

**THE EFFICACY OF USING ALETA MALEBBIE APPLICATION IN TEACHING
WRITING AT IAIN PALOPO**

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic
Institute of Palopo for Undergraduate Degree in English Education*



By:

Achmad Fausi

Reg. Num. 17 0202 0075

IAIN PALOPO

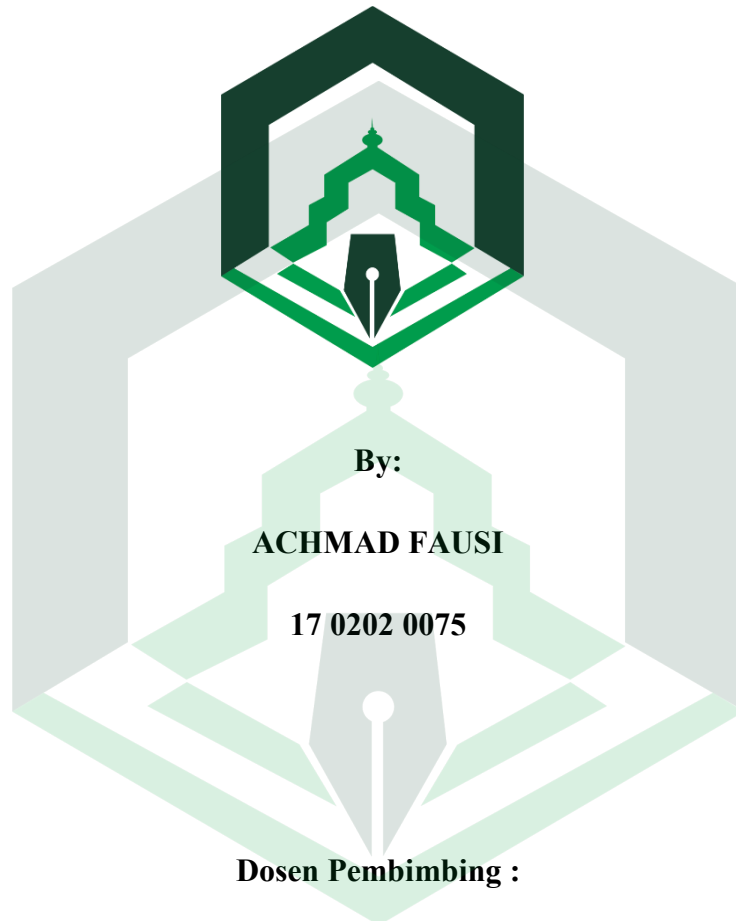
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO**

2021

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2021**

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Palopo, October 5th 2021



Achmad Fausi
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THESIS APPROVAL

This thesis entitles *"The Efficacy of Using Aleta Malebbie Application in Teaching Writing at IAIN Palopo"*, which is written by Achmad Fausi, Reg. Num. 17.0202.0075, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on Thursday, November 4th 2021, coincided with Rabiul Awwal 29th 1443 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Education Department.

Palopo, November 4th 2021


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IAIN PALOPO

The researcher,

Achmad Fausi

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ABSTRACT

Achmad Fausi, 2021, “*The Efficacy of Using Aleta Malebbie Application in Teaching Writing at IAIN Palopo*”. A theses of The English Department Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo. Supervised by: Masruddin, Jufriadi.

Discovering the efficacy of Aleta Malebbie Application in teaching writing at IAIN Palopo is the goal of the research. It was held to overcome the students' struggle in developing their writing skills. The research was Pre-Experimental with the samples taken from different majors of students at IAIN Palopo, with the number of 14 students whom joined the experiment. Pre-test and post-test is used as the instrument of the research, which is based on Aleta Malebbie's autobiography-based material. After the data was gathered, SPSS 22 is utilized to calculate the data quantitatively. The result of the treatment is that the application was approved to improve the students' writing skills since the material is suitable to Basic English level proficiency. According to the findings that ($t_o > t_t$) ($19.305 > 2.160$) the t_{count} higher than $t_{table.}$, it may be inferred that there is a substantial gap in the writing skills of the students after applying Aleta Malebbie Application in teaching writing.

Keyword: Writing, Aleta Malebbie Application



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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking, listening, reading, and writing are the four major English skills that is compulsory to all English learners. Writing is a collection of written symbols that reflect a language's sounds, syllables, or words through multiple processes such as capitalization, spelling, and punctuation, as well as word shape and purpose¹. The most challenging skill to be mastered by EFL learners is assumed in writing skills, for writing competence is written. It is crucial to notice and comprehend their writing skill based on how many errors they have in their writing. This skill is always a part of the syllabus in studying English.

One example for the issue mentioned above is an article entitled "*An Error Analysis of The Word Classes: A Study Case of Chinese College Students*". We may find eight kinds of errors that the Chinese College students; which were *adj-adv*, *adj-n*, *adj-v*, *n-v*, *n-adj*, *v-n*, *v-adj*, and *adv-adj*. Non-English majors committed manymore errors than English majors (78%:22%); lower grade varsity students committed many errors than higher grade varsity students (42%:36%)². From there, we may summarise

¹C S Rao and V Satya Sri Durga, 'Developing Students' Writing Skills in English-A Process Approach', *Journal for Research Scholars and Professionals of English Language Teaching*, 6.6 (2018), 1–5 <<http://www.jrspelt.com>>.

²X. I.A. Lixin, 'An Error Analysis of the Word Class: A Case Study of Chinese College Students', *International Journal of Emerging Technologies in Learning*, 10.3 (2015), 41–45 <<https://doi.org/10.3991/ijet.v10i3.4563>>.

that writing skill needs to be mastered and other primary skills.

According to the demands of the 2013 curriculum, Senior High School students should learn narrative, descriptive, report, procedure, exposition, hortatory, spoof, analytical, news item, explanation, anecdote, and review. The narrative is a type of writing that is interesting to teach because its goal is to keep the reader entertained. *Orientation*, *complication*, and *resolution* are the structure of the narrative text. In this research, it will focused on the production of narrative text, specified into autobiography text.

One of the writing products is an autobiography. Autobiography is the life history of a person who is written by him/herself. An autobiography is almost the same as a personal diary, only more extensive and complete. Students' difficulty writing autobiographical texts can be proven by the ability to write, which is relatively low at the student level. For instance, Dita Yulinanda when observing Vocational High Schools (SMK) Nurul Islam Cianjur through Indonesian language teachers in class XI, there were some problems in writing, including; (1) the students' capabilities to understand autobiographical texts are relatively low, (2) the students' capabilities to determine autobiographical topics are relatively low, (3) the students' capabilities to determine the events to be written are relatively low³.

³Dita Yulinanda, 'Peningkatan Kemampuan Menulis Teks Autobiografi Dengan Menggunakan Pendekatan Contextual Teaching & Learning', *Jurnal Alinea*, 2.March (2017), 103–8.

As technology has evolved, so has its role in the classroom. In the last ten years, smartphone apps have been developed to help teachers and students teach and learn languages. However, although this is the 21st century, some teachers still use technology from the mid-20th century⁴. Technology can be used to facilitate the students in learning English, including in teaching writing. Media in teaching-based technology becomes an effective way to help the teacher apply an exciting and valuable learning process in the classroom⁵. Technology helps the learning process, not only in the classroom but also wherever based on the needs. According to linked research, implementing Mobile-Assisted Language Learning (MALL) is able to help students developing their English abilities as well as their enthusiasm to learn. MALL is a novel approach to learning English for varsity students. With the proliferation of apps, varsity students have access to a plethora of applications relating to English study, and college students have quicker access to these materials and tools⁶.

The researcher discovered various inaccuracies in writing autobiographies of IAIN Palopo students during a pre-observation in April 2020. The inaccuracies was identified through the result of students; autobiography task. The researcher held the interview to received more data

⁴Valentina Canese, 'MOBILE APPS FOR TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE TO A STUDENTS AND ADULTS', *Ńemityřř*, 1.2 (2020), 97–115
<<https://doi.org/10.5281/zenodo.3878921>>.

⁵Yunita Delvianti, Rahmila Murtiana, and Nur Alfa Rahmah, 'The Implementation of E-learning in Teaching Writing at The Fourth Semester of English Department of UIN Antasari Banjarmasin', *LET: Linguistics, Literature and English Teaching Journal*, 8.2 (2018), 322–42.

⁶Qiaochu Liu and Xuan He, 'Using Mobile Apps To Facilitate English Learning for College Students in China', 2014, 68.

related to the students' errors in writing autobiography⁷.

Aleta Malebbie Application is one of the technologies that can be used in teaching writing. It is developed by Masruddinet al., a lecturer of IAIN Palopo. Aleta Malebbie Application can support students in English learning, focused on writing skills since it possesses four primary skills materials in English. Aleta Malebbie Application can be used whenever and wherever the teacher and the students are. One of the advantages of the Aleta Malebbie Application is that the material is Islamic values-oriented. The students can learn Islamic values that can be discovered within the contents. Another advantage of the Aleta Malebbie Application is that the materials are already prepared to be used. The content is suitable to the student's level, so the teacher does not need to construct any materials for the application. The teacher may prepare additional teaching aids if it is necessary as well.

This research is part of a larger collaborative research project between lecturers and students at IAIN Palopo's English Education Study Program. This part will be focused on writing improvement through the use of the Aleta Malebbie Application.

B. Problem Statement

The problem can be summarised into "Is the use of Aleta Malebbie Application effective in teaching writing at IAIN Palopo?"

⁷Masruddin and Fausi Achmad, Pre-Observation, 2020, APRIL.

C. Objective of The Research

As stated in the problem description, the objective is to determine the efficacy of the Aleta Malebbie Application in teaching writing at IAIN Palopo.

D. Scope of the Research

This research is restricted by focusing on the production of writing autobiography. The aspect of scoring assessment in writing autobiography are *Content, Organisation, Vocabulary, Grammar, and Mechanics*.

E. Significance of The Research

1. English Teacher

The research is anticipated to be concerned as one of the appropriate media for teaching writing.

2. Students

The research is aimed to pique EFL students' interest in improving their writing skills.

3. Other Researcher

This research is expected to be used as one source in further research, specially on improving Writing Skills.

F. Operational Definition

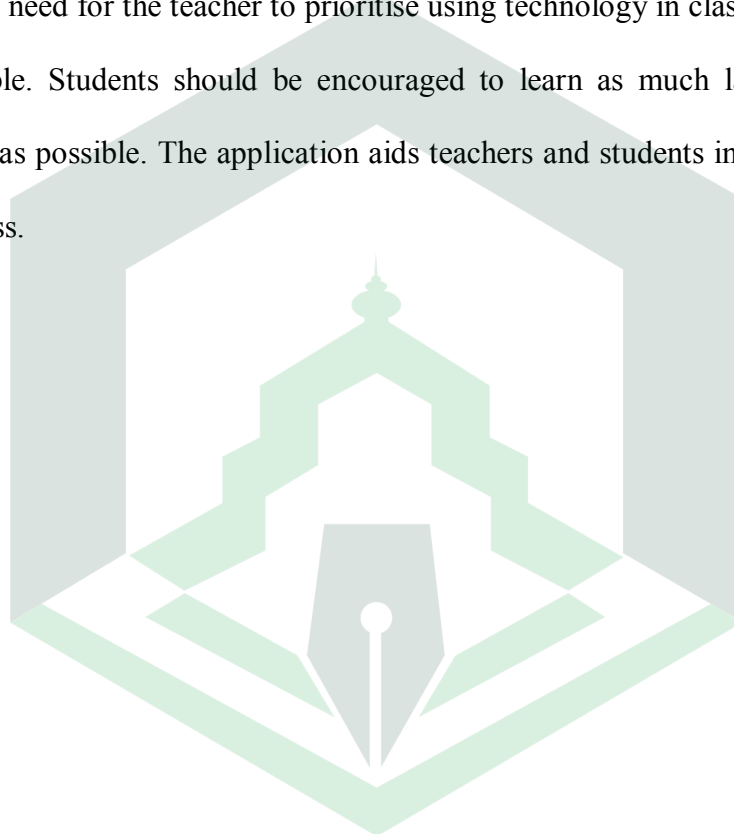
1. Writing Skill

Writing, one of the skill that must be taught in English syllabus, is the ability to convey thought and emotions to others in written symbols that

readers can comprehend. *Content, Organization, Vocabulary, Grammar, and Mechanics* are the aspects of writing.

2. Aleta Malebbie Application

Aleta Malebbie is applying teaching-based technology created by Masruddin et al., who uses the application as learning material. It is based on the need for the teacher to prioritise using technology in class as much as possible. Students should be encouraged to learn as much language and value as possible. The application aids teachers and students in the learning process.



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CHAPTER II

LITERATURE REVIEW

A. Previous Research

The researcher compiles a few of pertinent data from other researchers who have already conducted research on increasing students' writing skills through the use of technology in the learning process, such as mobile applications.

1. Improving The Writing Skills of College Students (Ronald T. Kellogg and Bascom A. Raulerson, 2007)

Advanced writing skills are necessary for academic and subsequent work-related success. However, advanced writing skill assessments are rarely achieved by American kids. Working memory demands of writing processes should be decreased to allow executive attention to be used to coordinate interactions between them, in order to increase writing performance. In theory, it is possible to achieve it through deliberate practice that teaches authors to develop executive control through frequent writing chances and timely and suitable feedback. Automated essay scoring software may provide a way to relieve teachers of their grading responsibilities and, as a result, greatly increase the amount of writing practice students receive.

2. Moblie Apps for Teaching and Learning English as A Foreign Language to Students and Adults (Valentina Canese, 2020)

This study evaluated and examined phone apps designed to assist students in learning English as a second language (EFL). The writers selected and evaluated twelve free Android applications from a pool of ninety for their potential use by teens and adults in intermediate and advanced EFL courses. Curriculum linkage, authenticity, feedback, differentiation, performance, sharing, user-friendliness, and attractiveness were among the eight criteria they considered. According to the findings, there are a slew of Android apps that could help teachers and students enhance their English skills. The ramifications suggest that if instructors are trained to evaluate applications, they will be better equipped to employ digital technologies to make their classes more interesting and student-centered. Teachers should provide support and feedback on the skills that their students are practicing on these apps in order to optimize the effectiveness of these apps in their EFL classrooms.

