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**TEACHING LISTENING COMPREHENSION USING LISTENING TEAM
METHOD FOR JUNIOR HIGH SCHOOL**

THESIS



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Thereby I truly certify this certificate of originality.

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Abstract

Muhammad Dicky Hafisanto. 2023. Teaching Listening Comprehension Using Listening Team Method for Junior High School.

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English Education is a subject that must be included in the curriculum of every formal educational institution in Indonesia. This is because learning English is one dimension of life that can help in life in the future. The concept of education according to Ki Hajar Dewantara (2014), is a demand in the process of growth and development of children's lives so that they can achieve their potential as well as possible. Education is the process of changing the attitude and behavior of a person or group in an effort to mature humans through teaching and training Imamah, Ma'rif (2018). With that it come to fruition and it will help the future life of the student in whether it will help for their work or their daily life. This paper discusses about listening procedure teaching at junior Highschool using listening team method. The listening team is a cooperative learning model that is carried out in four groups that have their respective roles, which can make students active and will be able to make them cohesive in their team. By using listening tea it is expected that students will be able to comprehend / understand oral text easily

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I. Introduction

The English language has become the basic language, and most people around the world can speak it. Some of them use English as their first language, some as their second. However, with no mastery of the language, it can be a fatal miscommunication. Speaking and listening are the basis for having a conversation with another language speaker. There are two things that can hinder learning basic English in general: listening comprehension and pronunciation. If there is an error, it can cause a miscommunication. Even if it is something simple, it can be fatal. If the speaker mispronounces the word, the listener can misinterpret the word, and conversely, if the listener does not catch the conversation well, miscommunication will occur.

In teaching English, there are four skills: speaking, listening, writing, and reading. These four skills must be mastered in order to learn English. Listening is one of the four, and it is important in English studies because students will benefit from it. Listening also has two types: active listening and passive listening.

In Active listening, the active listener is genuinely interested in hearing and understanding the other person's point of view and engages in intellectual exchange. (Gillespie, 2019). In other words, the listener listens the speaker in complete focus and the example is the students listening to their teacher with minimal distraction out of respect and intent to learn of what the teacher teaches.

Meanwhile, passive listening is when listener hears but does not fully process or respond to share information (Maya, 2021). So, the passive listening example is like the students doing their homework during the lecture. Passive listening can be a negative way of listening, but there's a benefit to it, According to Krzeminska, (2017), it is familiarizing your ear with the melody, prosody, accent, and pace of the language and also helping strengthen the vocabulary and phrases the student already knows. The students will naturally pick them out from an unfamiliar text.

In junior highschool, listening is a difficult skill for students according to Kurniawati (2016). Listening is difficult because English subject in any schools tend prioritize learning skill such as speaking, reading, and writing. For listening skills teacher gives small amount portion to teach listening skills than other skills. Generally, listening is taught by the teacher by reading a text, and students are told to listen. The teacher repeats reading the text up to two or three times; after that, the students are asked to answer the questions given by the teacher. That method is very

ineffective and inadequate to teach a language skill. Listening to English or a foreign language requires intensive training as well as skills in other languages.

Before class starts the teacher will look for methods to teach listening. There are various methods, and one of the methods can be used is the Listening Team Method. Listening team is one of the methods of cooperative learning, which is designed from a book name “Active Learning” that contains 101 methods and strategies by (Silberman 1996) that focus on activating students in learning. According to Silberman (2017), listening team is an activity that is one way to help students focus during lecture-based teaching. Listening teams have advantages that teachers can use to teach.

Based on the results of Alawy's research (2019), the advantages of the Listening Team method is that it could increase student motivation and learning outcomes, The learning atmosphere becomes dynamic and interactive; students become enthusiastic about the learning process; students become active through their attention to the teacher's explanation, cooperation in groups, expressing their own opinions, and helping each other solve problems, because students are active in learning. The memory of students in absorbing subject matter will be even greater, can help students focus attention on the teacher's explanation when explaining learning material. Student's focus can be achieved when students concentrate on listening to the teacher's presentation of material at the beginning of the lesson so that they can complete the task properly. This listening team can also stimulate students to express ideas and argue their own opinions so that they actively participate in the learning process.

