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## **APPENDIX**

## DATA OF CHAPTER 1

## Observing and asking questions



We will do a drill to greet people in the morning, in the afternoon, and in the evening.

Here are what we will do each time. First, we will see a sign of time: morning, afternoon, or evening. Second, one person will state a proper greeting for the time. Then, another person will respond to the greeting properly, too.

We will say the words loudly, clearly, and correctly.

## Observing and asking questions



We will make a list of the people we greeted in English today. We will use the table and do it like the examples.

No.	Who?	What time?	What did you say?
1.	Nyoman	6.30	Good morning, Nyoman?
2.	Mr. Erry	10.00	Good morning, Sir. How are you?
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			



## Observing and asking questions



We will do a drill to say goodbye.

Here are what we will do each time.  
First, we will hear our teacher state a situation.  
Then, we will respond with a proper statement  
to say goodbye.

We will say the sentences loudly, clearly, and correctly.

We will make a list of the people we said  
goodbye to in English today. We will use the  
table and do it like the examples.



No.	Who?	What time?	What did you say?
1.	Mrs. Lina	12.35	Goodbye, Mrs. Lina. See you tomorrow.
2.	Winda	12.45	Bye. Take care.
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

**Collecting information**

We will do a drill to say thanks and to say sorry.

Here are what we will do each time. First, we will hear our teacher state a situation. Then, we will respond with a proper statement to thank or to say sorry.

We will say the sentences loudly, clearly, and correctly.

## DATA OF CHAPTER 2

## Collecting information



We will work in group. Each group will go to five people outside our group to find similar facts about them in real life, like the examples above, orally.

Here are what we will do. First, we will bring the same form to take notes about the people we will meet. We will write only one name on each note. Second, we will go to each person and ask for their place of origin and complete home address. Finally, we will put our notes on the wall of the classroom. We will answer questions from others who visit our notes.

We promise, we will use only English. We will not use Bahasa Indonesia. We will use the right prepositions (in, on, at) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

NAME : Nela Sembiring  
 PLACE OF ORIGIN : Medan  
 HOME ADDRESS :  
 Home : at 26 Jalan Kepodang  
 Street : on Jalan Kepodang  
 RT/RW : IV/3  
 Kelurahan : Unggas Jaya  
 Kecamatan : in Kecamatan Kuala  
 Utara  
 Town/City : in Medan

## Observing and asking questions



We will make a "This is me!" project.

Here are what we will do. We will work in groups. First, with the given form, we will take notes of the people in the speaker's family. We will handwrite it. Then, we will learn to present, not read, the information to each other.

We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

## Associating

I live in \_\_\_\_\_  
\_\_\_\_\_

I am from \_\_\_\_\_

My name is \_\_\_\_\_  
\_\_\_\_\_

There are ... people in my family. They are \_\_\_\_\_  
\_\_\_\_\_

My favourite thing(s) is/are \_\_\_\_\_  
\_\_\_\_\_

My hobby (ies) is/are \_\_\_\_\_  
\_\_\_\_\_

## DATA OF CHAPTER 3

### Collecting information



We will find out and tell our daily activities and the daily activities of one classmate.

Here are what we will do. First, we will work in pairs. Second, we will interview each other to know what we usually do every day, and the time we do each activity. Then, we will put the information in the table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

You			Your Friend		
No.	Time	Activities	No.	Time	Activities
1.	05:00	wake up	1	04:30	wake up
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

## Collecting information

We will report our findings in good sentences.

Here are what we will do. First, we will study the example carefully. Second, we will make sentences about our daily activities. Then, we will handwrite it on our notebooks.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Example:

*I usually wake up at five o'clock in the morning. My friend usually wakes up at half past four in the morning.*

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## Communicating



Let's play the game! This is a calendar game.

Here are what we will do. We will work in groups. We will play this game with a dice and some tokens. First, we will roll the dice. Second, we will move our token based on the numbers. Then, we have to say the name of the day and the date. The student who first reaches the end of the month will be the winner.