3. The Implementation of E-Learning in Teaching Writing at The Fourth Semester of English Department of UIN Antasari Banjarmasin (Yunita Delvianti, Rahmila Murtiana, Nur Alfa Rahmah, 2018)

The goal of this study is to find out how e-learning is being used to teach writing, as well as the issues that come with it. In this inquiry, descriptive analysis was used. The writer categorizes the data type after acquiring data relevant to the processes; then, the writer analyzes the data descriptively and qualitatively. (1) The implementation of e-learning in teaching writing consists of four phases: a) the teacher's explanation of how

to use e-learning; b) the lecturer's learning materials; c) the students' activity on the use of e-learning; and d) the application's effectiveness, according to the study's findings. (2) The most common barrier to incorporating e-learning into writing education is a lack of internet access. We will face a lack of a Learning Management System if we adopt e-learning.

4. Using Mobile Apps To Facilitate English Learning for College Students in China (Qiaochu Liu, Xuan He, 2014)

Chinese college students may be able to use mobile apps to improve their English abilities, thanks to the advent of mobile technology and the proliferation of applications. While there is widespread enthusiasm for using apps to support learning because of their multimedia capabilities, portability, connectivity, and flexibility, scientific evidence on whether such a strategy can help college students learn English is lacking, and students' reactions to the new technique are mixed. Furthermore, there is a scarcity of research on whether apps are appropriate for children in various areas of English education, such as spoken English, reading comprehension, listening, or writing. In our research, we used a semi-interview survey and an experiment to discover them. In China, five college students from USST and SDTU were questioned. They talked about how they felt about using apps to study on their own. The study focused on 15 exchange students who were currently enrolled at the University of Bors. The initiative looked at how college students learn English on their own using mobile devices. According to the findings, using mobile devices to enhance English is a practical and helpful

strategy for college students, and undergraduates are keen to use apps to study English using a self-regulated learning approach rather than a traditional learning approach. There are certain apps available that are suitable for college students. We offer beneficial instructional approaches for college students studying English on their own based on our findings.

5. Teacher Perceptions of the Effectiveness of Using Handheld Devices in Saudi EFL Classroom Practices (Sami Al-Mubireek, 2020)

The effectiveness of using portable technologies such as cellphones and tablets for language training is investigated in this study (Mobile Assisted Language Learning, or MALL). A questionnaire with a comment section was sent to EFL instructors to see how they felt about including or excluding smartphones and tablets from the EFL learning process. At a prestigious Saudi university, data was collected using a 5-Likert scale questionnaire. Most instructors report to rarely use Android System phones or iPhones (iOS System), Android tablets, or iPads (iOS System) in the classroom, according to the statistics. Notably, the survey showed a statistically significant difference between male and female instructors in terms of which smart device operating system they claimed to use. According to the few participants who used technology, teachers with less teaching experience were more open to using electronic gadgets in the classroom. Furthermore, the research found that a high majority of teachers admitted to only using portable devices seldom while teaching reading, writing, listening, grammar, or playing language-learning games when

teaching reading, writing, listening, grammar, or playing language-learning games. Most professors, on the other hand, said they used programs on occasion to provide online assignments, exchange course content, provide visual aids, improve students' speaking talents, or as a translation tool. Furthermore, instructors said they used these devices to teach vocabulary with visual aids on a daily basis. Teachers also use these devices to communicate with pupils via social media and access textbooks. MALL was not successfully integrated into classroom language-learning activities or the practice of language functions or skills by teachers in general.

B. Literature Review

1. Concept of Writing

Writing is an action that has some steps; It is a creative progress act. We already have an idea in our mind, and we know how to express it while we are writing; after that, when we complete writing, we read what we have written and make adjustments and revisions until we are satisfied.⁸ Oshima and Hogue remind us that "writing is a process, not a product, it is always possible to review and revise, review and revise again."

Writing properly is a big cognitive task since it tests memory, language, and reasoning skills all at once. It necessitates the fast recovery of topic-specific knowledge from long-term memory⁹. Students will try to think and develop their imagination when they are writing.

⁸Alice Hoshima and Ann Hogue, *Introduction to Academic Writing: Grant Proposal*, 2007.

⁹Ronald T. Kellogg and Bascom A. Raulerson, 'Improving the Writing Skills of College Students', *Psychonomic Bulletin and Review*, 14.2 (2007), 237–42
<<https://doi.org/10.3758/BF03194058>>.

Based on experts' views on the concepts of writing as already discussed above, It may be said easily that writing is the process through which thoughts and sensations are shared in writing. However, it is not a simple process.

2. Purpose of Writing

Here are some of the purposes of three different types of writing, as stated by Oshima and Hogue. To begin with, the goal of literary writing is usually to entertain the reader. Second, journalistic writing occasionally aims to inform or persuade. Third, academic writing is usually intended to inform, persuade, or assure the reader. Besides that, the everyday purposes of writing are:

- a. To give instruction. It means to give someone a procedure on how to do something. For example, how to use an engine, how to use medicine or how to set flowers,
- b. To explain something. It provides a description or explanation of something that all people should be aware of. For example, a description of the benefits of jogging for our hearts and a description of the importance of education,
- c. To tell an event or a story. It gives information of an event that happened in a place and one time, for example, tell the story of the struggle of Imam Bonjol to face colonist or tell of traffic accidents in West Sumatera,
- d. To summarise. It intends to make a resume, but it is not changing the

idea, for example, summarise a book, passage and essay,

- e. To convince. The written text is trying to persuade someone else to agree. For example, a son writes a letter and tries to make sure his parents give him some money to buy something.

For all writing purposes, some writers sometimes combine two or more writing purposes in one written form. For example, first, the writer explains about nutrition and vitamins in vegetables. She or he convinces the reader of the advantages of vegetables, and then she or he persuades the reader to consume vegetables. Occasionally the writer separates it one by one. We may infer that the notion of the experts concerning the purpose of writing above has various purposes: Writing aims to tell the reader, enlighten the reader and share something; Writing can assist creative students.

3. Writing Process

The process of writing is the activity from start to finish that results in a product. According to Oshima and Hogue, the writing process is divided into three steps: pre-writing, planning, writing, and revising drafts.

- a. *Prewriting* is a stage that helps the writer to generate or collect ideas for a paragraph or essay. There are two steps in prewriting: choosing and narrowing a topic and brainstorming. The writer will use some techniques such as listing, freewriting, and clustering in the brainstorming step. A writer creates a topic and writes all of the words or phrases on her or his mind in the listing technique. Then, she/he

writes freely/unlimited about the topic because she/he is looking for a specific focus on free writing. On clustering, she/he can generate or collect ideas.

- b. In the *planning* stage, the writer outlines the previous stage. This phase consists of three stages: listing the brainstorm, grouping, creating the subject phrase and short description. A plan for a paragraph or passage is an outline.
- c. In *writing* and *revising* the drafts stage, the author utilizes four phases, such as the first draft, content and organization revisions, the second draft revision and a final copy.

4. Concept of Autobiography

Keraf (2007, p.141) says that an autobiography is a story that tells the writer's story or experience. The purpose is to share exciting events or stories in her/his life and her/his private experience. Safari Daud stated that autobiography is a big story in which only the writer can tell the event in her/his life into a story. She/He writes a story about her/himself¹⁰. Events that have happened in her/his personal life will be shown in a written text.

Autobiography is the process of recording the life narrative of an individual by subject. By nature, it is subjective and offers the unique and felt experience of an individual. Many of the public autobiographies – statesmen, politicians, authors, artists and the latter – are written, but not only. The genre is a literary technique that includes memoirs, testimonials,

¹⁰Safari Daud, 'Antara Biografi Dan Histografi (Studi 36 Buku Biografi Di Indonesia)', *Jurnal Analisis*, XIII.1 (2013), 243–70.

historical and eye-witness accounts and has greater appreciation for the particular character of the topic or author than its public relevance¹¹.

The key requirements of an author, subject and narrator who is the same person and who writes and narrated the autobiography are Philippe Lejeune, the primary autobiographical critic. autobiography should be autobiographical. A contract including a self-written tale by a person verifiable, Lejeune proposed the notion of the 'autobiographical pact': one who has the 'proprietary name' that appears on the book cover. This develops an aim of sincerity and veracity in the story through the threefold identification of the autobiographer, Lejeune states.

5. Autobiography Technique

Some attempts have been taken to apply autobiography in the production of narrative texts, such as, (1) teacher give a short explanation about autobiography, (2) students take a piece of paper, (3) students write about themselves based on their perception, (4) teacher reflect the teaching-learning material. The purpose of this technique is to give students a chance to write or tell about themselves. They are free to write anything about themselves into written text.

There is some guidance that teachers give to students to write their own life stories into narrative text¹². They are:

- a. Who are you?

¹¹Jane Reece, 'Authobiography', *Unpublished Script*, October 2014, 2015.

¹²Radhia Fauzana Selvi, Fitriana Harmaini, and Lailatul Husna, 'Teaching Writing Narrative Text by Using Autobiography Technique', *Unpublished Script*, 2014.

- b. Where do you come from?
- c. Where did you born?
- d. Arey ou happy in your childhood?
- e. Where do your school?
- f. How about your future?
- g. How about your love story?
- h. What about children?
- i. Who is your bestfriend?
- j. What is your job?
- k. Is it correct that life starts from 40, 50, 60 years old?
- l. What happened in the world?
- m. How about your feeling after getting old?

6. Aleta Malebbie Application in Teaching Writing

Aleta Malebbie Application is one of the technologies that can be used in teaching writing. It is developed by Masruddin et al., a lecturer of IAIN Palopo. Aleta application can support students in English learning, focused on writing skills since it possesses four primary skills materials in English. Aleta Malebbie Application can be used whenever and wherever the teacher and the students are. One of the advantages of the Aleta Malebbie Application is that the material is Islamic values-oriented. The students can learn Islamic values that can be discovered within the contents. Another advantage of the Aleta Malebbie Application is that the materials are already prepared to be used. The content is suitable to the students' level,

so the teacher does not need to construct any materials for the application. The teacher may prepare additional teaching aids if necessary, such as the establishment of language learning practice games: students' vocabulary insight¹³.

In the Aleta Malebbie application, seven units consist of specified topics usually discovered in autobiography text. The seven units are *My Self*, *My Daily Activity*, *My Family*, *My Friend*, *My Future Plan*, *My Unforgettable Experience*, and *My Local Culture*. Each unit contains a number of challenges that address all aspects of English, including Listening, Speaking, Reading, Writing, Vocabulary and Grammar.

At the beginning of the unit, the students will be given an introduction to the topic by discussing a certain picture that directs the students to understand the topic and the religious moderation values. After the introduction, the students will enter the main activities of the unit that focused on the English skills mentioned above. Then, at the end of each unit, the students have to create their own version of an autobiography based on the topic of the unit.

The final product of the students after completing the material on the Aleta Malebbie Application is the production of an Autobiography book. The students must be able to develop their written abilities by following the activities of each lesson by utilizing the Aleta Malebbie program. The content of each unit possesses an Islamic value, so the students are expected

¹³H. Douglas Brown, 'Language Testing Book: Principles and Classroom Practice', *Book*, 2004, 314.

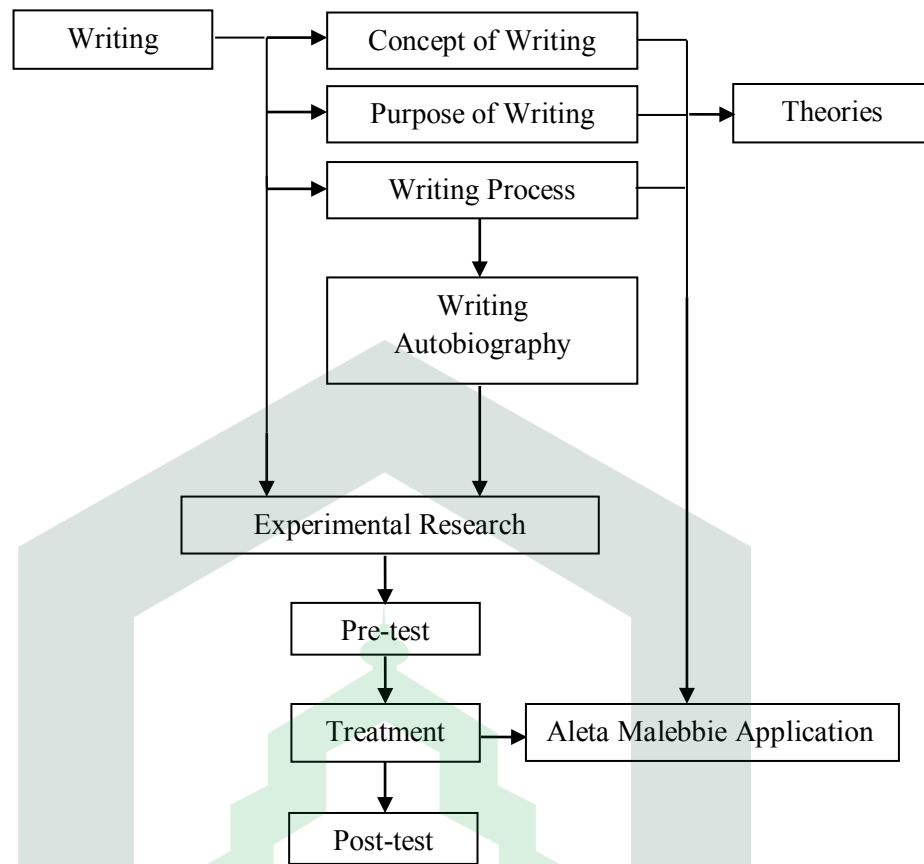
to understand and apply the values they have learned from Aleta Malebbie Application into their life.