Learning using the Listening Team method, students are required to be responsible for tasks in groups, which makes them more motivated to find the right answer to solve problems and find ways to complete learning activities. If learning activities take place actively, it will have a positive impact on student understanding (Khotimah, Sumiyati, and Nurjannah, 2017). Learning activities for each individual will not always take place naturally, sometimes smoothly, and sometimes not. Sometimes they quickly grasp what is learned, and sometimes it feels a bit difficult to hold concentration.

Based on the information above the paper presents how to teach listening using the listening team method on Junior Highschool

II. Teaching Listening at Junior Highschool

Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language (Tarigan 2008). Listening is said to be a receptive language activity in a conversing activity with the audial and visual mediums. Listening means paying close attention to what people say or read (Moeliono in Slamet, 2009).

In Junior Highschool English has one of important aspect of teaching and learning that is listening, which is the first thing to learn in teaching.

Through listening, students can master phoneme conversations, vocabulary, and sentences. Understanding the phonemes of words and sentences really helps students when speaking, reading, or writing. Instructions for learning to speak, read, or write are always delivered in spoken language. This means that listening activities really support language skills. (Kundharu & Slamet, 2012). (Russel & Russell in Trigan, 2008) Others argue that listening is listening with understanding, attention, and appreciation.

Based on the opinions expressed above, it can be concluded that listening is an activity that is carried out intentionally or planned and requires the attention of the listener so that the listener really understands the content and objectives conveyed by the speaker.

The standard content of the English curriculum includes four language skills in the form of listening, speaking, reading, and writing. All these language skills are taught when students start learning English. This means that when a student starts learning English, they are required to learn these four skills simultaneously. Learning four skills at the same time is not uncommon when someone starts learning a language. Referring to when someone starts learning their mother tongue, which in this case is Javanese or Indonesian, the first skill they learn is listening. After listening, the next skill is speaking, followed by reading, and the last skill learned is writing. In response to this, when a student starts learning English at a junior high school, the first skill to be learned is listening.

In the curriculum, there is a basic competency and an indicator that contains the basic competence, namely that students can understand the meaning of functional texts and simple short monologues in the form of procedures. For indicators, students can listen and catch, then comprehend and then answer correctly. The basic competencies and indicators are as follows:

Basic Competency	Indicator
4.1 Understand meaning in spoken text and short monologues in the form of procedures for interacting in the context of everyday life.	4.1.1 Students can capture certain information in procedure texts

This is an example of procedure text learning material

How to make Banana Oat Cheese Pancakes

Everyone, what menu do you usually have for breakfast? Is it fried rice, sandwich, chicken porridge, soto or cereal? My favorite breakfast menu is Nana or cheese pancake. In this video, I'll tell you how to make it.

Let's just get started. The ingredients that we need are an egg, two bananas, two tablespoons oatmeal, one teaspoon butter and cheese for garnish.

First of all, mash the bananas using a fork until they are almost smooth. Then add the egg and the oatmeal. Next, whisk them to combine so that it will be thick and lumpy batter. Hit the batter in a non-stick pan. Remember not to put the whole batter at once. Divide it into three times of using. Put the batter onto the pan and cook until some bubbles appear on the top. Flip the pancakes and cook a few minutes more. Two steps five and six for the rest of the batter. Top the pancakes with cheese. Finally, banana or cheese pancake is ready to serve. It's really nice. You can try making it at home. Bye!

<https://www.youtube.com/watch?v=BYBtsGFB7OM>

Above, there's procedure text. A procedure text is a text that explains, informs, or helps the reader make or use something. Procedure text has a purpose, which is to show how something is made, used, or done through a sequence of steps. In this procedure text, there are three generic structures: goal, one of a generic structure that explains the intent and purpose; material, which is a generic structure that explains the ingredient and tools needed; and lastly, steps, which contain steps or instructions on how to make and use

In teaching listening, the teacher can use language laboratories. However, if the school has limited facilities, the teacher can use the classroom for listening lessons. one of which can be used with a projector, a portable speaker, and a laptop or smartphone.

III. Cooperative Learning

Cooperative learning is a teaching and learning activity in small groups where students learn and work together to arrive at an optimal learning experience, both in individual experience and group experience (Santoso, 2010). Meanwhile, according to Johnson et al. (Fetsch & Yang, 2002), cooperation is significantly more effective than interpersonal competition and individualistic efforts in promoting achievement and productivity. Meanwhile, according to Nurhadi (2015), Cooperative Learning is a system based on the fact that humans as individual beings are different from each other, so the logical consequence is that humans must become social beings, creatures that interact with others. In line with the opinion of Davidson and Kroll, as cited by Hamdun (2018), Cooperative Learning is defined as activities that take place in a learning environment so that students in small groups are able to share ideas and are able to work collaboratively to complete academic assignments. Cooperation without intergroup competition seems to promote higher achievement and productivity than cooperation with intergroup competition. This definition implies that cooperative learning is more effective than learning; that is, individual competition and cooperative learning can increase learning achievement and productivity more than competition in groups.

