated to learn writing self introduction?

Students: yes, i am because from writing ability especially self introduction we confidence how to introduce yourself

2. Are you interested to learn mind mapping technique?

Student: yes, i am

3. What is your problem to learn writing self introduction?

Student: i think no because mind mapping if we try we can get some knowledge

4. What is your problem to learn mind mapping technique?

Student: no, i am not because mind mapping can help us if we confuse how to finds the words

Cycle: two

Date: December, 2nd 2021

Participant: DS

Time: 9 am

1. Are you motivate to learn writing self introduction?

Student: yes, i am because writing self introduction can help us
before orally practice

2. Are you interested to learn mind mapping technique,

Student: yes, i am because from previous study i cant interest. But,
i try and more practice, so i think it simply to learn

3. What is your problem learn writing self introduction?

Student: no, i am not because it helpful

4. What is your problem learn mind mapping technique?

Student: no, i am not because it help me to finds some another
words

Cycle: two

Date: December, 2nd 2021

Participant: IJT

Time: 9 am

1. Are you motivate learn writing self introduction?

Student: yes, i am because writing ability is most difficult ability to learn. So, we should focus to learn especially self introduction i thnik

2. Are you interested to learn mind mapping technique?

Student: yes, i am because mind mapping technique relate and helpful for finds some words

3. What is your problem learn writing self introduction?

Student: no i am not because writing and all of ability is important to learn and engeage our knowledge

4. What is your problem learn mind mapping technique?

Student: no, i am not because mind mapping technique consist to help us when we confuse how to finds some words

Cycle: two

Date: December, 2nd 2021

Participant: YNY

Time: 9 am

1. Are you motivated to learn writing self introduction?

Student: yes, i am

2. Are you interest to learn mind mapping technique?

Student: yes , i am because mind mapping technique before that i think its very hard but now i think its very easy

3. What is your problem learn writing self introduction?

Student: no, i am not because writing self introduction is important to learn

4. What is your problem learn mind mapping technique?

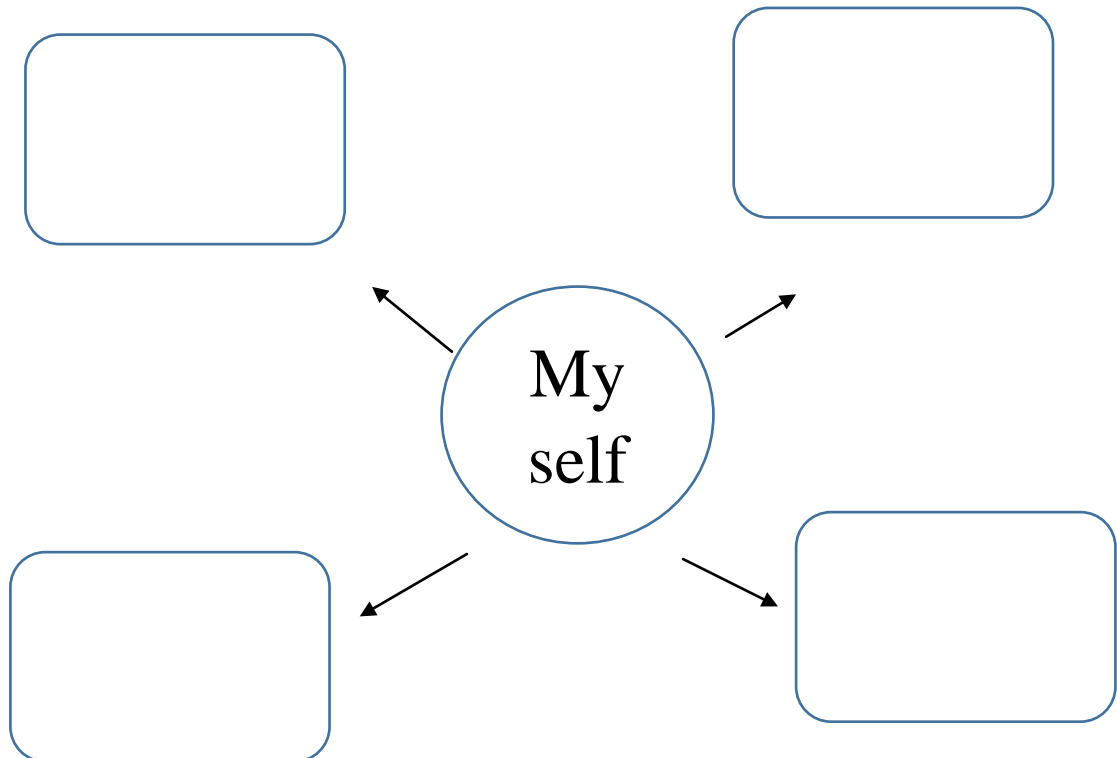
Student: no, i am not because mind mapping technique is easier technique to learn