C. Conceptual Framework

Writing, one of four English abilities, must be acquired by the students as one of their important assets in order to advance in their future professional jobs. As a result, The goals of teaching English must be centered on assisting students in increasing their English abilities. In this scenario, the goal will be to improve one's writing skills.

There are several applications that may be employed in the learning process. The researcher then determined that the Aleta Malebbie application would be one of the finest answers to such difficulties. It is considered to be one of the successful strategies used to handle students' writing issues since it has several benefits in the writing production.

Inside Aleta Malebbie application, the contents is blended with religious moderation values. The material is suitable to the students with level of Basic English. The students will complete the unit that is autobiography text-based, so the final task of the unit will be creating the autobiography text of the students' version. The chart of conceptual framework is shown below:



D. Hypothesis

The hypothesis is summarized below, based on the above theories and assumptions:

H_a: There is an efficacy of using Aleta Malebbie Application in improving students' autobiography writing at IAIN Palopo.

H₀: There is no efficacy of using Aleta Malebbie Application in improving students' autobiography writing at IAIN Palopo.

CHAPTER III

METHODOLOGY

A. Method & Design of The Research

1. Method

A pre-experimental design will be implemented in the research, which is to discover the efficacy of using Aleta Malebbie's Application in teaching writing at IAIN Palopo.

2. Design

The researcher stated the design as explained below:

$$O_1 \times O_2$$

Where:

O_1 : Pre-test

O_2 : Post-test

x : Treatment

B. Population & Samples of The Research

The students of IAIN Palopo will be taken as the population. The sample will be taken from a mixed-random class, with the number of 14 students, that is chosen by the lecturer from different majors at the varsity.

C. Instruments of The Research

1. Test

The researcher employs a writing exam that includes a pre-test and a post-test. To check students' written abilities, the pre-test will be held. After

the pre-test has been completed, the post-test will be held. Aleta Malebbie Application provides the researcher a number of inquiries.

D. Procedure for Collecting the Data

1. Pre-test

Prior to the treatment, the researcher distributed a written exam to determine the students' writing abilities. During the pre-test procedure, students must submit an autobiography in their own words. The purpose of the pre-test is to determine the students' writing abilities before they receive treatment.

2. Treatment

Following the completion of the pre-test, the treatment will be given to the students in the classroom as follows:

- 1) Tell the students to download Aleta Malebbie Application firstly, which can be found on Google Playstore.
- 2) Then, install the application on their smartphone.
- 3) Next, the students must create an account in order to use the application.

The application will send a verification code to the students before using the application.

- 4) After entering the application, students have to enter the classroom code to join the class. The researcher account will provide the code for the classroom.
- 5) After entering the classroom, students will open the unit that the researcher has chosen.

- 6) Then, students have to complete the tasks inside the unit that the researcher has decided before. The tasks given will be focused on writing autobiography.
- 7) Finally, the students will submit their assignments in the application.
- 8) The 5th-7th step will be repeated until the 7th meeting. The theme for each meeting will be different. The theme for each unit are 1) *My Self*, 2) *My Daily Activities*, 3) *My Family*, 4) *My Best Friend*, 5) *My Future Plan*, 6) *My Unforgettable Experience*, 7) *My Local Culture*..

3. Post-test

To measure the students' writing ability after the treatment, the researcher utilized a post-test. The pre-test and post-test are identical in format.

E. Techniques of Analyzing Data

The researcher uses the following steps to analyze the data:

1. Classifying the Score

The components included in the objective score are divided into five scales¹⁴.

- a) The substance of writing, the notion represented, is referred to as *content*.
- b) The goal of *organizing* in writing is to keep the content organized.
- c) The term *vocabulary* refers to any terms that the students use in writing.
- d) *Grammar* is the structural terms and syntactic patterns' accuracy.

¹⁴J.B. Heaton, *Writing English Language Test*, Longman Inc., New York, 1990, xviii<[https://doi.org/10.1016/0346-251x\(90\)90037-6](https://doi.org/10.1016/0346-251x(90)90037-6)>.

e) Utilization of language's graphic convention is referred to as *mechanics*.

Table 3.1. Scoring of Content

No	Score	Classification	Criteria
1	27-30	Very Good	Detail that is clear, focused, and engaging; comprehensive, rich, and well-focused; the main concept stands out; supplementary ideas do not take up too much space.
2	15-26	Good	Even if the overall outcome isn't particularly engaging, keep the emphasis. Although support is offered, it may be limited or obvious, insubstantial, or too broad.
3	12-14	Fair	There is a lack of logical sequencing and developing concepts that are confused or disjointed, as well as a lack of purpose or theme.
4	9-11	Poor	Not proficient, does not communicate, and has extremely limited information.
5	5-8	Very Poor	There is no real organization, there is no way to assess it.

Table 3.2. Scoring of Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Expression is fluid, and thoughts are well communicated. Supporter well-organized logical sequencing implies the order structure or presentation is engaging and pushes the reader through the content. A powerful ending, a strong beginning, and a smart arrangement of detail
2	15-17	Good	The reader may easily understand what's being said, but the overall organization may be ineffectual at times because the primary concept isn't evident or the sequencing isn't complete.
3	12-14	Fair	There is a lack of logical sequencing and a lack of fluency in the development. There is a lack of direction in the writing, as well as ideas and information.

4	9-11	Poor	There is no communication, and the transition is shaky, making the relationship between concepts hazy, incomplete, or perplexing.
5	5-8	Very Poor	There is no organization, there is little information to analyze, and the sender is perplexed.

Table 3.3. Scoring of Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Words that are effective, as well as their selection and use, are precise and exact.
2	15-17	Good	A good range of words/idioms, choices, and use errors. While the broad message is obvious, individual words may lack accuracy; yet, language-communication seldom grabs the reader's imagination.
3	12-14	Fair	The writer is having trouble eliminating jargon and organizing words.
4	9-11	Poor	Many grammatical, idiomatic, and usage mistakes. Only the widest, many repetitions, and often words suffice the text: Language is so vague and abstract, so redundant, so empty of detail that only the broadest, many repeats, and often words simply do not suffice the text: is, are, was, were, and dominated are all weak verbs with a low number of views.
5	5-8	Very Poor	Almost all of the terms used are incorrect, colorless, insufficient to assess, and spelled incorrectly.

Table 3.4. Scoring of Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Few agreement, tense, number, word, order/function pronoun, and preposition problems in this effective complicated structure.
2	20-22	Good	Construction that is both effective and simple a little issue in a complicated structure numerous tense, word, function, pronoun, and prepositional mistakes, but meaning seldom of

			cored
3	16-19	Fair	Hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment mistakes are all common in basic construction. Isn't communication important?
4	9-15	Poor	Error grammar reigns supreme. unable to comprehend and assess
5	5-8	Very Poor	Almost no command of the norms of sentence formation

Table 3.5. Scoring of Mechanics

No	Score	Classification	Criteria
1	5	Very Good	It's not about spelling, grammar, capitalization, or paragraph length; it's about demonstrating mastery of tradition.
2	4	Good	There are a few mistakes in spelling, grammar, capitalization, and paragraphing.
3	3	Fair	Some spelling, punctuation, capitalization, and paragraphing mistakes
4	2	Poor	There are several spelling, function, capitalization, and paragraphing problems.
5	1	Very Poor	Incomprehensible writing

2. Scoring the students' correct answers pre-test and post-test.

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

3. Classifying the students' score into the following criteria:

Table 3.6. Scoring Classification

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor

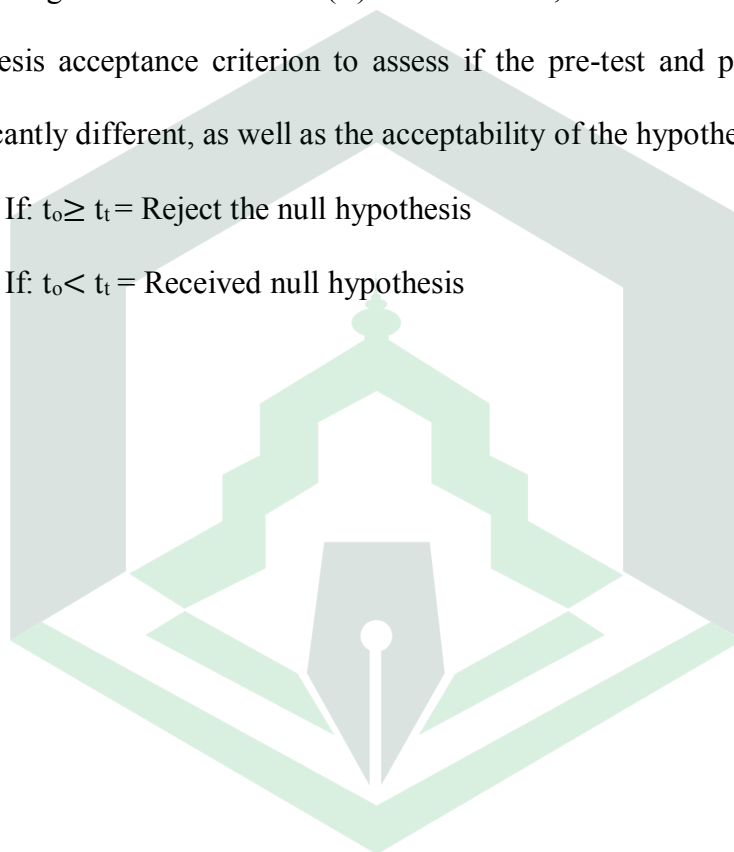
7	0-35	Very poor
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4. Calculation of the mean score, standard deviation, significance tests, and standard value of the data

SPSS 22 is used by the researcher to calculate and chose the t_{count} score using table distribution (t_o). Furthermore, the researcher used the hypothesis acceptance criterion to assess if the pre-test and post-test were significantly different, as well as the acceptability of the hypothesis:

If: $t_o \geq t_t$ = Reject the null hypothesis

If: $t_o < t_t$ = Received null hypothesis



IAIN PALOPO

CHAPTER IV

FINDINGS & DISCUSSION

This chapter is divided into two pieces. The research findings are presented in the first section. The second is a discussion of the study findings, which is organized around the research question.

Findings

In this section, the researcher presents the findings of an investigation conducted by IAIN Palopo students over the course of seven months. The final outcome is as follows:

Score of Students' Writing Skills in Pre-Test

Table 4.1. The Students' Pre-Test Score in Overall

Student	The Writing Aspects				
	C	O	V	G	M
S1	7	7	7	8	2
S2	5	5	5	7	1
S3	6	6	6	8	2
S4	9	9	9	11	3
S5	10	10	10	11	3
S6	8	8	8	10	3
S7	9	9	9	10	3
S8	6	6	6	8	2
S9	10	10	10	12	3
S10	7	7	7	8	2
S11	7	7	7	8	2
S12	7	7	7	8	2
S13	9	9	9	10	3
S14	11	11	11	15	3
Total	111	111	111	134	34
	Mean Score				

The researcher offers the average score of students' writing skills in this area, begin with *content*, *organization*, *vocabulary*, *grammar*, and ultimately *mechanics*.

a) Content

Table 4.2. Students' Frequency and Percentage of Content in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	27-30	0	0
Good	15-26	0	0
Fair	12-14	0	0
Poor	9-11	6	42,85%
Very Poor	5-8	8	57,15%
Total		14	100%

b) Organization

Table 4.3. Students' Frequency and Percentage of Organization in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	0	0
Fair	12-14	0	%
Poor	9-11	6	42,85%
Very Poor	5-8	8	57,15%
Total		14	100%

c) Vocabulary

Table 4.4. Students' Frequency and Percentage of Vocabulary in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	18-20	0	0
Good	15-17	0	0
Fair	12-14	0	0
Poor	9-11	6	42,85%

Very Poor	5-8	8	57,15%
Total		14	100%

d) Grammar

Table 4.5. Students' Frequency and Percentage of Grammar in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	23-25	0	0
Good	20-22	0	0
Fair	16-19	0	0
Poor	9-15	7	50%
Very Poor	5-8	7	50%
Total		14	100%

e) Mechanics

Table 4.6. Students' Frequency and Percentage of Mechanics in Pre-Test

Classification	Score	Pre-Test	
		Frequency	Percentage (%)
Very Good	5	0	0
Good	4	0	0
Fair	3	7	50%
Poor	2	6	42,85%
Very Poor	1	1	7,15%
Total		14	100%

2. The Score of Students' Writing Skills in Post-Test

Table 4.7 The Students' Post-Test Score in Overall

No	Student	The Writing Aspects					Score of Test
		C	O	V	G	M	
1	S1	12	12	12	16	3	55
2	S2	14	14	14	18	3	63
3	S3	13	14	14	17	3	61
4	S4	15	15	15	20	4	69
5	S5	15	16	15	20	4	70
6	S6	16	16	17	20	4	73

7	S7	17	17	17	21	4	76
8	S8	14	14	15	19	4	66
9	S9	15	15	15	18	4	67
10	S10	14	15	14	18	3	64
11	S11	12	12	12	17	3	56
12	S12	12	12	12	16	3	55
13	S13	14	15	15	20	3	67
14	S14	18	18	18	23	4	81
Total		201	205	205	263	49	923
Mean Score							65,93

The researcher offers the average score of students' writing skills in this area, begin with *content*, *organization*, *vocabulary*, *grammar*, and ultimately *mechanics*.