Sulaiman (2014) says that Cooperative learning is learning that consciously and deliberately develops nurturing interactions between students to avoid offense and

misunderstandings that can lead to hostility. This learning model will provide students with independence, creativity, and foreign involvement in the learning process.

According to Davidson and Warsham (2003), cooperative learning is a learning model that groups students for the purpose of creating an effective learning approach that integrates social skills with academic content. Slavin (2011) states that "cooperative learning is a learning model in which students learn and work together in small collaborative groups whose members consist of 4-6 people with heterogeneous group structures." So in this cooperative learning model, students work together with their groups to solve a problem. That way, students will be responsible for their own learning and try to find information to answer the questions given to them (Suchyadi & Karmila, 2019). According to Sanjaya cited by Kusnadi (2020), Cooperative learning will be effective if The Teacher :

- 1) Emphasizes the importance of joint efforts in addition to individual efforts,
- 2) Wants equal distribution of results in learning,
- 3) Wants to instill peer tutors or learn through their own friends,
- 4) Wants equal distribution of active student participation,
- 5) Wants students' ability to solve various problems.

According to Rusman (2010), Cooperative learning models are developed to achieve at least three important learning objectives: academic learning outcomes, acceptance of diversity, and the development of social skills. He adds that (2010), in this cooperative learning model, the teacher acts more as a facilitator who functions as a bridge towards a higher understanding with the students' own notes. The teacher not only imparts knowledge to students but also builds knowledge in his mind. Students have the opportunity to get hands-on experience implementing their ideas. This is an opportunity for students to discover and apply their own ideas.

In cooperative learning, there are characteristics, and according to Stahl (in Tukiran Taniredja, et al., 2011:55), the characteristics of cooperative learning models are:

1. Study together with friends
2. During the learning process, there are face-to-face interactions between friends
3. Listening to each other's opinions among group members Learn from your own friends in groups Study in small groups

4. Productive talk or share opinions
5. The decision depends on the students themselves
6. Active student

Cooperative learning, based on the results of Johnson's research (1984), as explained by Nurha (2003), shows several advantages, including:

1. Make it easy for students to solve problems.
2. Develop a genuine joy of learning.
3. Enables students to learn from each other about attitudes, skills, information, social behavior, and views.
4. Enables the formation and development of social values and commitments.

In cooperative learning, there are many variations of models that can be applied, including: Jigsaw, Think-Pair-Share, STAD (Student Team Achievement Division), Group Investigation, Two Stay Two Stray, Make a Match, Bamboo Dancing, Inside-Outside Circle, and The Power of Two, and Listening Team is one of the model of cooperative learning which is shown in the next paragraph.

IV. Listening Team Method

1. Definition of Listening Team

Har (2016: 499) says that Listening Team learning is a cooperative learning model that is intended to activate students by dividing students into groups and giving different assignments to each group. As the name implies, this model works by grouping students in class during the learning process. Students and their groups solve problems together by prioritizing hearing. Listening Team helps students stay concentrated and focused in lessons that use the lecture method. This strategy aims to form groups that have specific tasks or responsibilities related to the subject matter. According to Zaini et al. (2008:30), Listening Team by focusing on listening to material, will make it easier for students to understand and get more information.

According to Suprijono (2017), Learning with the listening team method begins with the presentation of learning material by the teacher. Then the teacher divides the class into groups. Each group has its own role (2017). For example, one class is divided into 4 groups. The first group is the questioner group; the second group and the third group are the answering groups. The second group is a group of people who answer based on a certain perspective, while the third group is a group of people who answer from a different perspective than the second group. This difference is expected to lead to active discussion, which is marked by the existence of a dialectical process of thinking, until they find structural knowledge. The fourth group is the one tasked with reviewing and drawing conclusions from the discussion results. Learning ends with the delivery of various key words or concepts that have been developed by students in discussion.