We will say the sentences loudly, clearly and correctly, if we have any problems, we will go to our teacher for help.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
START	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	END OF THE GAME			





## DATA OF CHAPTER 4

### Collecting information



We will tell the names of ten things that we really have in our classroom.

Here are what we will do. We will work in groups. First, we will discuss and decide ten things in our classroom. Second, each of us will draw and name them in our notebooks. Then, we will present our work to the class.

We will use a dictionary. We will say the words loudly, clearly and correctly. If we have a problem, we will go to our teacher.


## Collecting information



We will learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. First, we will show the things in our bags to each other. Second, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

I have two rubbers. What about you? how many pens do you have?



I have three pens.



No.	Names of the things	Numbers of the things in my bag	Numbers of the things in my friend's bag
	rubber	2	3
1.			
2.			
3.			
4.			
5.			

## Collecting information



We will report our findings to the class, orally.

Here are what we will do. First, we will plan what to say about each of our findings in our notebooks, like the example. Then, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each sentence loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have two rubbers and Ruli has three rubbers.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. Etc.

## Collecting information



We will tell the names of the things at the dining table, their number and locations.

Here are what we will do. First, we will go around our school to identify the rooms and other facilities there, and the number of each thing. Second, we will use a dictionary to know their names. Then, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. We have fifteen classrooms.

2. We have one library.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. Etc.



We will sing a song. The title is 'What A Wonderful World', by Louis Armstrong.

Here are what we will do. First, we will copy the song in our notebooks. Second, we will listen carefully to our teacher read the lyrics, meaningfully. Third, we will repeat the lyrics after the teacher, line by line. Finally, in groups we will learn to read the lyrics to each other, meaningfully too.

We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



## What A Wonderful World

Louis Armstrong

I see trees of green, red roses too.  
I see them bloom, for me and you.  
And I think to myself,  
what a wonderful world.

I see skies of blue, and clouds of white.  
The bright blessed day, the dark sacred night.  
And I think to myself,  
What a wonderful world.

The colors of the rainbow,  
So pretty in the sky.  
Are also on the faces,  
Of people going by,  
I see friends shaking hands.  
Saying, "How do you do?"  
They're really saying,  
"I love you".

I hear babies cry, I watch them grow,  
They'll learn much more, than I'll ever know.  
And I think to myself,  
What a wonderful world.

Yes, I think to myself,  
What a wonderful world.

Sumber: <https://www.youtube.com/watch?v=A3yCcXgbK9E>



We will learn from the song some proofs that the world is wonderful.

Here are what we will do. We will work in groups.  
 First, we will study the examples carefully.  
 Second, we will find the other proofs that the world is wonderful from the song. Third, each one of us will write the work in our notebook. Then, we will present our findings to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

*Our world is wonderful.*

1. *There are trees. They are green.*
2. *There are roses. They are red. They bloom.*
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. *Etc.*

## DATA OF CHAPTER 5

### Observing and asking questions



We will play the roles of the speakers in the conversation.

Here are what we will do. First, we will listen carefully to our teacher reading the conversation. Second, we will repeat the conversation after our teacher, sentence by sentence. Then, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.

Siti : This park is shady and the flowers are colourful. I like this park.  
 Lina : I do, too. This is a wonderful park.  
 Edo : Look! There are butterflies.  
 Dayu : They're pretty.  
 Beni : There are garbage cans, too. We can keep this park clean.  
 Udin : I like studying here. The weather is nice. The park is beautiful.  
 And, it's a beautiful day!



Observing and asking questions



We will work in groups. We will list the speakers' statements about the park.

Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite them in our notebooks. Second, we will discuss to find the speakers' statements about the park. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words and use punctuation marks and capital letters correctly. When we are writing, we will say the sentences loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

According to the students, the park has the following good qualities.

1. This park is shady.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Siti likes the park because ...

1. The park is shady.
2. \_\_\_\_\_

Udin likes studying in the park because ...

1. The weather is nice.
2. \_\_\_\_\_
3. \_\_\_\_\_

Observing and asking questions



We will play the roles of the speakers in the conversation.