a) Content

Table 4.8. Students' Frequency and Percentage of Content in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	27-30	-	-
Good	15-26	6	42,85%
Fair	12-14	8	57,15%
Poor	9-11	-	-
Very Poor	5-8	-	-
Total		14	100%

b) Organization

Table 4.9. Students' Frequency and Percentage of Organization in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	1	7,15%
Good	15-17	7	50%
Fair	12-14	6	42,85%
Poor	9-11	-	-
Very Poor	5-8	-	-
Total		14	100%

c) Vocabulary

Table 4.10. Students' Frequency and Percentage of Vocabulary in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	18-20	1	7,15%
Good	15-17	8	57,15%
Fair	12-14	5	35,70%
Poor	9-11	-	-
Very Poor	5-8	-	-
Total		14	100%

d) Grammar

Table 4.11 Students' Frequency and Percentage of Grammar in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	23-25	1	7,15%
Good	20-22	5	35,70%
Fair	16-19	8	57,15%
Poor	9-15	-	-
Very Poor	5-8	-	-
Total		14	100%

e) Mechanics

Table 4.12 Students' Frequency and Percentage of Mechanics in Post-Test

Classification	Score	Post-Test	
		Frequency	Percentage (%)
Very Good	5	-	-
Good	4	7	50%
Fair	3	7	50%
Poor	2	-	-
Very Poor	1	-	-
Total		14	100%

3. The Students' Rate Percentage and Frequency in Pre-Test

Table 4.13 Students' Classification Score in Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	-	-
4	Fairly Good	66-75	-	-
5	Fair	56-66	-	-
6	Poor	36-55	7	50%
7	Very Poor	0-35	7	50%
	Total		14	100%

4. The Students' Rate Percentage and Frequency in Post-Test

Table 4.14. Students' Classification Score in Post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	2	14,29%
4	Fairly Good	66-75	6	42,85%
5	Fair	56-65	4	28,58%
6	Poor	36-55	2	14,29%
7	Very Poor	0-35	-	-
	Total		14	100%

5. The Comparison of Students' Score in Pre-Test and Post-Test

Table 4.15. Comparison of Students' Pre-Test and Post-Test Results

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage(%)	Frequency	Percentage (%)
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	-	-
3	Good	76-85	-	-	2	14,29%
4	Fairly Good	66-75	-	-	6	42,85%

5	Fair	56-65	-	-	4	28,58%
6	Poor	36-55	7	50%	2	14,29%
7	Very Poor	0-35	7	50%	-	-
	Total		14	100%	14	100%

6. The Mean Score and Standard Deviation of Pre-Test and Post-Test

Table 4.16 The Paired Samples Statistics of Pre-Test and Post-Test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	35.7857	14	7.96317	2.12825
Post-Test	65.9286	14	7.75058	2.07143

Table 4.17 The Paired Samples Correlations of Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	14	.724	.003

Table 4.18 The Paired Samples Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-30.14286	5.84225	1.56141	-33.51607	-26.76964	-19.305	13	.000

In table 4.17, the researcher found that $t_o(t_{count}) = 19.305$ and df (degree of freedom) = 13. While the $t_r = 2.160$ the degree of freedom (df) = 13, with the standard of significant = 5%.

$$19.305 > 2.160$$

According to the analyzed data above, ($t_o > t_t$) the t_{count} is higher than t_{table} . It can be stated that a considerable difference in the writing skill scores of students are found before and after utilizing the Aleta Malebbie Application.

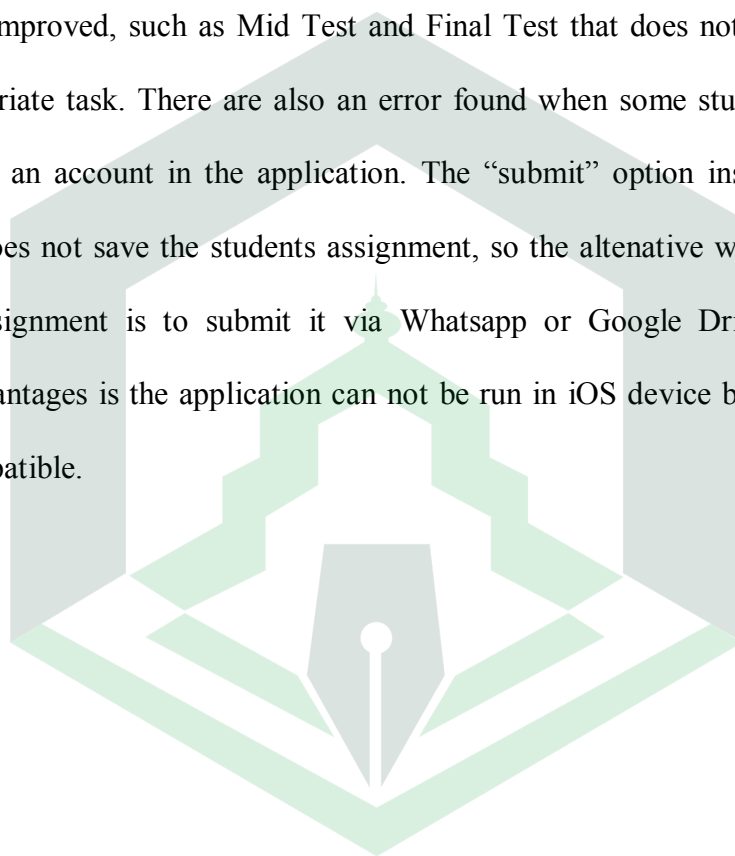
B. Discussion

The results of the pre-test show that none of the 14 students who participated in the experiment were characterized as "excellent," "very good," "good," "pretty good," or "fair." Instead, 7 students (50%) from the sample were classed as "poor," and 7 students (50%) were classified as "very poor." It can be deduced that the students' earlier writing abilities were limited.

After the researcher treated the students, the results revealed that none of the 14 students (0%) were classed as "excellent" or "very good." In addition, 2 students (14,29%) received "good," 6 students (42,85%) received "pretty good," 4 students (28,58%) received "fair," and 2 students (14,29%) received "poor."

It can be inferred that there is a significant impact upon the usage of Aleta Malebbie Application since the students' writing skills are improved after the treatment. As an example, the R10, R11 and R12 has the same score in the pre-test, with the score $7-7-7-8-2=31$. After having the treatment, the R10, R11 and R12 has the different score in the post-test and the score are higher than the pre-test; R10 ($14-15-14-18-3=64$), R11 ($12-12-12-17-3=56$), R12 ($12-12-12-16-3=55$)

The data analysis shows that Aleta Malebbie Application is recommended to be applied in increasing the students' writing skills since the material is suitable to the students' level. Therefore, the null hypothesis is rejected. But, the disadvantages of the application that the researcher has found while conducting the treatment is it still has some features that needs to be improved, such as Mid Test and Final Test that does not provide the appropriate task. There are also an error found when some students cannot creates an account in the application. The "submit" option inside the task also does not save the students assignment, so the altenative way to collect the assignment is to submit it via Whatsapp or Google Drive. Another disadvantages is the application can not be run in iOS device because of its incompatible.



IAIN PALOPO

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

The efficacy of using Aleta Malebbie Application in teaching writing at IAIN Palopo has been authorized. It was demonstrated by the fact that the pre-test mean score was 35,78 and the post-test mean score was 65,92.

B. Suggestion

Based on the findings and conclusion of the data analysis, the researcher wants to make the following suggestions:

1. To teachers

The teacher can use Aleta Malebbie Application to increase students' writing skills. Before using the application, the teacher must have a stable network connection and have an Android-OS smartphone.

2. To students

The students can use Aleta Malebbie Application to increase their writing skills. Before using the application, the students must have a stable network connection and have an Android-OS smartphone.

3. To another researcher

Researchers can test the efficacy of using Aleta Malebbie Application in different elements of English skills in the future, given the material contains four main English skills. It also serves as a reading resource before

academics do study on how to improve students' writing skills through the use of software.

4. To the developer

The developer are suggested to create a teacher guidebook for the application. And also, the developer must improve the features inside the application and fix the error that the researcher has discovered.



IAIN PALOPO

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IAIN PALOPO

1

SURAT KET MENELITI

IAIN PALOPO



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SURAT KETERANGAN
NOMOR 971 /In.19/PP.00.9/AK/09/2021

Yang bertanda tangan di bawah ini,

Nama : Prof. Dr. Abdul Pirol, M.Ag.
NIP : 196911041994031004
Jabatan : Rektor

dengan ini menerangkan bahwa

Nama : Achmad Fausi
NIM : 17 0202 0072
Prodi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
No Handphone : 082 123 909 155

Yang tersebut namanya di atas telah disetujui untuk mengadakan penelitian di Institut Agama Islam Negeri Palopo, yang dilaksanakan mulai tanggal 15 Juli s.d 16 September 2021. Dengan judul penelitian **"The Efficacy of Using Aleta Malebbie Aplication in Teaching Writing at IAIN Palopo"** dengan ketentuan sebagai berikut:

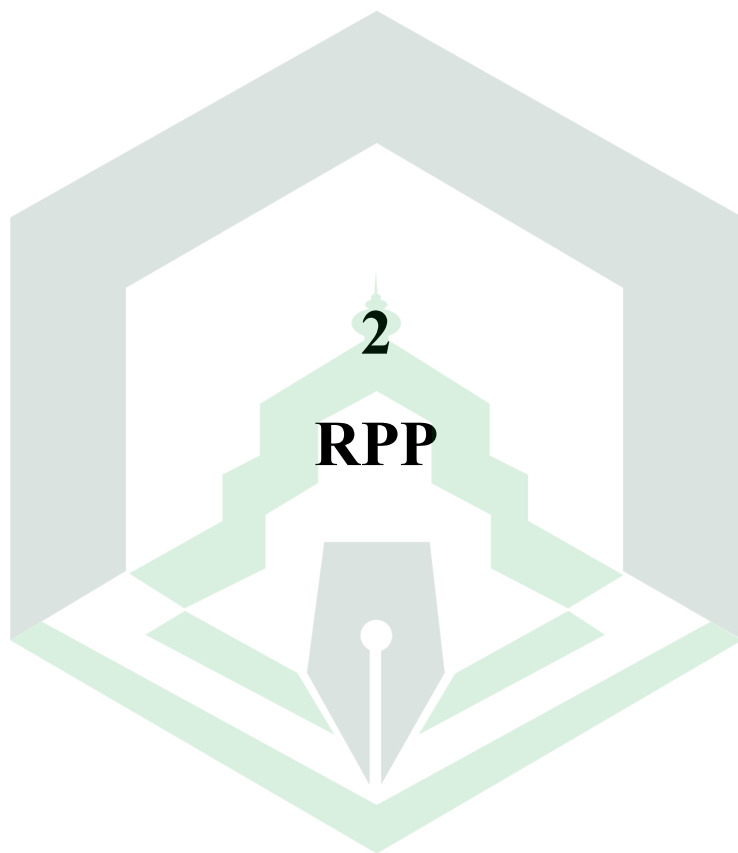
1. Proses pengambilan data tidak mengganggu aktifitas layanan administrasi
2. Data yang sifatnya rahasia harus dirahasiakan
3. Menyerahkan dokumen hasil penelitian (hard copy dan soft copy) untuk disimpan di perpustakaan IAIN Palopo

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Palopo, 15 September 2021



Abdul Pirol, M. Ag
196911041994031004



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Pertama (1)
Materi Pokok : *My Self*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (20 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberi gambaran tentang materi yang akan dipelajari
4. Menginstruksikan kepada siswa untuk mengakses aplikasi Aleta Malebbie

Kegiatan Inti (35 Menit)

1. Menjelaskan materi yang dipelajari dalam unit
2. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
4. Memberi activity yang ada dalam aplikasi Aleta Malebbie kepada siswa untuk dikerjakan oleh mereka

Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Kedua (2)
Materi Pokok : *My Daily Activities*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (20 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberi gambaran tentang materi yang akan dipelajari
4. Menginstruksikan kepada siswa untuk mengakses aplikasi Aleta Malebbie

Kegiatan Inti (35 Menit)

1. Menjelaskan materi yang dipelajari dalam unit
2. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
4. Memberi activity yang ada dalam aplikasi Aleta Malebbie kepada siswa untuk dikerjakan oleh mereka

Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Ketiga (3)
Materi Pokok : *My Family*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (20 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberi gambaran tentang materi yang akan dipelajari
4. Menginstruksikan kepada siswa untuk mengakses aplikasi Aleta Malebbie

Kegiatan Inti (35 Menit)

1. Menjelaskan materi yang dipelajari dalam unit
2. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
4. Memberi activity yang ada dalam aplikasi Aleta Malebbie kepada siswa untuk dikerjakan oleh mereka

Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Keempat (4)
Materi Pokok : *My Friend*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (20 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberi gambaran tentang materi yang akan dipelajari
4. Menginstruksikan kepada siswa untuk mengakses aplikasi Aleta Malebbie

Kegiatan Inti (35 Menit)

1. Menjelaskan materi yang dipelajari dalam unit
2. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
4. Memberi activity yang ada dalam aplikasi Aleta Malebbie kepada siswa untuk dikerjakan oleh mereka

Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Kelima (5)
Materi Pokok : *My Future Plan*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (20 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberi gambaran tentang materi yang akan dipelajari
4. Menginstruksikan kepada siswa untuk mengakses aplikasi Aleta Malebbie

Kegiatan Inti (35 Menit)

1. Menjelaskan materi yang dipelajari dalam unit
2. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
4. Memberi activity yang ada dalam aplikasi Aleta Malebbie kepada siswa untuk dikerjakan oleh mereka

Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Keenam (6)
Materi Pokok : *My Local Culture*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

B. Model Pembelajaran

Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
- Laptop atau Smartphone

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (20 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberi gambaran tentang materi yang akan dipelajari
4. Menginstruksikan kepada siswa untuk mengakses aplikasi Aleta Malebbie

Kegiatan Inti (35 Menit)

1. Menjelaskan materi yang dipelajari dalam unit
2. Memberi kesempatan kepada siswa untuk menanyakan hal yang mereka tidak pahami dalam materi yang dibahas bersama
3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
4. Memberi activity yang ada dalam aplikasi Aleta Malebbie kepada siswa untuk dikerjakan oleh mereka

Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Institusi : IAIN Palopo
Mata Kuliah : Bahasa Inggris
Pertemuan : Ketujuh (7)
Materi Pokok : *My Unforgettable Experience*
Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi dari aplikasi Aleta Malebbie, peserta didik diharapkan mampu menulis autobiografi versi pribadi mereka masing-masing sesuai tema unit yang dipelajari.

