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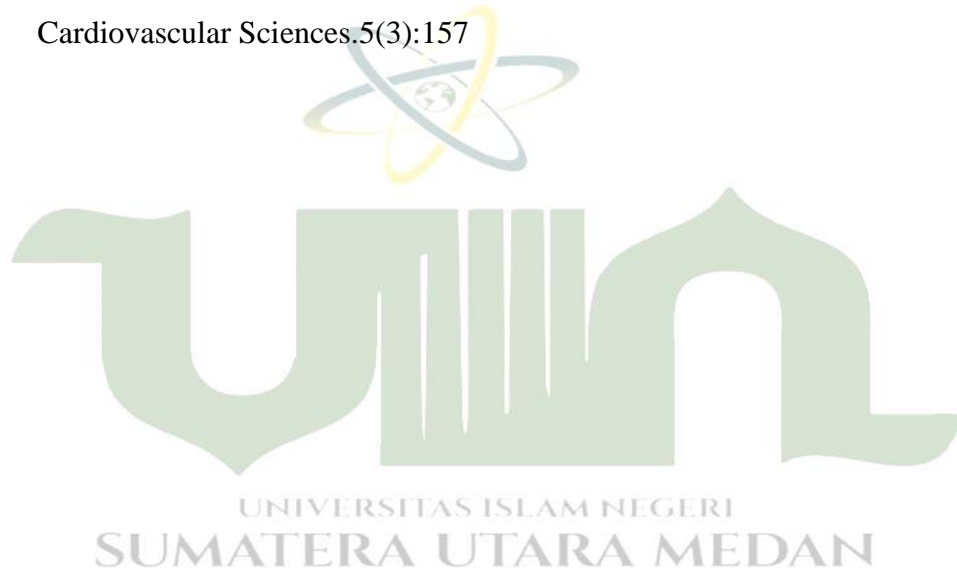
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APPENDIX I

Teacher's Activity	Researcher's Activity
<p>A. First meeting</p> <ol style="list-style-type: none"> 1. Teacher say salam to student and introduce researcher to student. 2. Teacher explain what purpose the researcher in the School 3. Teacher ask student for always be nice to researcher 4. After that teacher leaving class and researcher start the activity of research. <p>B. Second Meeting</p> <ol style="list-style-type: none"> 1. Teacher just welcome to researcher and do not enter the class 2. Teacher let researchers do research activities <p>C. Third Meeting</p> <ol style="list-style-type: none"> 1. Teacher Welcome to researcher 2. Teacher also use strategy mind mapping in another class 3. Teacher teach about how to understand compound sentence with mind mapping 4. Teacher help researcher for explain the materi 5. Teacher supervise the researcher and help researcher for check student assignments 	<p>A. First meeting</p> <ol style="list-style-type: none"> 1. The researcher introduce again her self 2. The researcher start explain the purpose in the school, and start explain lesson plan. 3. The researcher explain materi 4. The researcher teach as to lesson plan <p>B. Second Meeting</p> <ol style="list-style-type: none"> 1. The researcher go to school 2. The researcher say salam to all of the teacher in the school 3. The researcher go to class 4. The researcher start activities as to lesson plan <p>C. Third meeting</p> <ol style="list-style-type: none"> 1. The researcher say salam to teacher in teacher room. 2. The researcher go to class with teacher 3. The researcher explain materi 4. The researcher give assignment to student 5. The researcher check the assignments with teacher 6. After finish, the researcher and teacher leave class. Also, say salam before leave the class.

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EXPERIMENTAL CLASS AND CONTROLLED CLASS

LESSON PLAN

Experimental Class

School: MTs USMAN SYARIF MEDAN

Subject: English

Class: VIII

Time Allocation: 2 X 40

Learning Topic: Compound Sentence

Meeting: 1, 2, 3

A. CORE COMPETENCE

K1: Respect and follow the teachings of the faith to which they belong.

K2: Honesty, discipline, accountability, care (tolerance, mutual cooperation), courteousness, and self-confidence in engaging well with the social and natural surroundings within the realm of association and existence.

K3: Knowledge (factual, conceptual, and procedural) based on his interest in science, technology, art, and culture as they relate to visible occurrences and events.

K4: Applying what is learnt in school and other sources in the same perspective / theory to the physical domain (using, unwinding, arranging, altering, and making) and the abstract realm (writing, reading, counting, drawing, and composing).