Here are what we will do. **First**, we will listen carefully to our teacher read the conversation. **Second**, we will repeat the conversation after our teacher, sentence by sentence. **Then**, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.



## Observing and asking questions

## At the zoo

- Siti : Look at the giraffes. They have curly eyelashes.  
 Lina : Yes, they do. Their eyelashes are adorable.  
 Beni : And look at the zebras. They have black and white stripes on their bodies.  
 Udin : Guys, do you know that each zebra has different pattern?  
 Edo : They do? That's very interesting!  
 Dayu : Look at the elephants. They are huge!  
 Udin : Yes, they are. And look at the tigers. They have sharp teeth.  
 Siti : And they have powerful legs.



Observing and asking questions



We will work in groups. We will list the speakers' statements about the animals.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully. We will copy and handwrite them in our notebooks. **Second**, we will discuss to find the speakers' statements about the animals. **Third**, everyone of us will handwrite the sentences on a piece of paper. **Finally**, in each group, we will read all the sentences to each other, orally.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

What do they say about the animals?

5. Siti says that giraffes have curly eyelashes.

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

## Collecting information



We will work in groups. We will complete the conversations below.

Here are what we will do. First, we will study the example and the above conversations carefully. Second, everyone of us will copy the conversations in our notebook. Third, we will discuss the right statement(s) and/question(s) to complete each conversation. Then, we will handwrite the complete conversations in our notebook.

We will use a dictionary. We will spell the words correctly. When we are writing, we will say the words loudly, clearly and correctly. If we have any problems, we will go to our teacher for help.

## Situation 1

Lisa : Dayu, do you have a pet?

Dayu : Yes, I do. I have a dog.

Lisa : I love dogs! \_\_\_\_\_?

Dayu : It's a he. He has brown curly fur and big round eyes. He is very playful.

Lisa : Wow! I can imagine how adorable he is.

## Reflecting

## Situation 2

- Siti : Dayu, do you often go to the park near your house?  
 Dayu : Yes, I do.  
 Siti : \_\_\_\_\_?  
 Dayu : It's beautiful. There are so many beautiful flowers and big trees.  
 Siti : That's great. We should go there together sometime.

## Situation 3

- Udin : Do you know Farhan Ramadhan?  
 Dayu : Yes, I do.  
 Udin : \_\_\_\_\_?  
 Dayu : \_\_\_\_\_

## Situation 4

- Lisa : Lisa, you look so happy today.  
 Siti : Yes, my mother bought me a new cell phone yesterday.  
 Lisa : May I see it?  
 Siti : I want to focus on study at school, so I left it at home.  
 Lisa : \_\_\_\_\_?  
 Siti : \_\_\_\_\_



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Thesis Title : An Analysis of Communicative Competence on Junior High School English Textbook

No.	Dates	Materials	Advisor
1.	02-01-2020	Proposed chapter I	
2.	03-01-2020	Chapter I revised (change into past tense), Proposed chapter II	
3.	05-01-2020	Chapter I and II revised (change into past tense), Proposed chapter III	
4.	07-01-2020	Chapter I, II and III revised (change into past tense, data analysis and data validity)	
5.	08-01-2020	Chapter I and II acc, Chapter III revised (data analysis)	
6.	10-01-2020	Chapter III acc, Proposed chapter IV	
7.	13-01-2020	Chapter IV revised (finding and discussion), Proposed chapter V	
8.	15-01-2020	Chapter IV acc, Chapter V revised (conclusion)	
9.	17-01-2020	Chapter I, II, III, IV and V acc	

The Thesis supervisions have been completed on 20<sup>th</sup> January, 2020.

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No	Materials	Examiner 1	Examiner 2
1.	Abstract	g/h smp	g/h
2.	Chapter I (Background of Study)	g/h smp	g/h
3.	Chapter IV (Data Validity)	g/h smp	g/h
4.	Chapter V (Result)	g/h smp	g/h
5.	References	g/h smp	g/h

The deadline for the corrected or revised thesis: two weeks after the thesis examination.

Examiner 1,

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