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Blended Learning

C. Media / Sumber Belajar

- Aplikasi Aleta Malebbie
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3. Menjawab pertanyaan yang dilontarkan siswa terkait materi yang diajarkan
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Kegiatan Penutup (5 Menit)

1. Mengecek sejauh mana pemahaman siswa setelah menyelesaikan activity yang terdapat di dalam aplikasi Aleta Malebbie
2. Menarik kesimpulan yang bisa diperoleh dari materi yang diajarkan
3. Memberi penguatan kepada siswa berupa motivasi dll.
4. Menutup kelas dengan berdoa dan salam



IAIN PALOPO

NAMA : ANISA ZIDNI ANANDA
NIM : 18 0202 0140
JURUSAN : PENDIDIKAN BAHASA INGGRIS
SEMESTER : VI

Autobiography

My name is Anisa Zidni Ananda. People usually call me Nisa. I was born on January 3rd, 2000 in Tegal. I spent six years of my childhood in Tegal. Then, in 2007, I moved to Palopo. Now, I live at Jl. Ratulangi number 56.

When I was twelve, I graduated from SDN 1 Lalebbata. After that, I got my next study at SMPN 1 Palopo until 2015. After three years, I graduated from MAN Palopo. In 2018, I continued my study at IAIN Palopo, especially in English Education Study Program. And now, I am in the sixth semester.

From I was a child until now, my hobbies are reading some fiction books and playing chess. I have won a chess competition at the age of ten and represented Palopo at the provincial level in Makassar. But unfortunately, I failed to win the chess competition in Makassar. It was a rewarding experience for me.

As a student of the English Education Study Program, I have joined some English teacher training to improve my ability in teaching. I hope someday I can be a great English lecturer.

Nama : Sri Rahmiaty Somp
NIM : 18 0202 0170
Jurusan : Pendidikan Bahasa Inggris
Semester : VI

My name is Sri Rahmiaty Somp. My friends call me Sri. I was born in Beringin Jaya, ~~10~~ August 10, 2000. I started my education in Al-Irsyad Al-Islamiyyah kindergarten. When I was a child, I liked to draw. I often drew pictures on the walls, pillows, mirrors, and my hands.

After graduating from kindergarten, I enrolled in the elementary school of 046 Lara 1. My teacher was humble and kind. One of my favourite subjects was "Adat Istiadat" a lot about the manners knowledge I was getting. After six years, I went to junior high school 2 Baebunta. Then, senior high school 7 Luwu Utara. I was actively participating in scout activities at the time as well as student council activities.

I finally graduated from high school. I am continuing my education in IAIN Palopo. My major is English Education. I aspire to become a professional educator to prepare the golden generation.

NAMA : AMELIA

NIM : 18 0202 0001

JURUSAN : PENDIDIKAN BAHASA INGGRIS

SEMESTER : VI (ENAM)

Autobiography

My name is Amelia and I was born on May 9th 1999 in Geser, Maluku Province, Indonesia. I spend my kindergarten until being a collegier in Palopo city. During my junior high school and college, I choose Islamic school and university in order to grow my academic and faith.

I am an English student of English education department in IAIN Palopo. This major really helps me not only for my educational background, but I enrich more information by reading articles that use English as the written language. With my goal to get my undergraduate degree, I am currently composing an English proposal.

Through my hobby for drawing, I explore a lot of art styles especially for children illustration. Drawing is not just a hobby, but also a therapy during my break time. Besides, it helps me to explain what I feel through an art.

Date: 26th August 21

Name : Nurul Fikriyyah Taqwa

Reg. Number : 18 0202 0011

Department : English Education

My name is Nurul Fikriyyah Taqwa. I was born in Palopo twenty years ago. My birthday is on 28th January. My Early Childhood was when I went to kindergarten. I graduated when I was five years old and continued my study at one of private schools in Palopo. I did not only study at school but also in my English Course. I really like to study foreign language since I was at elementary school.

In 2012 I graduated from elementary school and I was registered in Junior High School Number 8 Palopo. After three years studying, I graduated from there and registered in Senior High School Number 2 Palopo. I got several daily activities such as intra-school organization, Paskibra, marching band, and scientific writing extracurricular. When I was at my second year, I majored in Science. Recently, I study at State Islamic Institute Palopo. I am majoring English Education.

Nama : Imam Fadli
NIM : 1802020031
Jurusan : PBI
Semester : VI

Autobiography.

My name is Imam Fadli and I am a student in IAIN Palopo. I start my formal educational journey in 2005 as a kindergarten. In 2006, I begin my life as a elementary school student until 2012. My life changes slightly different in 2012 because I study in Palopo ~~for~~ from ~~se~~ junior high school. In ~~the~~ present day, I am a ~~six~~ the sixth semester student ~~in~~ on English Department.

In my formal educational journey, I have not many achievements. My first achievement is the winner of "Cerdas Cermat Agama" in my the fifth grade of elementary school. In my junior high school, I never join any competitions, but ~~in my senior high school~~ I join three times of competitions in my senior high school. My last achievement happens in 2021, I become the winner of advocation contest when I am ~~as~~ as the sixth ~~student~~ semester student.

IAIN PALOPO

Name : Chandra Mayangkara

Nim. : 1902020067

Autobiography

My name is Chandra Mayangkara. I was born on October 5, 2001 in a small village located in the east of South Sulawesi Province, more precisely in East Luwu Regency, Mangkutana District, Sindu Agung Village. Since elementary school between 2008 and 2013, I have often been a school representative in competitions between elementary schools at the level of 1 sub-district, up to 1 district. Even though I've only won a few times, I'm quite proud even though I've only won the competition twice. In 2013 I graduated from SD Negeri 157 Sindu Agung. I returned to continue my education to one of the public junior high schools in Mangkutana. I met new friends who made me happy enough to be part of the big family of SMP Negeri 1 Mangkutana. I studied junior high school for 3 years and graduated in 2015.

After I graduated from senior high school, I continued my education at a public university in Palopo City, namely the Palopo State Islamic Institute and I majored in English Education which I am currently undergoing in semester 4.



IAIN PALOPO



4
POST-TEST

IAIN PALOPO

INSTRUMEN

POST-TEST

NAMA : ANISA ZIDNI ANANDA
NIM : 18 0202 0140
JURUSAN : PENDIDIKAN BAHASA INGGRIS
SEMESTER : 6

Write down your short autobiography with minimum 100 words and maximum 150 words.

My name is Anisa Zidni Ananda. My nickname is Nisa. My birth date was on January 3rd, 2000 in Tegal. I live at Jl. Ratulangi number 56. I graduated from SDN 1 Lalebbata, SMPN 1 Palopo, and MAN Palopo. Now, I study at the State Islamic Institute of Palopo. I am a sixth-semester student of English Education Study Program.

There are five members in my family. They are my father, My mother, my big sister, my twin, and myself. My father is an entrepreneur. He has a mini restaurant in front of our house. My mother is a housewife. But, she usually helps my father to manage his mini restaurant. My big sister is a college student of Diponegoro University, and my twin is a college student of State University of Makassar.

As a student of the English Education Study Program, I have joined some English teacher training to improve my ability in teaching. I also read some English books to increase my knowledge of English. In class, sometimes I discuss about English with my classmates. I hope someday I can be a great English lecturer.

From I was a child until now, my hobbies are reading some Fiction books and playing chess. I usually play chess with my friends and my father. When I was 10 years old, I won a chess competition and represented Palopo at the provincial level in Makassar. Before the competition, I trained vigorously with my coach. But unfortunately, I failed to win the chess competition in Makassar. It was a rewarding experience for me.

Muh. Farhan Harbi (18 0202 0058)

Prodi Pendidikan Bahasa Inggris

3.1

My name is Muh. Farhan Harbi, people calls me with many nicknames. There are Farhan, Ian, Presiden, and Pau sekretaris. I also have an english name, it is Frank from the Fictional character named Frankenstein. I am 20 years old where I was born on 12th January 2001 at a city called Palopo. My physical appearance as follow are brown skin, tall, black hair, fat and a bit handsome. Right now, I am a student of State Islamic Institute of Palopo. I enlisted in English Study program.

I have a small family. My father's name is Harbi Habir, he is a headmaster in SMKN 6 Palopo. My mother's name is Herni Amin, she is a staff in SMKN 2 Palopo. I also have a brother and sister. My brother's name is Ardiansyah but I always called him Ardi, he is a teacher in SMKN 6 Palopo. My sister's name is Hanifah Shidqia but my parents called her Qia, she is an elementary student in 1st grade.

For my future plan, I have to graduate from campus and try to continue my studies abroad. It is my greatest ambition to be able to experience new environment and culture. With any luck, I really wanted to study in Canada, where it is neutral and have many culturized people. If it's not Canada, then Great Britain or Australia can be the best second options. As long as there is English in that country, then I will have no problem in communication. The only thing is now to find myself a scholarship to achieve this quest.

The greatest memorable experience that I had was becoming a part of the scouts (Pramuka). I started joining the scouts from Junior High school until Senior High school, but it ended once I entered the university. So far, I have attended many huge camping events, and the most interesting one is PERTIKARA (Perkemahan Sakti Saka Bhayanguara), this camp is one of the biggest police-scout camp that I have involved in, where the participants are from every south sulawesi police force.



IAIN PALOPO

Andi Ananda Tasya. (1902020107).

No.

Date:

There are many words that can describe me. SO, I started with my name, my name is Andi Ananda Tasya, in everyday life I am usually called by the name Tasya. I was born on June 22, 2001 in Palopo, South Sulawesi. I have things that I love to do which is watching, thinking about what can I do to make my parents proud of me, and reading ~~a little bit~~ a book or e-book a little bit.

I was born to parents whose head of family works as a policeman and my mother works as a housewife. My family is practically the same as some of families in Indonesia who experience ~~a~~ divorce. So, while ~~three~~ ^{two} of my brothers share the same mother and father, the other brothers and sister have different mother and father. ~~I live in~~

Right now, I am currently attending lectures at IAIN Palopo as a student of the Tarbiyah and Teacher Training faculty especially in the English Education study program. There are many reasons why English is my chosen major including the fact that I like English subject in high school. I've completed four semesters so.



so far, and I'm eager to finish my education as soon as possible. I have a future plan that I want to fulfill: After getting a bachelor's degree, I want to pursue a master's degree. I intend to major in psychology in this master's degree. After studying in lectures, I'll use what I've learned to teach my future students or helping others ~~with my~~ as much as I can with my knowledge.

When I was in high school there was one thing that really impressed me that I served as ~~class president~~ a chief of my class for 2 period. I've also been in the Chemistry club. ~~I~~ In high school I used to like english lessons because ~~st~~ the teacher who taught me from grade 3 was very cool and fun. That's why I'm more determined to choose English majors.

Name : MUH. RIDZKY ANDI PASO

Class : B15 D/7

NIM : 18 0202 0167

POST TEST

My Name is MUH. RIDZKY ANDI PASO, my nickname is Paso - I was born on 13th of April 2000 in Palopo. I live at Jl. Diponegoro number 34 Palopo. I graduated from SDN 12 Lingsarane, SMPN 1 Palopo, and SMAN 1 Palopo. Now, I study at the Islamic State Institute of Palopo. My a sixth - semester student of English Education Study Department.

I live with my family, there are seven member in my family that I lived with. They're my dad, my mom, three of my cousins and one of my nephew. My father is an entrepreneur, he has a TV Cable business. My mother is a housewife, two of my cousins is a elementary student and one of them work with my dad. My nephew is a college student in Makassar.

I always wanted to be a tour guide, because I love to traveling to see many new places and meet new people. I joined English Department to improve my English skill, in early of 2020 I joined my uncle's travel service to guided people to Saudi Arabia to do a Pilgrimage, It's so amazing. I learned a lot of how to become a tour guide.

When I was in Saudi Arabia, I trained my English skill by talking to foreigners that can speak English. I also go to many places by myself and record it, at first I was not confident, but the people in Saudi Arabia are so welcome and humble to me. It is the best experience I ever had.

Name : Chandra Mayangkara

Nim. : 1902020067

Autobiography

My name is Chandra Mayangkara, I was born on October 5, 2001 in Mangkutana sub-district. I live in the village of sindu agung, a small village on the edge of the forest that is quiet and comfortable. My friends sometimes call me Chandra. I am currently study at the tertiary level at a university in the city of Palopo, namely The Islamic Institute of State Palopo (IAIN Palopo), majoring in English education.

I have a small family, in which there are my father, mother, and also my brother, we live in a simplicity even though we live a mediocre life, but we are very grateful. My father is a farmer and my mother is a housewife, my own brother is a student in junior high school. I am very happy with this little family. We always do homework together, so the work is done quickly.

I am a very ambitious person. I am very happy to dream, even I always try to realize my dreams. I have many goals for the future, first I will finish my studies as soon as possible, and then I will look for an established job that can help my family's economy. I hope all my dreams can come true, and I wish I have a bright future.

I've had so many experiences that are very hard to forget, but last night was one that I think will stay in my memory forever. I met a person I had always admired, who I didn't even dare to say hello to, let alone to meet her in person. but last night it was as if fate brought us together, so I could shake hands with her and I think it was the best experience of my life. Even today, the events of last night are still ringing in my mind.