B. BASIC COMPETENCE

1. Differentiating the social purpose, text structure, and linguistic features of diverse oral, conjunction and written compound sentence by providing and soliciting details regarding the site's tourist and well-known historical structures, brief and simple in accordance with use.

C. ACHIEVEMENT INDICATORS

1. Determining the conjunction and compound sentence social role in relation to tourism attractions.
2. Examining the structure of tourist attraction conjunction and compound sentence.
3. Locating linguistic features in conjunction and compound sentence about a visit of a location.
4. Include brief descriptive information about tourism destinations in your resume.

D. Learning Objectives

1. After observing the text on the video through Quipper School, students are able to determine the social function of conjunction and compound sentence related to tourist attractions.

2. After observing the text on the video through Quipper School, students are able to analyze the structure of conjunction and compound sentence related to tourist attractions.
3. After observing the text on the video through Quipper School, students are able to find linguistic elements in the form of conjunction and compound sentence related to tourist attractions.
4. After conducting questions and answers and group discussions in WA related to descriptive text, students can resume conjunction and compound sentence related to tourist attractions in Indonesia.
5. After conducting questions and answers and group discussions in WA related to descriptive text, students can make conjunction and compound sentence related to tourist attractions in the area. Each residence uses its own language.
6. After making conjunction and compound sentence, students present the compound sentence orally through mind mapping.

E. Learning Materials

1. The definition of compound sentence: A compound sentence is a sentence that contains two or more coordinate clauses connected by such conjunctions as and, but, or, therefore, for, etc.
2. Sosial Function : *Describing or presenting information about a particular place and a historical building*
3. Generic Structure :
 - Opening Paragraph (Identification): *Opening statement to introduce the subject*
 - A series of Paragraph (Description): *Supporting paragraph that describes the subject*
 - Closing Paragraph: *Concluding paragraph that indicates the end of the text*
4. Language Feature:

- a. Vocabulary: words related to ecotourism destinations and historical building such as destination (*n*), establish (*v*), impressive (*adj*), etc.
- b. Grammar: Noun phrases such as *beautiful bird*, *unique monkey*

Example of dialogue describing people

A New Student

A: Have you seen the new girl in school?

B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

A: She's not too tall.

B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown eyes.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

My Aunt

My Aunt is Selly. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My aunt is a tailor. She sews special clothes for women called "kebaya". I learn many things about sewing from her. She is a great teacher for me. Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient aunt. We love her very much.

F. Learning Method

1. Approach: Scientific approach
2. Model: Discovery Learning, Project Based-Learning
3. Technique: Question and answer and discussion

G. Learning Media

1. Video
2. Laptop
3. Speaker
4. Schools Book
5. Paperboard
6. Whatsaap

H. Learning Steps



First meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • The teacher greets the pupils and invites them to clean up the area before praying together. • Teachers keep track of their students' attendance. • The learning is communicated by the teacher. 	
Main Activity	<p>Observing and experiment</p> <ul style="list-style-type: none"> • The teacher teaches the concept of the simple present tense and presents examples to the students. • The teacher invites the students to come forward 	

	<p>and demonstrate the compound sentence in a short example.</p> <ul style="list-style-type: none"> • The teacher gives a basic explanation of conjunction and compound sentence, including examples. • To apply mind mapping, the teacher delivers a list paper. • The teacher demonstrates how to improve using conjunction and compound sentence by using mind mapping. • Each group is given a name by the teacher. • The teacher shows the dice / media that will be used to determine which words will appear in the mind mapping. • After learning the letters to look for, the other members of the group use the letters to search the Google for adjectives that describe persons. • The group that discovers the adjective quickly 	
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	<p>writes it down, along with examples, on the teacher's provided paper.</p> <ul style="list-style-type: none"> • After the game, the teacher instructs each group to write down the adjective on the paperboard, along with the instances. • For each word written by the students, the teacher assigns a score. 	
Closing	<ul style="list-style-type: none"> • Teacher make a conclusion from materi that has already discuss. • The teacher close the class by praying and salam 	

Second meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam to a student • Teacher ask student pray before learning • The teacher check attendance student 	
Main activity	<p>Observing and experiment</p> <ul style="list-style-type: none"> • Teacher and student discuss about materi has 	