2. Advantages of Listening Team

In Listening Team has advantages in

- a) According to the findings of Solihat's (2013) research, the listening team can stimulate students' thinking skills because they are involved in various learning situations that aim to involve students' mentality to the greatest extent possible, build a dialogical atmosphere, and have a continuous question and answer process that is intentionally directed to improve and enhance students' thinking skills to acquire knowledge that they construct themselves.
- b) According to the findings of a study conducted by Liviana (2013), the benefits of listening teams can increase students' motivation and learning outcomes because they provide opportunities for students to be actively involved both physically and mentally during the learning process, making them feel more enthusiastic about participating in lessons and having strong self-confidence. When conducting group discussions, students' creativity and involvement in their groups can be activated by expressing their ideas and opinions.
- c) According to the findings of the study, Pakpahan and Nurhalimah (2014) Listening Team can improve their students' ability to express their ideas. Because it is beneficial to practice a skill or procedure with study buddies by forming small groups that are in charge of explaining the learning material.

- d) According to Muhammad Zainuddin's (2015) research, students will be less reliant on the teacher and will gain confidence in their own thinking abilities.

3. Procedure to Implement Listening Team

The following are the steps for implementing a listening team, according to Reinata (2013):

- (1) Initial activities include preparing the physical conditions of the class and students, praying and checking student attendance, conveying learning objectives, conducting apperception, and opening learning related to the announcement.
- (2) Core Activities: the teacher divides students into four groups, then explains the roles of the groups. The task of group A is to formulate questions after listening to the presentation of material by the teacher. Group B is in charge of answering questions based on agreed-upon points accompanied by reasons. Group C is in charge of answering questions based on points that are not agreed/agreed on and stating reasons, group D is in charge of drawing conclusions from what has been put forward by groups B and C, the teacher presents the material, by displaying pictures of transportation equipment, then asking questions about the pictures displayed, giving time to each group to discuss according to their respective roles, referring to indicators, conveying the results of the discussion, the teacher directs each group and straightens group answers, the teacher conveys the keywords/concepts that have been developed, the students and the teacher conclude the lesson, and do homework, and evaluate learning.

V. Teaching Listening with Listening Team to Junior Highschool

A. Preparation

Before the class starts, the teacher must prepare lesson plans. The material used today is a procedure text, and the material question is multiple choice on a paper. After that, the teacher

starts the listening team method. The classroom and equipment that must be prepared are a portable speaker, a laptop, and a projector. This study can be learned in a language laboratory or in the classroom. Since the junior high school has limited facilities, we are teaching students in the classroom. In the implementation stage, students will be prepared by the teacher to engage in discussions by listening to video or audio and presenting vocabulary related to the topic, and then the teacher will introduce the topic of listening in an interesting and imaginative way that activates students' understanding and knowledge. This is the audio material that used.

How to make Banana Oat Cheese Pancakes

<https://www.youtube.com/watch?v=BYBtsGFB7OM>

B. Implementation

The teacher starts the class by greeting, "Good morning, students. How are you today?" After the teacher greets students, the teacher invites students to pray together: "Before we start the class, let us pray together." After praying is finished, the teacher takes the attendance of all students. After that, the teacher confirms the student's readiness. Or not If it is ready, then the teacher asks a question about the previous material.

The teacher reminds students about the lesson in previous material, which is procedure text, and shows pictures on the projector. "Attention, please. In our last meeting, we learned about procedure text, and this time we will discuss and listen to the audio about procedure text. You already understand the function and structure of procedure text, so I just want to remind you that procedure text is a kind of text that shows the process in sequence. Now! Did all of my students eat their breakfast? What did you eat? Oh, Renna eats salad! Mmm, yummy! But! Did y'all know the recipe for the salad that Renna eats? (Some of the students, excluding Renna, answer the recipe.) ah! Good Kevin, my boy! You've got yourself a point! Good job! Ok! Now you know what this is, right? Today I am about to show you a step-by-step guide, and the process is a kind of procedure text. It takes several steps to cook banana oats cheese pancakes." Then the teacher gives motivation by singing (head, shoulder, toes) by singing it will motivate

their spirit to learn listening comprehensive, students not tense while studying teacher ask about the difficulties.

Students will listen to procedure text audio that the teacher will play, teacher prepares the class to stay focused and checked it device if there's any malfunctioning on the device, then teacher start playing the audio, students listen to the audio and write important information procedure text notes. Each student sit quietly listening to the audio of the procedure which would be played through the portable speakers from the laptop.