IAIN PALOPO

5

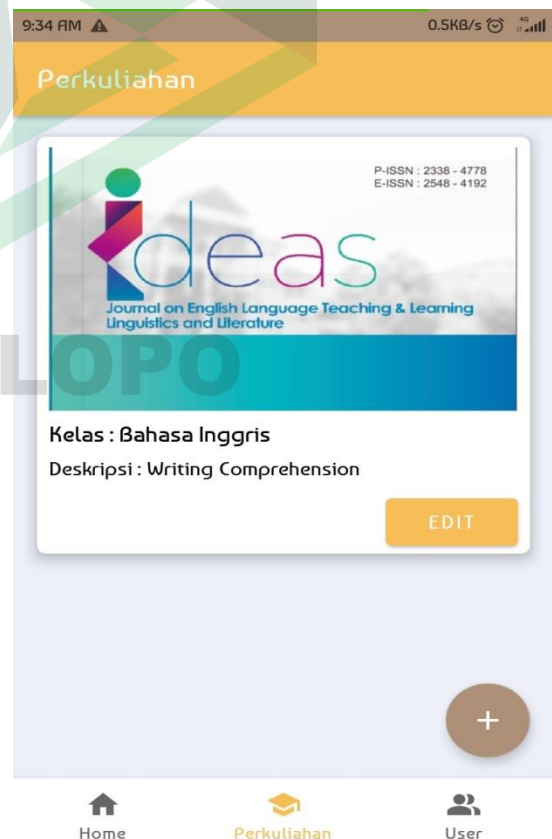
DOKUMENTASI

IAIN PALOPO





IAIN PA



UNIT 1

MY SELF

Assalamual'aikum,
I'm Baso'

Assalamual'aikum,
I'm Besse'



LET'S GET READY

TASK 1

Study the pictures below. Then, discuss the questions with a partner. The words below may help you.

1. Reading
2. Religion
3. Student
4. Pray

5. Socialize
6. Neighbor
7. Music
8. Wonderful



Questions :

1. What activity are people doing in each picture?
2. Where do you think the people doing the activities?

TASK 2

Find the meaning of the words below in the dictionary before you listen to the dialogue.

- | | | | |
|--------------|-------------------|-------------|---|
| 1. Introduce | : (pronunciation) | 7. Ambition | : |
| 2. Name | : | 8. Father | : |
| 3. Nickname | : | 9. Mother | : |
| 4. Birthdate | : | 10. Brother | : |
| 5. Address | : | 11. Sister | : |
| 6. Hobby | : | 12. In-law | : |

**LET'S ACT
TASK 3**



Listen to the dialogue and fill in the blanks. Compare your answers with classmates. Then, answer the questions.

Dialogue A

Baso : Assalamu'alaikum. Hello. My name is Baso. May I know your name?
Besse : Wa'alaikumussalam. My Name is Basse.
Baso : Are you new student?
Besse : Yes. I am in the C class. What about you?
Baso : We are in the same class. Nice to meet you.
Besse : Nice to meet you too.

Dialogue B

Besse : Hi, Good morning. I am Besse. What is your name?
Maria : Hi. I am Maria.
Besse : Are you my new neighbour?
Maria : Yes. I moved from Masamba
Besse : It is good to know you
Maria : It is good to know yu too.

Question

1. Who is the new student?
2. What class is Besse?
3. Who is the new neighbour?
4. Where is Maria from?
5. How do they end the conversation?

TASK 4

In pairs, study the following expressions below.

Greetings	
Good morning Good afternoon Good evening	My name is Baso
Hi Hello	I am Besse

Responses	
Good morning Good afternoon Good evening	My name is Maria
Hi Hello	I am Allo
Nice to meet you Good to know you Pleased to see you	



TASK 5

Complete the dialogue with suitable expression. Compare your answers with your partner.

1. Besse is a new student

- Besse : I am Besse
Maria : I am Maria. Are you new student?
Besse : Yes. I am in the C class. What about you?
Maria : We are in the same class.
Besse :

2. Baso is a new neighbour

- Baso : my name is Baso. What is your name?
Besse : my name is Besse.
Baso : Are you my new neighbour?
Besse : Yes. I just moved from Makassar
Baso :
Besse :

TASK 8

Study the following nominal form.

Subject	To Be	Full Form	Short Form	Adjective	Noun	Adverb
I	am	I am	I'm	fine	a student	in the class
you	are	you are	you're			
we	are	we are	we're			
they	are	they are	they're			
she	is	she is	she's	diligent	students	on january
he	is	he is	he's		a teacher	
it	is	it is	it's			

Complete the conversation with the correct words in parentheses !

- Baso : Assalamu'alaikum, Besse. How **are** (are/is) you?

Besse : Wa'alaikumussalam. (I'm /She's) fine, thanks.
 (I'm/you're) sorry, what's your addres?

Baso : (it's/she's) at Jendral sudirman street number 72

Besse : Alright ! (it's/I'm) nice to meet you.

Baso : Nice to meet you too.
- Besse : Hi, good morning (are/is) you Fatimah?

Maria : Hi. (I'm/you're) sorry, my name is Maria.
 Fatimah..... (is/are) over there !

Besse : Oh thank you.

Maria : My pleasure.

TASK 9

Study the following nominal form

What's **your** name? **My** name is Andi Baso Ahmad

What's **his** name? **His** name is Andi Baso Ahmad

What's **her** name? **Her** name is Andi Besse Bunga

What's = What is

Complete the conversation below. Use my, your, his, her !

- Baso : Assalamu'alaikum. **What's** your name?

Besse : Wa'alaikumussalam. name is Besse.
 What's..... name?

Baso : name is Baso. Nice to meet you.

Besse : Nice to meet you too.
- Besse : Assalamu'alaikum. name is Besse.
 What's name?

Allo : name is Allo. What's full name?

Besse : full name is Andi Besse Bunga

TASK 6

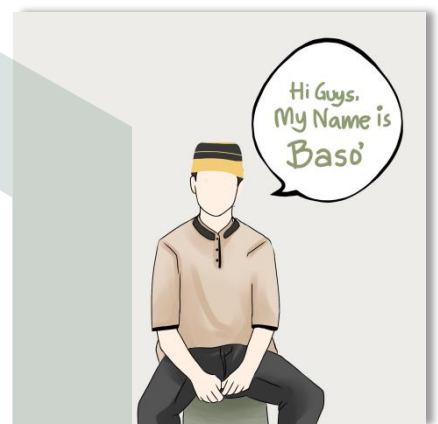
Write the dialogue based on the situations given. Use the expressions of greeting and the responses.

1. You meet your friend in the mosque
2. You meet your teacher on your way to school
3. You meet Baso on your way to park
4. You meet native speaker in the tourism place
5. You meet Besse in the afternoon on your way to study Al-quran

TASK 7

Read the autobiography below, then answer the questions.

1. Occasion :
2. Introduce :
3. Birthdate :
4. Ambition :
5. Perspective :
6. Different :
7. Acceptable :
8. Criticize :



In this occasion, I would like to introduce myself. My name is Andi Baso Ahmad. My nickname is Baso. My birthdate was on January 12th, 2000. My address is at Jendral Sudirman Street Number 72 A. My hobbies are reading book and listening music. Now, I study in State Islamic Institute of Palopo, first semester. My ambition is lecturer.

I have five members in my family. They are my father, my mother, my little sister, my little brother and myself. My father is a Fisherman and my mother is a housewife. My older sister also studies in Hasanuddin University , she is in the seventh semester of Medical Faculty.

In my social interaction, I have many friends from different religions and tribes. I don't discriminate whoever is different from me, even I respect their action if it involves their culture and religion. I have the opinion that every differences make the life become wonderful since we are able to see something in different perspective and to understand them personally. I think that's all from me.

1. What are his hobbies?
2. Where does he study?
3. What is his ambition?
4. What is his parents' job?
5. What is his point of view about different religion?
6. How is his personality in socializing?

TASK 10

Answer these questions based on your own personal data.

1. What is your name?
2. When were you born?
3. Where do you live?
4. What are your hobbies?
5. Where do you study?
6. What is your ambition?
7. How is your interaction with your friends of their different culture and religion?

Fill out the form below with information about yourself.

1. What personality do you have?
2. How is your participation in society?
3. What do you do to achieve your ambition?
4. How is your family interaction?
5. What is your unique family tradition?

TASK 11

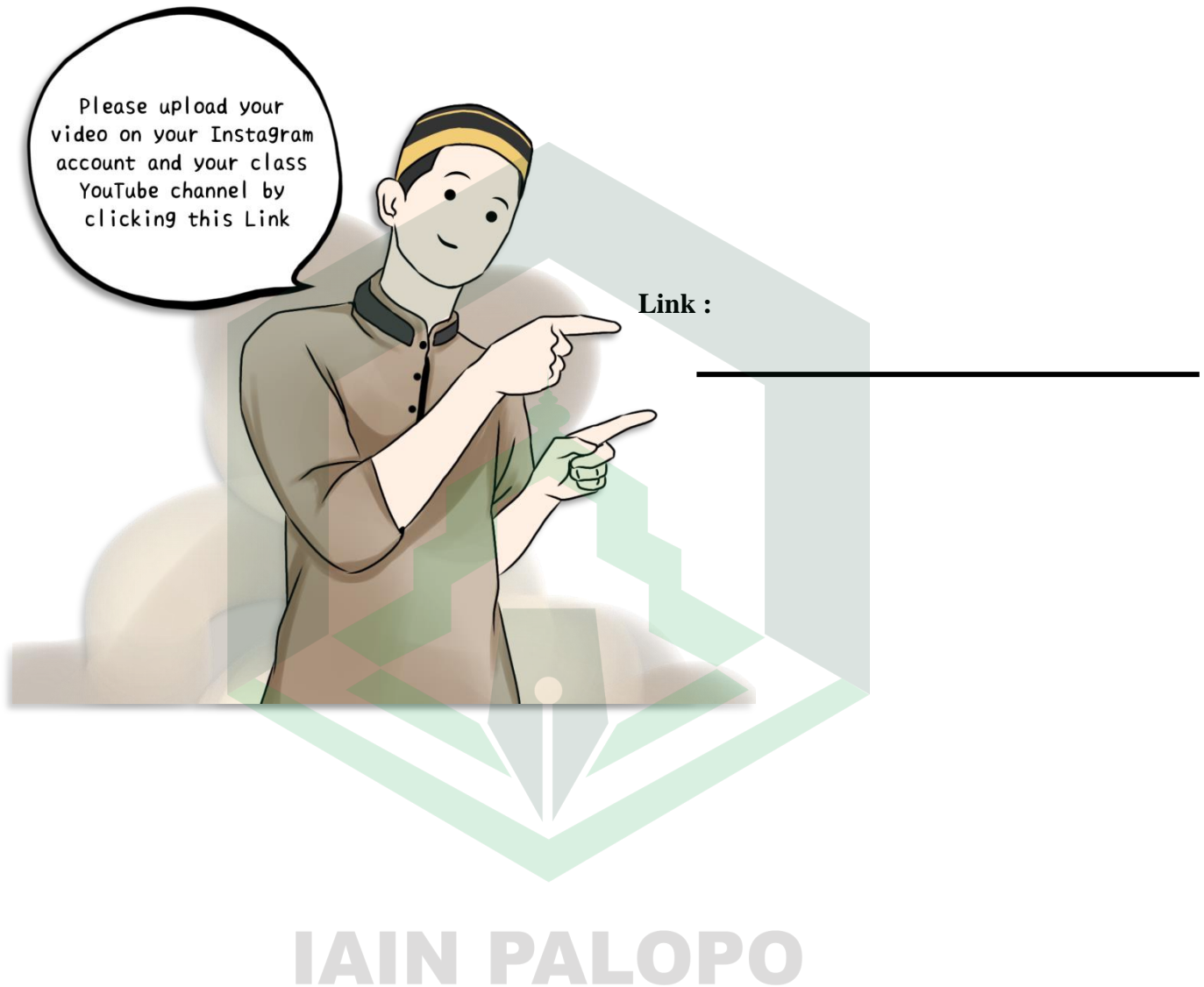
Based on task 10, arrange your own answer into a good paragraph. Use the word bank to help you with vocabulary.

I would like to introduce myself. My name is Achmad Fausi. My nickname is Oci.
My birth date was on January 12th, 2000.

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TASK 12
MINI PROJECT “MY SELF”

Based on task 12, make a short video about yourself by mentioning information in your own paragraph.

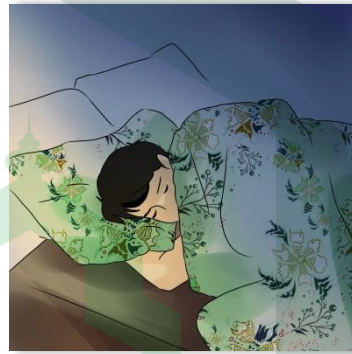
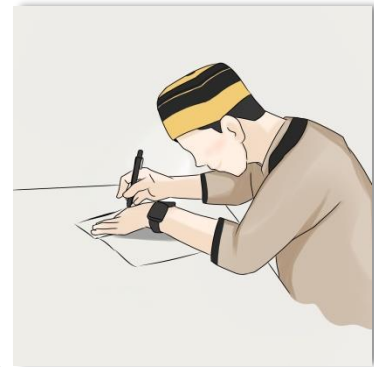
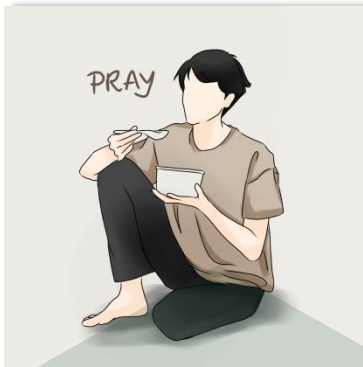


UNIT 2

DAILY ACTIVITIES



LET'S GET READY
TASK 1



QUESTIONS:

1. What do the activities inform about?
2. When does baso' do the activities?

TASK 2

Do a class survey

Write down the time your friends do their activity

[illegible]

TASK 3

Discuss these questions

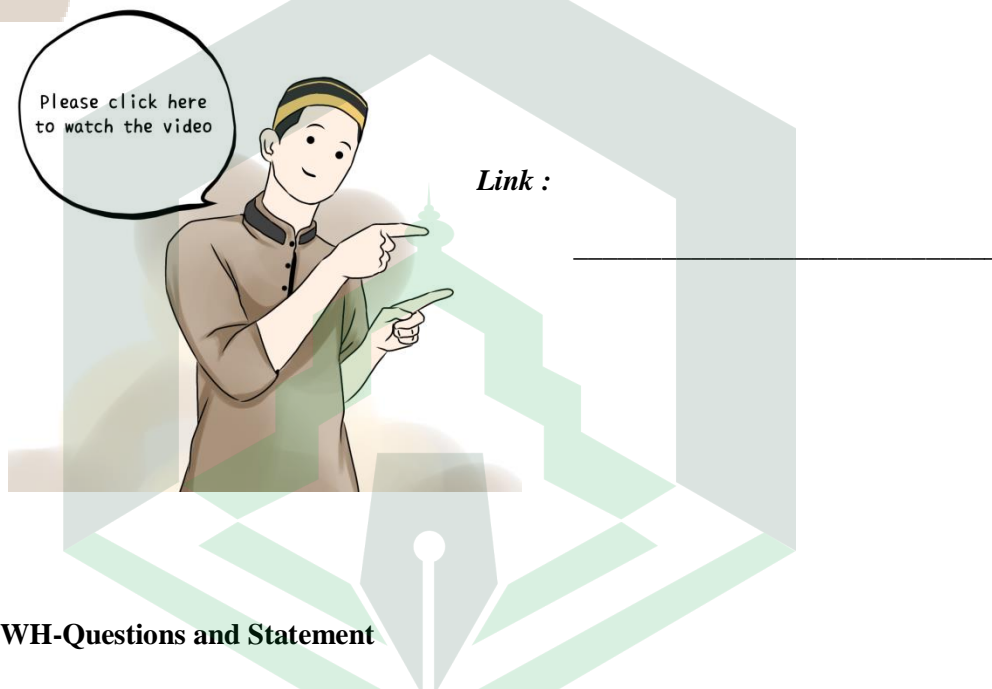
1. Who does student wake up earlier? late?
2. Who does student do routine gym work-out once every week?
3. How many student go to grocery shopping?