	<p>discuss before</p> <ul style="list-style-type: none"> • The teacher explain materi about the definition of compound sentence • The teacher give example about compound sentence • The teacher make a learning group • The teacher explain again how to applying mind mapping • The teacher give media for using mind mapping and ask student to write sentence that don't know by student • After student write the sentence, teacher ask student to find out compound sentence • Teacher give five minute to student for find out the compound sentence • After student already find out,teacher check it and give score to student 	
Closing	<ul style="list-style-type: none"> • Explain the materi and make conclusion about compound sentence • Make sure student already 	

	<p>understand</p> <ul style="list-style-type: none"> • Closing the learning with hamdalah and salam 	
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Third meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam to student before to class • Teacher check attendance student • Teacher ask student to pray before learning 	
Main activity	<ul style="list-style-type: none"> • The teacher and students talk about the previous meeting's assignments. • Several students are called to the front of the class to read their assignments. • The teacher goes over several compound sentence that can be used to describe people. • The teacher compound sentence that can be used to describe people. • Students are given conversation papers by the teacher. • Teachers and students role 	

	<p>play in order for pupils to understand the context of the goals and social functions of dialogue describing people.</p> <ul style="list-style-type: none"> • The teacher instructs students to form pairs with their peers. • With their classmates, students engage a discussion on describing people. • Students are given assignments to describe people by the teacher. • Students turn in their homework. 	
Closing	<ul style="list-style-type: none"> • The teacher make sure student have done the assignment • Teacher Make conclusion about the materi • Teacher say hamdalah and close the class. 	

I. ASSESMENT

Types of test question : Written test

Form of assessment : Individual

Test form : Multiple choice

Correct answer: 5

Wrong answer: 0

Multiple choice test scoring:

Correct answer/wrong answer x 100

Knowing,

Medan, Juni 2022

English Teacher

Researcher

Sakinah Munawaroh,S.Pd

Royto Br. Nainggolan



LESSON PLAN

Controlled Class

School: MTs USMAN SYARIF MEDAN

Subject: English

Class: VIII

Time Allocation: 2 X 40

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K3: Knowledge (factual, conceptual, and procedural) based on his interest in science, technology, art, and culture as they relate to visible occurrences and events.

K4: Applying what is learnt in school and other sources in the same perspective / theory to the physical domain (using, unwinding, arranging, altering, and making) and the abstract realm (writing, reading, counting, drawing, and composing).

B. BASIC COMPETENCE

1. Differentiating the social purpose, text structure, and linguistic aspects of various oral and written compound sentence by giving and asking for information about the site tourism and famous historical buildings, short and simple according to the context of usage.

C. ACHIEVEMENT INDICATORS

1. Determining the conjunction and compound sentence social role in relation to tourism attractions.
2. Examining the structure of tourist attraction conjunction and compound sentence.
3. Locating linguistic features in compound sentence about a visit of a location.
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5. After conducting questions and answers and group discussions in WA related to compound sentence, students can make conjunction and compound sentence related to tourist attractions in the area. Each residence uses its own language.
6. After making conjunction and compound sentence, students present the compound sentence orally through videos.

E. Learning Materials

1. The definition of Compound sentence: A compound sentence is a sentence that contains two or more coordinate clauses connected by such conjunctions as and, but, or, therefore, for, etc..
2. Sosial Function : Describing or presenting information about a particular place and a historical building
3. Generic Structure :
 - a. Opening Paragraph (Identification) : Opening statement to introduce the subject
 - b. A series of Paragraph (Description) : Supporting paragraph that describes the subject
 - c. Closing Paragraph : Concluding paragraph that indicates the end of the text
4. Language Feature:
 - a. Vocabulary: words related to ecotourism destinations and historical building such as destination (n), establish (v), impressive (adj), etc.

b. Grammar: Noun phrases such as beautiful bird, unique monkey

Example of compound sentence

1. Mary doesn't like cartoons because they are loud, **so** she doesn't watch them.
2. We went to the mall; **however**, we only went window-shopping.
3. The girls were painting animal pictures, **and** Katrina spilled the paint.
4. Your children are older, **so** they probably wouldn't be scared.
5. They wanted to go to Paris, **but** I wanted to see London.
6. Mary doesn't like cartoons **because** they are loud, so she doesn't watch them
7. She is very smart, **and** she knows it
8. I have often wanted to swim, **but** I can't get my wife to go swimming.
9. I spent all my savings, **so** I can't go to France this winter.
10. I want to lose weight, **yet** I eat chocolate daily.