"Alright everyone, today we're going to study the procedure text about how to cook banana oats Cheese pancakes. Then we are going to do some exercises on the topic from our listening practice. So get ready, prepare yourself, make yourself comfortable so you can listen to all the audio, and we will do this activity together. Okay, now let's do it. I'm going to play the audio one more time, so you guys have to listen and note the important things that are in the audio. The teacher starts the audio".

When the students listen to the audio, with the teacher's guidance, they ask for vocabulary and sentences they don't understand. Students are given the opportunity to listen again, and each student collects information. The teacher asks again to students who still don't understand the vocabulary and sentences. After the students ask about difficulties, the teacher explains the procedure text, then plays back the audio by giving exercises multiple choices. The teacher gives a paper with a question, and students will answer the question while listening to an audio.

The exercises times out. Now teacher gives answer by plays the audio again. The students starts to correct if there's any mistake in their answer, the teacher also looking at the students work by walking by every students tables to makes sure students don't tries to cheat while correcting together with the teacher.

After students are done correcting their question papers, the teacher starts the second exercise. Students form groups of four; each group has its own purpose. Group one is the one who makes the question; group two is the one who answers the question; group three is the one who answers questions based on points that are not agreed upon and states reasons, and group

four is the one who reviews the answer or draws the conclusion. After that, the teacher plays another audio about how to operate a rice cooker, gives them time to discuss, and then gives them motivation by giving them points based on how active they are in the process. Each group of students starts discussing, and they look at the list of vocabulary that they wrote before. The teacher also observes his students to see if they need help with their difficulties. When the time is up, each group does its task.

C. Closing Activities

The teacher gives reflection about the material feedback on the result of multiple choices, and listening team. Also, the teacher explained that the group exercises were listening teams. After the teacher gives a summary and reflection of today's material, the teacher gives a listening test, then says a closing greeting. After the end of learning.

Students will be given formatting text to see if learning is achieved. A sample question can be seen in the enclosure. "Students, that was before, we learned about procedure texts. The conclusion is that procedure text is something that demonstrates, guides, or instructs us on how to do something; its social purpose is to explain how something is fully accomplished through a series of processes. The goal is to explain how something is manufactured through a series of processes and activities. But did you guys still remember right the generic structure of Then, the teacher tells students about the next material on the following days

D. Assessment

After being thought about in the procedure text using the listening team, the assessment is to determine specific information and steps to do something. To determine the specific information, the question is in the form of multiple choice, and the listening team

For scoring, students will be given 5 multiple choices. The point that will be given for each multiple choice question is 5 points, so for each student who can answer all multiple choices, they get 25 points. Students who answer the multiple choices correctly but incompletely will be given 15 points; if the student did not complete the multiple choice, it will be 0. Then the listening team will be given a point; the ones that are active will get

75, and the ones that are passive will get 15 points. Therefore, all points combined from multiple choices are 25, and listening team is 75, and the total will be 100 points for students that complete all the exercises.

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VI. Conclusion

In conclusion, listening skills play a crucial role in our personal and professional lives. Effective listening allows us to gather information accurately, understand others' perspectives, and build stronger relationships. It is not just about hearing the words but also paying attention to non-verbal cues, emotions, and underlying messages. As we actively engage in the process of listening, we become better communicators, empathetic individuals, and problem solvers.

Numerous studies and research papers emphasize the significance of listening skills. One study published in the *International Journal of Listening* highlighted how active listening positively impacts interpersonal relationships and reduces misunderstandings (Watson & Barker, 2019). Another study by Gudykunst and Kim (2017) demonstrated that listening skills are essential for intercultural communication and fostering cross-cultural understanding.

Moreover, listening skills are not only valued in personal interactions but are also vital in the workplace. Research conducted by Gabbott and Hogg (2020) underscored that effective listening enhances team performance and overall productivity. Organizations that prioritize active listening in their communication culture experience higher employee satisfaction and lower turnover rates (Adler, 2018).

In a world where communication channels are abundant, honing our listening skills becomes even more critical. The ability to filter out distractions, actively engage with speakers, and respond thoughtfully will set us apart as effective communicators in both our personal and professional endeavors.

In conclusion, investing in our listening skills is an investment in our personal growth and success. Let us strive to be attentive, empathetic, and open-minded listeners, and in doing so, we will foster meaningful connections and create a positive impact on the world around us.