Let's Act

TASK 4

ROLE-PLAY

(Video Dialogue)



TASK 5

Simple Present WH-Questions and Statement

		I/YOU/THEY WE	HE/SHE
What do you do?	I am a college student and I	Do	Does
What do you work?	work in a part time job	Work	Works
Where do you study?	I work in a restaurant	Go	Goes
	I study in Institute of Islamic studies Palopo.	Love	Loves
		Like	Likes
Where does Ochi work?	He works at Pizza Hut	Study	Studies
What does he do?	He is a chef. He cooks food for people	Teach	Teaches
	He loves it so much	Have	Has
How does he like it?	Yes, He works in a restaurant	Take	Takes
Does he work?	No, he doesn't . He is a student.	Cook	Cooks

Time Expressions

Activities	Expressing clock time
I get up at 05.00 in the morning on weekdays	05.00
I have breakfast around seven in the morning on weekends	Five
I leave university early in the afternoon on friday	Five o'clock
I get home late at night on monday	05.00 A.M. = 05.00 in the morning
I stay up until midnight on Saturdays	05.00 P.M. = 05.00 in the afternoon
I wake up before/after 6 on sundays	

TASK 6

Complete these conversations. Then practice with a partner

- Baso : What you do?
 Allo : I a college student. I Business Management Student.
 Baso : Where you ?
 Allo : I in UKI Paulus Toraja.
 Baso : Wow! That's good. How do you your class?
 Allo : I my class so much.
- Allo : What Baso do?
 Maria : He in a restaurants. He food.
 Allo : And what about Besse? Where she work?
 Maria : No, She work. She a student.
 Allo : Where she ?
 Maria : She in State Islamic Institute of Palopo.

TASK 7

Complete these sentences with time expressions.

- I get up five the morning weekdays.
- I have breakfast eight o'clock weekdays.
- I start going to study 09.30 Friday.
- I get home 02.00 P.M. weekdays.
- I stay up midnight monday.
- I wake up five o'clock weekends
- I sleep ten the evening weeknights.

TASK 8

Rewrite the sentences in part A so that they are true for you. Then compare it with a partner.

TASK 9

PAIR WORK.

Take turns asking and answering these questions.

1. What days do you wake up early? Late?
2. What are two things do you do after 05.00 in the morning?
3. What are three things do you do on weekends?
4. What do you do on Saturday night?

TASK 10

Read the daily activities below and then answer the questions.

- | | |
|---------------|------------|
| 1. Breakfast | 5. Lecture |
| 2. Discussing | 6. Argue |
| 3. Finishing | 7. Gather |
| 4. Enjoy | 8. Clean |

On the weekdays, I usually wake up at 5 o'clock in the morning for taking a Shubuh prayer. After praying, I go to clean up the home, such as sweeping, mopping, throwing the garbage. Having the home is cleaned up, I prepare myself then have breakfast with my family before I leave the home. Everytime I go to campus, I always pass my neighbor by and greet them.

Outside the home, I have a daily activity as a college student. Usually, I have three classes in a day, starting from 8.30 in the morning until 2.30 in the afternoon. After finishing my classes, I gather with my friends to spend our leisure time discussing any kinds of topics. We often argue each other since we have different perspective towards the topic, but it doesn't bother our friendship. We also have few friends that are different in religion or race, and we accept them whole-heartedly since they give us a whole new insight.

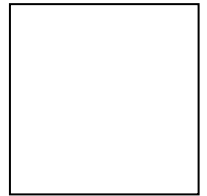
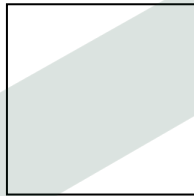
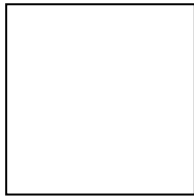
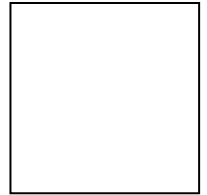
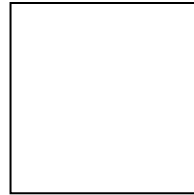
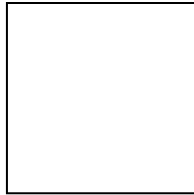
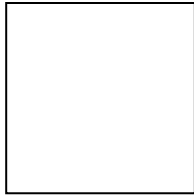
Returning to home at 5.30 in the afternoon, I clean up myself and take a little rest for a moment before having Maghrib prayer at 6.15 in the night. In my family customs, we recite Al-Quran together for 20 minutes after Maghrib prayer. Then my father does the lecture about Islam to all of us for 40 minutes. He lectures us about how to behave towards Allah and our social environment properly as a Muslim. Then, we have Isya prayer together and have dinner as well. Finally, we enjoy our own leisure time with our own activity until I go to sleep at 10.00 in the night.

Questions:

1. What activity does the writer do after waking up?
2. When does the writer have his breakfast?
3. How does the writer act toward his friends?
4. What does the writer do after arriving at home in the afternoon?
5. What are the values you can imply from the text?

TASK 10

In the boxes below, draw simple pictures that show what you do on typical weekday. Write a sentence to go with each picture. The first one has been done for you. Change the time to make it true for you.



TASK 11

a. Make a list of three of your favorite activity

- 1.
- 2.
- 3.

b. Add a detail about each of your favorite activity on the list

- 1.
- 2.
- 3.

c. Use your list as a guide to write paragraph

TASK 12

MINI PROJECT “MY DAILY ACTIVITIES”

Based on task 12, make a short video about your daily activities by mentioning information in your own paragraph.

LINK :

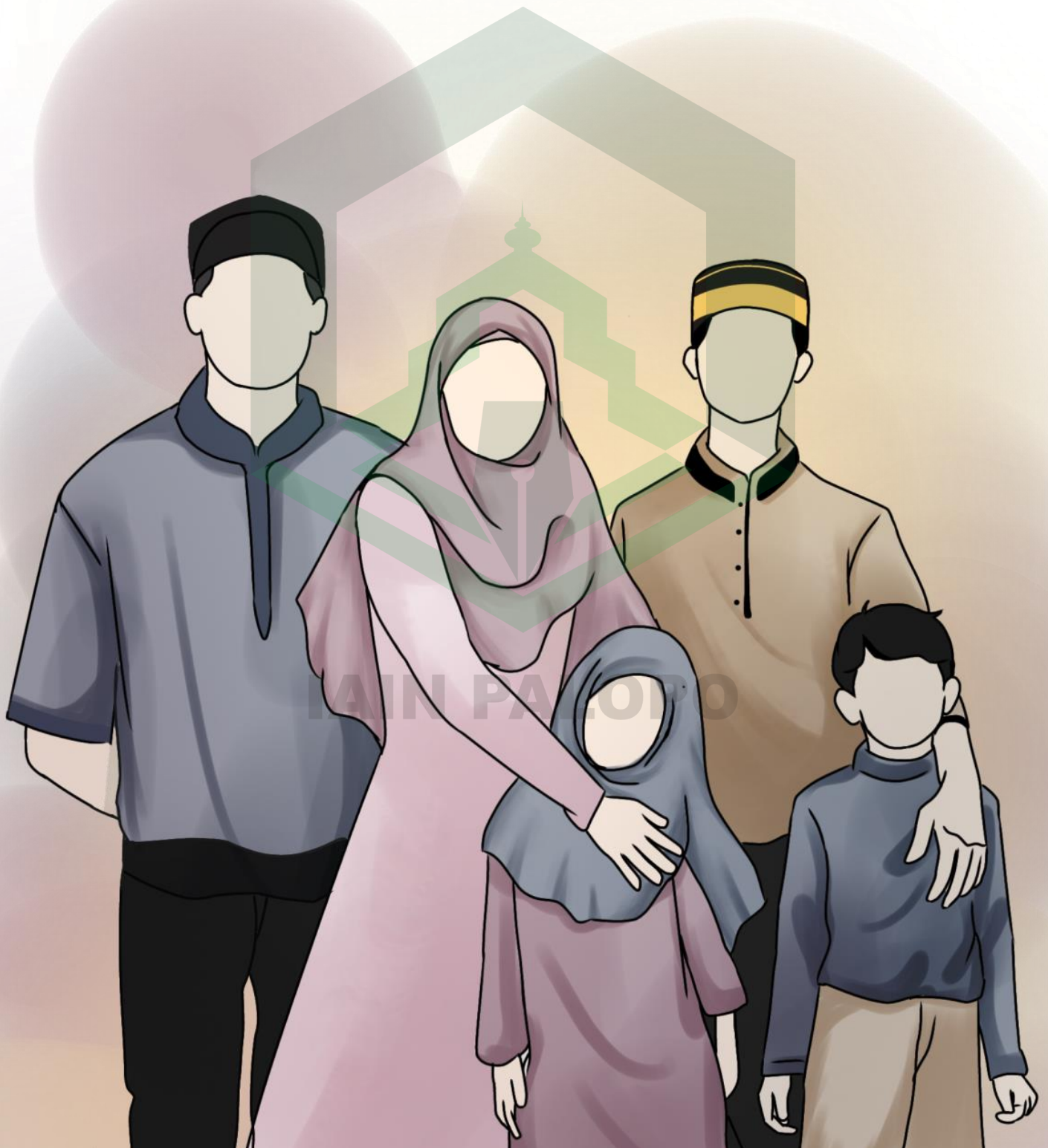
Please upload your video on your Instagram account and your class YouTube channel by clicking this Link

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UNIT 3

MY FAMILY

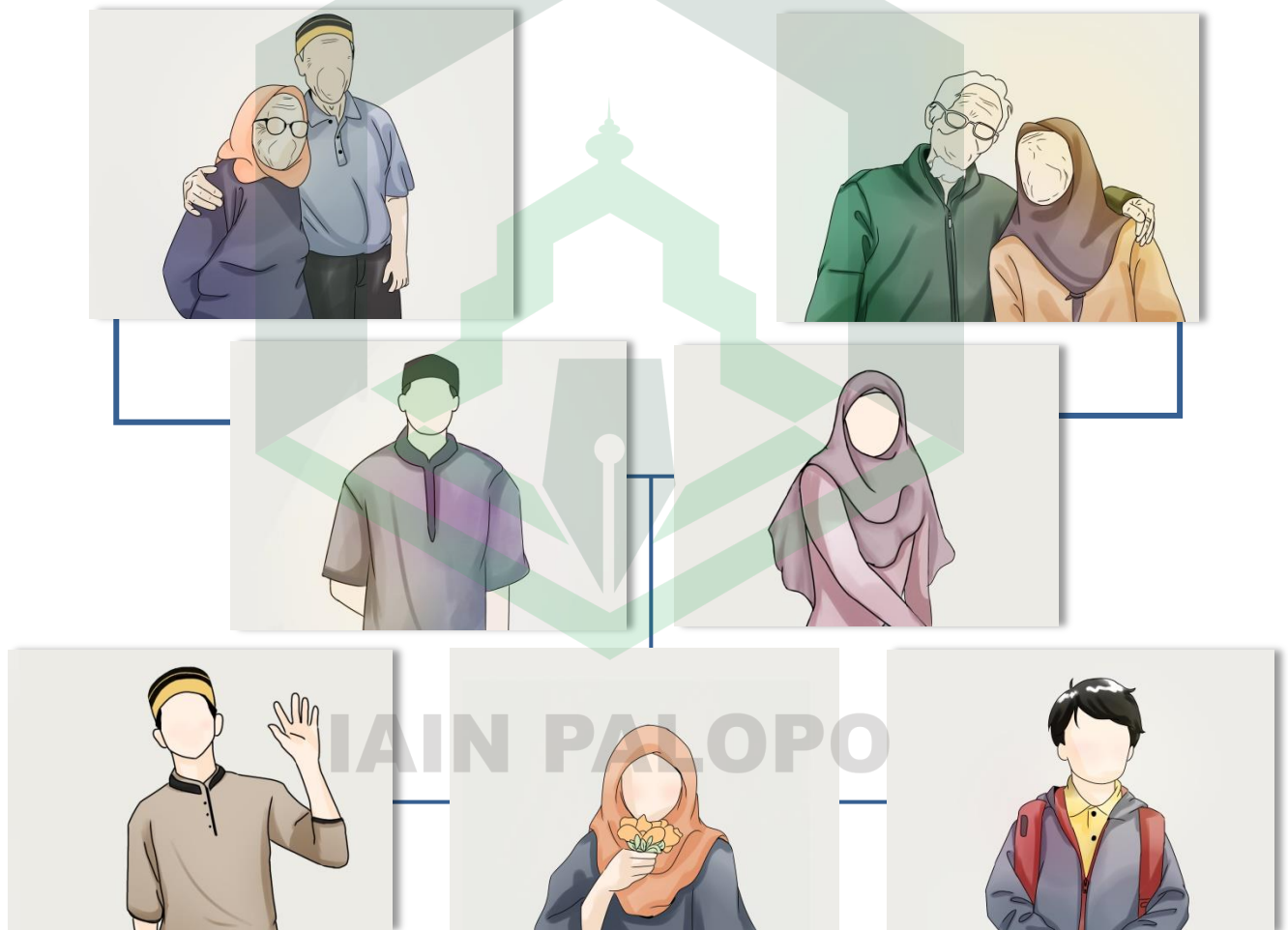


LET'S GET READY

TASK 1

Study the following pictures then repeat after the teacher/lecturer. The words below may help you.