My Aunt

My Aunt is Selly. She is 45 years old. She has brown complexion and black hair. Her height is as same as mine, 155 centimeters. I live with her in Medan. My Aunt is a tailor. She sews special clothes for women called "kebaya". I learn many things about sewing from her. She is a great teacher for me. Every morning, she wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient aunt. We love her very much.

F. Learning Method

1. Approach: Scientific approach
2. Model: Discovery Learning, Project Based-Learning
3. Technique: Question and answer and discussion

G.

Media

Learning

- | | |
|------|------------|
| 1. | Video |
| 2. | Laptop |
| 3. | Speaker |
| 4. | Schools |
| Book | |
| 5. | Whatsaap |
| 6. | Paperboard |

H. Learning Steps

First meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam to student • Teacher introduce her self to student • Student also introduce them self to teacher • Teacher ask student to pray before study • Teacher check attendance student 	
Main activity	<ul style="list-style-type: none"> • Teacher give the materi • Teacher explain about compound sentence • Teacher give the example from compound sentence • Teacher ask student to read example compound sentence • Teacher explain how to write compound sentence • Teacher ask student to find out 	

	<p>compound sentence</p> <ul style="list-style-type: none"> • Teacher give 10 minute to student for find out compound sentence. • After student have find out, teacher check it and give score. 	
Closing	<ul style="list-style-type: none"> • Teacher make the conclusion about materi and explain again quickly • Teacher ask student pray after do learning. • Teacher say alhamdulillah and slam before leave the class 	

Second meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say salam before start learning • Teacher ask student to pray before start learning • Teacher check attendance student 	
Main activity	<ul style="list-style-type: none"> • Teacher and student discuss again about learning in provious 	

	<p>meeting</p> <ul style="list-style-type: none"> • Teacher make conversation that related to compound sentence test. • Teacher make a group learning • Teacher ask every group must practice the conversation • Teacher explain what the relation conversation with compound sentence. • The teacher ask student do a homework about example compound sentence 	
Closing	<ul style="list-style-type: none"> • Teacher say alhamdulillah after done learning • Teacher ask student to pray after learning. 	

Third meeting

Activity	Description of activity	Time allocation
Opening	<ul style="list-style-type: none"> • Teacher say hello and salam to student • Teacher check attendance student • Teacher and student discuss again about learning already discuss in last meeting 	

Main activity	<ul style="list-style-type: none"> • The teacher discuss about assignment already given in previous meeting • The teacher ask student for read the assignment in front of class • The teacher check all of assignment of student • The tacher give the score for students assigment 	
Closing	<ul style="list-style-type: none"> • Teacher make sure that student already do assignment • Teacher explain again about materi • Teacher ask student to pray after learn • Teacher say salam aand hamdalah before close class. 	

I. ASSESMENT

Types of test question : Written test

Form of assessment : Individual

Test form : Multiple choice

Correct answer: 5

Wrong answer: 0

Multiple choice test scoring:

Correct answer/wrong answer x
100

Medan, juni 2022

Knowing,
English Teacher



Researcher

Sakinah Munawaroh, S.Pd

Royto Br. Nainggolan

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SUMATERA UTARA MEDAN

APPENDIX I

POST-TEST AND PRETEST SHEET

PRETEST AND POSTEST

Name:

Class:

1. Reba Jo Lived on the prairie.....she loved roping.

A. , or

B. ,and

C. And

D. And,

2. Her hat blew off.....it fell into a well.

A. But

B. Or

C. ,and

D. And

3. Reba Jo was Scared.....she wanted her hat.

A. And

B. Or

C. Or

D. ,but

4. The toad made an offer.....Reba Jo accepted.

A. ,or

B. ,but

C. But

D. And,

5. She could accept.....she could go home.

A. ,or

B. ,but

C. But

D. And,

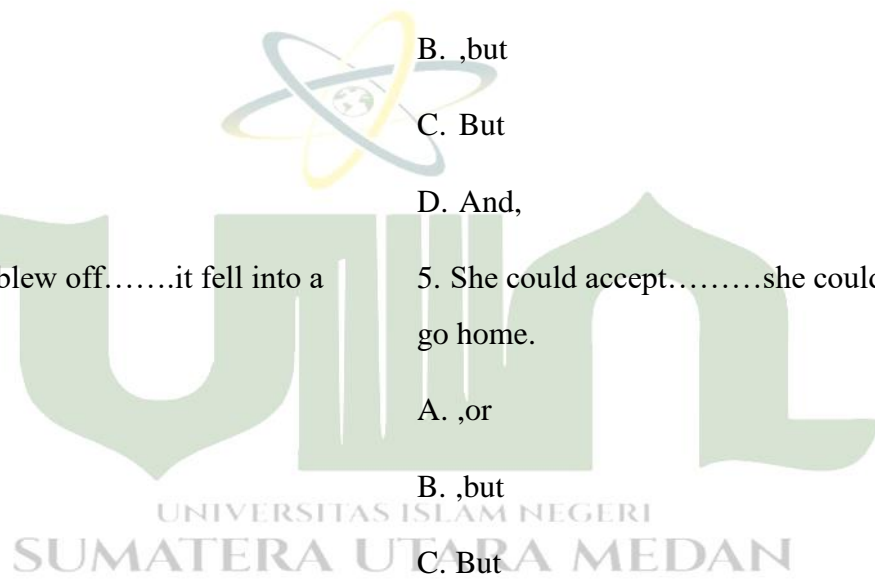
6. She got the that.....she rode home.

A. ,and

B. But

C. ,or

D. And ,



7. Reba Jo was rude.....her father was polite.

- A. But
- B. ,or
- C. ,but
- D. And,

8. The horned toad came in.....it ate some chili.

- A. ,or
- B. ,and
- C. ,but
- D. But

9. She kissed the horned toad.....she didn't want to,

- A. ,or
- B. But
- C. And,
- D. ,but

10. Was Reba Jo smart.....was she foolish?

- A. ,or
- B. ,but
- C. ,and
- D. And

11. The Southwest is hot,dry,and mountainous. This sentence is asentence.

- A. Compound
- B. Simple

12. The air clear,and the colors are beautiful. This sentence is asentence.

- A. Compound
- B. Simple

13. Sometimes it rains hard,but often it is very dry. This sentence is asentence.

- A. Compound
- B. Simple

14. Visitors come from far away and camp, this sentence is a sentence.

- A. Compound
- B. Simple

15. Sometimes visitors fall in love with the southwest and settle there.

This sentence is asentence

- A. Compound
- B. Simple

16. It is called a horned toad.....it is really a lizard.
- A. And
B. But
C. Or
17. The country is beautiful. ...The people are friendly.
- A. And
B. But
C. Or
18. Was that ab arroyo?....was it a canyon?
- A. And
B. But
C. Or
19. We have had a great vacation....we plan to return.
- A. And
B. But
C. Or
20. I'd love to stay. I have to go home.
- A. And
B. But
C. Or

Answer key

- | | |
|-------|-------|
| 1. B | 11. B |
| 2. C | 12. A |
| 3. C | 13. A |
| 4. D | 14. B |
| 5. A | 15. B |
| 6. A | 16. B |
| 7. C | 17. A |
| 8. A | 18. C |
| 9. D | 19. B |
| 10. A | 20. A |

APPENDIX II

REAL NAME OF STUDENT

Experimental Class

No	Real name	Initial of name
1	Vega rayani	VR
2	Sakhira Tsaqib	SS
3	Nisa utami trin	NUT
4	Alul handal tibrani	AHK
5	Rani nisdi	RN
6	Isna Situmorang	IS
7	Lili nigsih indriani	LNI
8	Sholihati hasni	SHT
9	Jesika Zahra	JZ
10	Sari lisa	SL
11	Imran Simanjuntak	IS
12	Taki muftah faulana	TMF
13	Hasbi Rahmad selian	HRS
14	Rahmi orani	RO
15	Riski hamdan ilahi	RHI
16	Zahra saida Siregar	ZSS
17	Haikal silalahi	HS
18	Anugerah mutiara	AM
19	Pella sari dini	PSD
20	Ahmad affan	AA
21	Talia anggina Nainggolan	TAN
22	Hariani Sabrina Siregar	HSS
23	Miftah humairah hairiah	MHH
24	Handdun akbar rangkuty	HAR
25	Saffar andika pitrah	SAP