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Appendix

(RPP)

School : Wijaya Kusuma

Subject : English

Class / Semester : VII / I

Time Allocation : 3 JP (2x45 Minutes)

CORE COMPETENCE

K1 : Live and Practice religions teaching

Proofread (ETS)

K2 : Live and Practice behavior honest, discipline, responsibility, caring (cooperation, tolerant, peace), polite, responsive, and pro – active and show attitude as part from solution on various problem in interact in a manner effective with environment social and natural as well as in put self as reflection nation in world association.

Pronoun (ETS) Article Error (ETS)

Article Error (ETS)

K3 : Understand, apply, analyze knowledge factual, conceptual, procedural based on desire he asked about knowledge, technology, art, culture, and humanities with outlook humanity, nationally, statehood, and civilization related reason phenomena and event, as well apply knowledge procedural on field specific study corresponding with talents and interest for solve problem.

Article Error (ETS)

Article Error (ETS)

K4 : Processing, reasoning, and serving in realm concrete and domain abstract related with development from what he learned at school in a manner independent and capable use right method corresponding rule science.

BASIC COMPETENCIES AND INDICATORS

Basic Competency	Indicator
4.2 Understand meaning in spoken text and short monologues in the form of procedures for interacting in the context of everyday life.	4.2.1 Students can capture certain information in procedure texts

Purpose Learning

1. Student can identify the meaning in Procedure Text
2. Student can identify the information contained in Procedure Text
3. Student can identify the purpose of Procedure Text

MATERIAL

How to make Banana Oat Cheese Pancakes

Everyone, what menu do you usually have for breakfast? Is it fried rice, sandwich, chicken porridge, soto or cereal? My favorite breakfast menu is Nana or cheese pancake. In this video, I'll tell you how to make it.

Let's just get started. The ingredients that we need are an egg, two bananas, two tablespoons oatmeal, one teaspoon butter and cheese for garnish.

First of all, mash the bananas using a fork until they are almost smooth. Then add the egg and the oatmeal. Next, whisk them to combine so that it will be thick and lumpy batter. Hit the batter in a non-stick pan. Remember not to put the whole batter at once. Divide it into three times of using. Put the batter onto the pan and cook until some bubbles appear on the top. Flip the pancakes and cook a few minutes more. Two steps five and six for the rest of the batter. Top the pancakes with cheese. Finally, banana or cheese pancake is ready to serve. It's really nice. You can try making it at home. Bye!

Procedure text with audio speaker

METHOD LEARNING

1. Approach : Scientific Approach
2. Model : Listening Team

MEDIA, TOOLS AND, RESOURCE LEARNING

1. Media : MP3 Audio
2. Tools : Laptop, Projector

STEPS ACTIVITY LEARNING

1. Activity Introduction

- 1) The teacher starts the learning process with greeting, prayer, and check student's attendance
- 2) Confirming student's readiness
- 3) Teacher together with student remember the material that have been learned previously
- 4) The teacher give brainstorm
- 5) The teacher give motivation by singing a song to lift their spirit and ask their difficulties

6) The teacher gives scope material and description of the activity.

2. Core Activities

1) Observe

Teacher shows the script of the procedure text, play the audio of the script in procedure text. Students listen to the audio and observe to get specific information.

2) Ask

With teacher guidance, students ask vocabularies and sentences that they don't understand.

3) Explore

Students give chance for listen back the announcement audio

4) Associate

First teacher gives paper of multiple choice to the student then answer the question, after the times up for multiple choice student bring the paper to their teacher, and then teacher form a group a four of students, Each team is tasked with their own role Group one questioners starts with 2 question about procedure text, Group two answering group answer the question with a certain perspective, Group three Disputing group : answer with different perspective and state points that are not agreed upon, Group four reviewer group review and draw the conclusions from the result of the discussion

5) Communicate

The teacher provides reinforcement and correction if there are misconceptions experienced by students during learning.

3. Activity Closing

Teacher gives summary and feedback about result listening team

Teacher and give formative test to know whether students understands purpose of learning announcement text.

The teacher closes the lesson by saying goodbye.

EVALUATION

Evaluation will be held to find out students understanding about specific information and steps in the purpose of learning announcement text.