Appendix 5

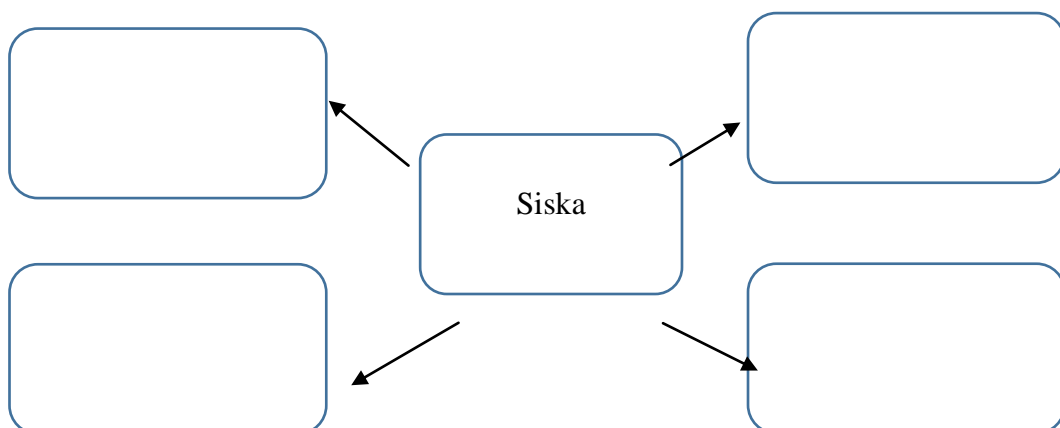
Students' worksheet

1. Please fill the blank box below based on component of self introduction!

Then make into short sentences and describe about yourself



2. Hello good morning my name is Siska, I am 15 years old, my hobby are playing guitar and reading the book, I lived at M. T. Haryono street. (please fill the blank box below based on text above!



Appendix 6

TABLE OF STUDENTS MEAN SCORE AND PASS KKM

Table 4.2 Student Score Cycle One

No	Name	M	O	V	G	C	S	TS
1	COW	20	20	20	20	20	100	50
2	CYS	30	40	30	30	20	150	75
3	DS	30	30	30	40	30	160	80
4	F	30	40	30	30	30	160	80
5	FMK	40	40	30	20	10	140	70
6	IJT	20	20	30	20	10	100	50
7	JIFL	30	40	30	40	30	170	85
8	KF	20	20	40	20	20	120	60
9	LP	30	30	30	30	10	130	65
10	MT	20	40	30	20	20	130	65
11	NS	20	20	30	20	20	110	55
12	OPD	20	20	10	30	40	120	60
13	RA	20	30	20	20	20	110	55
14	Ss	20	30	30	30	10	120	60
15	YNY	40	30	40	30	30	170	85
		390	450	430	400	320	1990	940

$$T = \frac{m}{n} \times 100\%$$

$$n$$

$$T = \frac{5}{15} \times 100\%$$

$$15$$

$$T = 33,3 \%$$

$$\text{Mean Score : } M = \frac{\sum fx}{N}$$

$$M = \frac{940}{15}$$

$$15$$

$$M = 62,67 \text{ (Student mean score)}$$

Table 4.3 Student Score Cycle Two

No	Name	M	O	V	G	C	S	TS
1	COW	40	40	40	30	30	180	90
2	CYS	30	30	30	40	40	170	85
3	DS	20	30	20	20	30	120	60
4	F	40	40	40	40	40	200	100
5	FMK	30	30	40	40	40	180	90
6	IJT	20	30	20	10	40	120	60
7	JIFL	40	40	30	30	40	180	90
8	KF	30	30	30	40	40	170	85
9	LP	40	40	30	30	20	160	80
10	MT	40	40	40	40	30	190	95
11	NS	40	40	30	40	40	190	95
12	OPD	40	40	40	40	40	200	100
13	RA	40	40	40	40	30	190	95
14	SS	40	40	40	40	30	190	95
15	YNY	40	40	40	30	30	180	90
		530	550	510	510	520	2620	1310

$$T = \frac{m}{n} \times 100\%$$

n

$$T = \frac{13}{15} \times 100\%$$

15

$$T = 86,67\%$$

$$M = \frac{\sum fx}{N}$$

$$M = \frac{1310}{15}$$

$$15$$

$$M = 87,3 \text{ (Student mean Score)}$$

Notes:

M: Mechanics C: Content

O: Organization S: Score

V: Vocabulary TS: Total Score

G: Grammar

DOCUMENTATIONS

Picture 1 Researcher explain the materials



Picture 2 Student do the test



Picture 3 The Students are doing the test



Picture 4 Researcher check students' work



Picture 5 The students collect their work



Picture 6 Researcher asked the students



Picture 7 researcher interviewed the student

BIOGRAPHY



The researcher's name is Kevin Sutanto. The researcher was born in Sintang February 25, 1999.

The researcher is only child of couple Mr Susanto A.K.A Tet Kiang and Mrs Maria Lina. The researcher is an Indonesia citizen who is Catholic.

The researcher attended SDN 26 Sintang which graduated in 2011. The researcher continued his

education at SMP Nusantara Indah Sintang which graduated in 2014. After that, the researcher continued his education at SMA Nusantara Indah Sintang which graduated in 2017. The researcher continued his education at STKIP persada Khatulistiwa Sintang as a student in STKIP, the researcher participated in various intra and extra campus namely UKM Keluarga Mahasiswa Katolik (KMK), UKM Jurnalistik, and HMPS (ELLSA). Kevin served as treasurer of UKM Jurnalistik in 2018/2019 and 2019/2020 for two period as Head of Redaction.