26	Halomoan	HA
27	Natama wahyu	NW

Controlled class

No	Real name	Initial of name
1	Andini Rahmadani	AR
2	Cinta Aurelia	CA
3	Daffa Ryas Azidani S	DRA
4	Desita	DS
5	Dzikir maulana Hakim	DMH
6	Hans Hanafi Siregar	HHS
7	Humairah Siregar	HS
8	M.Raihan Firdaus Siregar	MRFS
9	Nasril Ihsandi	NI
10	Rafifah Hajjah	RH
11	Raisya fadiyah	RF
12	Alfi Aditya	AD
13	Muhammad Zafarani	MZ
14	M.Adam Al Wahid	MALW
15	Amanda Syabila	AS

16	Andi Fadillah	AF
17	Dzikri Hasbi Ahmad	DHA
18	Fardan Mubaro	FM
19	Muhammad Sandi	MS
20	Mutiara Assyifa	MA
21	Irfan Zikri Kaban	IZK
22	Al fathul Akbar Orwan	AFAO
23	Hokian Abdica Pratama Capah	HAPC
24	M. Nafis Al Wafiy	MNA
25	Ahmad Haekal Kaamil Zain	AHKZ
26	Dafa Alfarizky Ardian	DAA
27	Satria ali mahmud	SAM

APPENDIX III

VALIDITY TEST

No	1	2	3	4	5	6	7	8	9	1	1	1	13	1	1	1	1	1	1	20	total	score
Initial										0	1	2		4	5	6	7	8	9			
JN	O	X	O	X	O	X	O	O	X	O	X	O	X	O	X	O	X	X	X	O	10	50
TA	O	O	O	O	O	O	X	O	O	O	O	O	O	X	X	O	O	O	O	X	16	80
NQT	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20	100
FGT	O	X	O	O	X	X	O	O	X	X	O	O	O	O	X	X	X	X	O	X	10	50
FO	O	O	O	X	X	X	O	O	X	X	O	O	O	X	X	O	O	O	O	X	12	60
AMS	O	O	O	O	O	X	X	X	O	X	X	O	O	O	O	O	X	X	X	X	11	55
ARS	O	O	O	O	O	X	O	X	O	O	O	O	O	X	O	O	O	O	O	O	17	85
DP	O	X	O	O	X	X	O	X	O	O	X	O	O	O	O	O	O	O	O	O	15	75
DT	O	O	O	O	X	X	O	X	X	O	X	X	O	X	O	O	O	X	O	O	12	60
MIH	O	X	O	O	O	O	X	X	X	X	O	X	X	O	X	X	O	X	O	O	10	50
YS	O	O	O	O	O	O	X	X	O	X	O	O	O	O	O	O	O	O	O	O	17	85
KNR	O	O	O	X	X	X	O	X	O	X	X	O	X	X	O	X	X	O	X	O	9	45
GR	X	O	X	O	O	O	X	O	O	X	O	X	X	X	O	X	O	X	O	X	10	50
DT	O	X	O	X	O	X	O	O	X	X	X	O	O	X	X	X	X	X	X	X	8	40
PS	X	O	X	X	O	X	X	X	O	O	X	X	O	X	O	O	O	X	O	X	9	45
AS	O	X	X	O	X	O	X	X	O	X	O	O	O	O	X	O	X	O	O	O	12	60
JD	X	O	O	X	O	X	O	O	X	O	X	X	O	O	X	O	X	O	X	O	11	55
RP	X	O	O	X	X	O	X	O	O	X	O	X	O	X	X	X	O	O	O	O	11	55
DS	O	O	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	X	O	18	90
AKT	O	O	O	O	O	X	O	O	O	O	O	O	O	X	O	O	O	O	O	O	18	90
SBS	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	19	95
EAS	O	O	O	O	X	O	O	O	X	X	O	O	O	O	O	O	O	O	O	O	17	85
SS	O	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	18	90

FS	O	O	O	X	O	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	18	90
TRS	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	20	100
RS	O	O	O	O	X	O	O	O	X	O	O	O	O	O	O	O	O	O	O	O	O	18	90



APPENDIX IV

RELIABILIT TEST

Reliability Statistics

Cronbach's Alpha	N of Items
,782	20