ASSESSMENT

Number	Name	Religious	Communicative	Responsible	Cooperative	Active	Total	Predicate
1	Renna	4	3	4	4	4	19	A(19)

Character education score with a range of 1 - 4

Assessment Criteria

Total Score	Predicate
17-20	A
13-16	B
9-12	C
1-8	D

Description:

1. Score 4 when 4 predicate elements are met.
2. Score 3 when 3 predicate elements are met.
3. Score 2 when 2 predicate elements are met.
4. Score 1 when 1 predicate element is met.

Multiple choices = 25 (Total 5 questions, 5 points for correct answer and 0 point for incorrect answer)

Listening team = 75 (if students active they will get 75 points and if they're not it will be 15)

Exclosure 2

How to make Banana Oat Cheese Pancakes

Everyone, what menu do you usually have for breakfast? Is it fried rice, sandwich, chicken porridge, soto or cereal? My favorite breakfast menu is Nana or cheese pancake. In this video, I'll tell you how to make it.

Let's just get started. The ingredients that we need are an egg, two bananas, two tablespoons oatmeal, one teaspoon butter and cheese for garnish.

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<https://www.youtube.com/watch?v=BYBtsGFB7OM>

Exclosure 3

1. What the name goal of this procedure text
 - a. How to have a stable life
 - b. How to make Banana Oat Cheese Pancakes
 - c. How to operate tank
2. What the material used for in this procedure text
 - a. To fix something
 - b. To make something
 - c. To throw something
3. What happened next when the batter thick and lumpy
 - a. Hit the batter in a non stick pan
 - b. Throw the batter in the air
 - c. Eat the batter until its gone into your stomach
4. What are the ingredients in the procedure text
 - a. an egg, two bananas, two tablespoons oatmeal, one teaspoon butter and cheese for garnish.
 - b. Snake meat, sliced fish, tea bag, one tablespoon of sugar
 - c. Water, one tablespoon of sugar, and a tea bag
5. What the goals of this procedure text
 - d. To watch
 - e. To sleep with it
 - f. To inform us

TA M.Dicky.Hafisanto

ORIGINALITY REPORT

25%

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PAGE 1

PAGE 2



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 3



Missing ", " Review the rules for using punctuation marks.

PAGE 4



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Missing ", " Review the rules for using punctuation marks.



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

PAGE 5



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Fused This word is not a compound word.



Missing ", " Review the rules for using punctuation marks.



Article Error You may need to use an article before this word.

PAGE 6



Article Error You may need to use an article before this word. Consider using the article **the**.

PAGE 7

Fused This word is not a compound word.



Article Error You may need to use an article before this word.



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Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



Article Error You may need to use an article before this word.



Garbled This sentence contains several grammatical or spelling errors that make your meaning unclear. Proofread the sentence to identify and fix the mistakes.



Article Error You may need to remove this article.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Possessive Review the rules for possessive nouns.



Prep. You may be using the wrong preposition.



Article Error You may need to remove this article.



Article Error You may need to remove this article.

PAGE 12



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



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PAGE 13



Prep. You may be using the wrong preposition.



Missing ", " Review the rules for using punctuation marks.

PAGE 14



Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 15



Article Error You may need to remove this article.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 16



Confused You have used either an imprecise word or an incorrect word.



Run-on This sentence may be a run-on sentence.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Fused This word is not a compound word.

PAGE 17



Prep. You may be using the wrong preposition.



Nonstandard You have used an incorrect verb form.



Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.

PAGE 18



Article Error You may need to use an article before this word. Consider using the article **the**.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Article Error You may need to use an article before this word. Consider using the article **the**.



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Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.

PAGE 19



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PAGE 20



Article Error You may need to use an article before this word.

PAGE 21

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Prep. You may be using the wrong preposition.



Article Error You may need to use an article before this word. Consider using the article **the**.



Article Error You may need to use an article before this word.



Pronoun This pronoun may be incorrect.



Article Error You may need to use an article before this word. Consider using the article **a**.



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PAGE 25



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Article Error You may need to use an article before this word.



Prep. You may be using the wrong preposition.



Possessive Review the rules for possessive nouns.

PAGE 26



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Article Error You may need to use an article before this word.



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Dup. Did you mean to repeat this word?



Prep. You may be using the wrong preposition.



Article Error You may need to use an article before this word.

PAGE 29



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Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



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PAGE 30



Prep. You may be using the wrong preposition.



Article Error You may need to remove this article.



Article Error You may need to remove this article.



Article Error You may need to use an article before this word.



Missing Apos. Review the rules for using punctuation marks.



Missing ", " Review the rules for using punctuation marks.



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