- | | |
|------------------|---------------------|
| 1. mother | 8. grandson |
| 2. daughter | 9. mother-in-law |
| 3. grandmother | 10. daughter-in-law |
| 4. granddaughter | 11. sister |
| 5. father | 12. brother |
| 6. son | 13. uncle |
| 7. grandfather | 14. nephew |



TASK 2

On separate piece of papers, draw your own family tree.

LET'S ACT
TASK 3
LISTENING & SPEAKING

In pairs, ask these questions to your partner and listen to the answer carefully.

Example : How many members are there in your family?

There are four members in my family

1. How many people are in baso' family?

2. What is his father's name?

3. How old is his father?

4. What is his mother's name?

5. How old is his mother?

6. Where do his parents live?

7. What does his father do?

8. What does his mother do?

9. How many brothers does he have?

10. What are their names?

TASK 4
LANGUAGE FUNCTION

Please click here
to watch the video

LINK :



TASK 5

Based on the video that you watched before, explain your own family tree in front of the class.

TASK 6

1. Different
2. Incredible
3. Responsible
4. Amazing
5. Lovely
6. Equally
7. Care
8. supportive



My name is baso. I have one brother and one sister. I live with my parents and they are care towards their children. My mother is truly an amazing woman in our family. She educates her children really well. Also, my father is an incredible person I ever have. He is so responsible and religious.

As a first child, I have never felt being treated differently from my parents. They are taking care each of us equally, since my siblings and me has a huge different of Interest. My sister likes music, while my brother interests into books, and I love studying a language. My parents never force us to follow their choices and they always allow us freely to choose our interest. Alhamdulillah, I will enroll college this year. I decide that I will choose English Department as my first choice. I have discussed my study plan to my parents and they support me whole-heartly.

QUESTION

1. How many sibling does he has?
2. How his parents treat their children?
3. What is their siblings' hobby?
4. What major will he choose for college?
5. What are the values you can imply from the text?

TASK 7

Present Tense

<p>Do you live at home now?</p> <p>Does your brother go to school?</p> <p>Do your father and mother work at hospital?</p> <p>Where do you work?</p> <p>What does your sister do every sunday?</p> <p>Who do your parents visit every week?</p>	<p>Yes, I do. No, I do not.</p> <p>Yes, He does No, He doesn't./No, She's not</p> <p>Yes, They do No, They do not</p> <p>I do not work. I am a student.</p> <p>She reads a novel every Sunday.</p> <p>They visit my grandmother.</p>
--	--

TASK 8

A. Complete these conversations using the present continuous.

- Mother : Assalamu'alaikum Baso, how you and Allo (enjoy) your trip to Rongkong?
- Baso : Wa'alaikumussalam. We (have) a lot of fun.
- Mother : your friend (spend) a lot of money?
- Baso : No, Mother. He (buy) only one or two things. That's all.

B. Pair work, practice the conversation with a partner.

C. Group work. Ask your classmates about their family. what are they doing now? You can take these topics below as your discussion.

Topics to ask about	
Moving to a new house	Working in abroad
Going to university	Applying scholarship
Learning foreign language	Traveling

A: What is your father doing right now?

B: He is in Singapore right now. He is staying there for three days.

C: What's he doing there?

TASK 9

Choose someone in your family to write about, then fill in the following information about your relative.

Write his/her name here

How is this person related to you?

How old is he/she?

Is he/she married or single?

Where does he/she live?

What does he/she do?

What are his/her hobbies?

TASK 10

Add one or two other interesting facts about your relative.

TASK 11

MINI PROJECT

Make an instagram feed, you may choose photo of your family and explain it on your caption feed.

Please upload
your photo or video
on your Instagram
feed by clicking
this Link

LINK:

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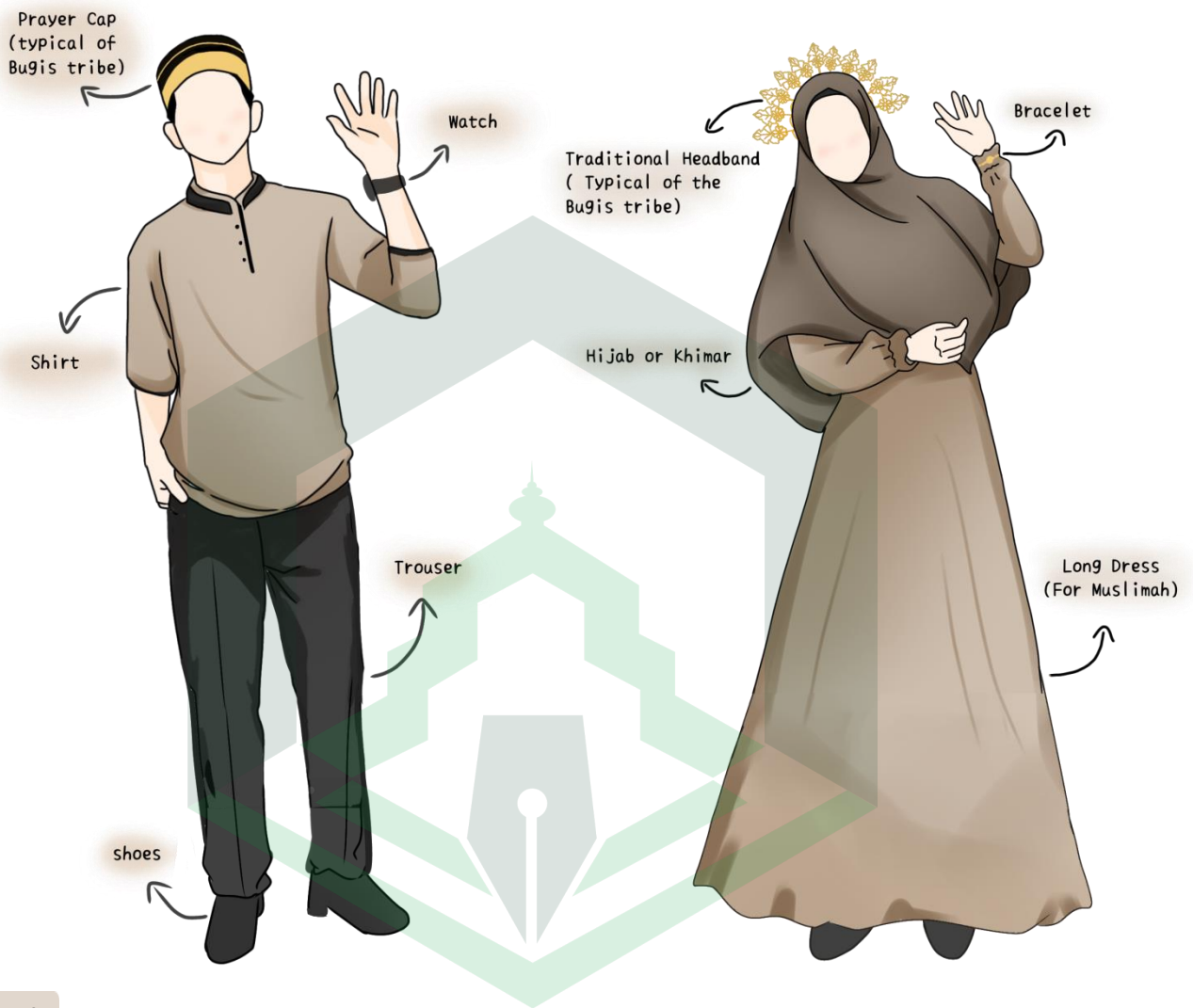
UNIT 4

MY FRIENDS



TASK 1

Study the following pictures & words, and then repeat after the teacher/lecturer



TASK 2

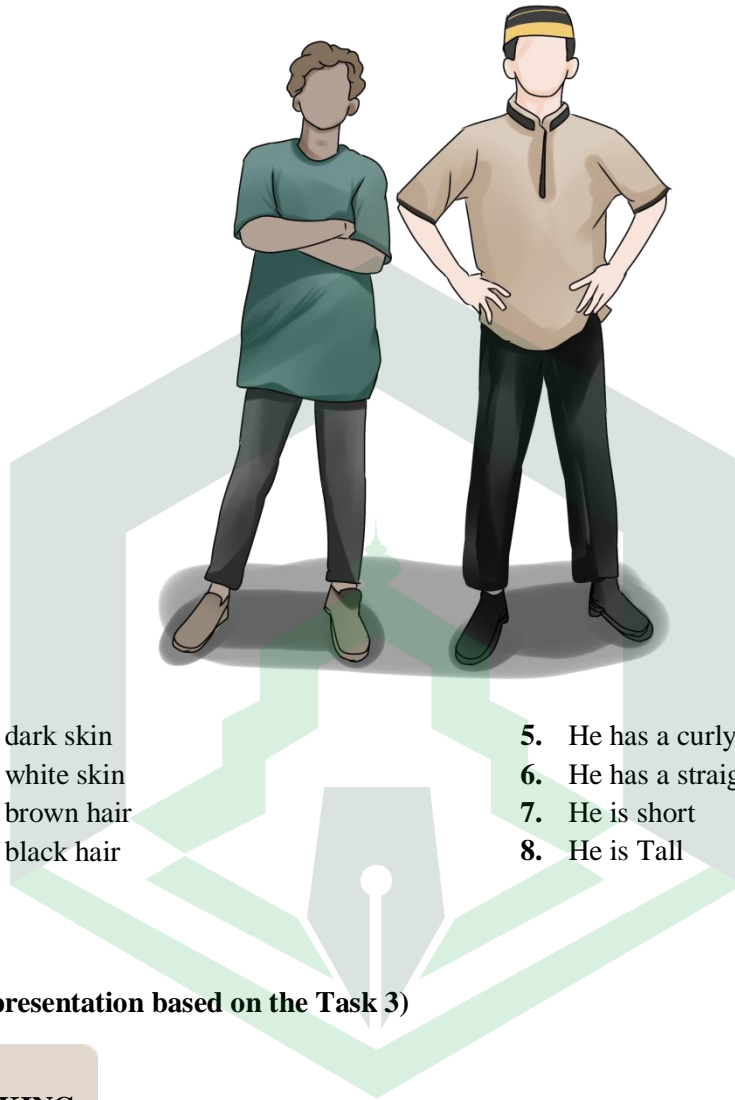
Listen to the conversation below and fill in the blanks with the words given



LINK :

TASK 3

Which sentence describes baso' (A) and which sentence describe fauzi (B)?



1. He has a dark skin
2. He has a white skin
3. He has a brown hair
4. He has a black hair

5. He has a curly hair
6. He has a straight hair
7. He is short
8. He is Tall

TASK 4

LET'S ACT (Do a presentation based on the Task 3)

TASK 5

LISTENING SPEAKING

In pairs, study the following expressions (describing people)

1. List of expressions that describe a person's appearance:

- | | |
|--------------|-----------------------------------|
| 1. beautiful | (My younger sister is beautiful.) |
| 2. handsome | (He is handsome.) |
| 3. cute | (He is cute.) |
| 4. thin | (She looks pale.) |
| 5. tall | (She is tall.) |
| 6. chubby | (She has a puffy cheeks.) |
| 7. muscular | (He was tall, lean and muscular.) |

2. List of expressions that describe a person's personality:

1. polite *(She is polite to our guests.)*
2. friendly *(He is very friendly towards me.)*
3. honest *(He is a hard-working honest man.)*
4. generous *(She is always very generous to the kids.)*
5. rude *(She is very rude about my driving.)*
6. lazy *(He is the laziest boy in the class.)*
7. angry *(She is such a generous girl.)*

TASK 6

Study the following caption (an instagram post) and then answer the questions after you read it.

"One thing that makes me excited when I am heading to school is my friend named Maria. I just met her few days ago after i was moved to another school. She is really kind to me and she has changed my mindset that I am too scared to interact with people that has a different religion with me. It turns out to be amazing to have a friend with different beliefs.

Her body is slim and tall. She has cute face that will make every boy mesmerized if they see her. She has wavy hair. Her hobbies are swimming and gardening. She is very friendly and polite towards other person. When somebody greet her, she will reply it by smiling at her or him.

Every morning, we always go to school together. Even at school, we always stay together wherever we go, such as going to toilet or canteen. We're just like peas and carrots. She is my seatmate. She always looks so cheerful and hyperactive every day. She is funny as well and she gives me some giggles while having conversation with her or just watching her ridiculous behaviour.

On the weekend, she often visits my house. Sometimes, she also spends the night out at my home. We always spend the whole day together by hanging out to the park near town square or going to swimming pool. I'm so glad for having a best friend like her."



Questions:

1. Who's the name of besse's bestfriend?
2. How besse' react when she's met with maria first time?

TASK 7

Read aloud the instagram caption above to your classmates. Don't forget to watch your pronunciation and intonation carefully.

TASK 8

LANGUAGE FUNCTION

Structure of Sentence	Subject + Formula of Tense + Object			
	Simple Tense	Continuous Tense	Perfect Tense	Perfect Tense
Present Tense	Ist Form + s/es	Is/Am/Are + Ist Form	Has/Have + Illrd	Has/Have Been + Ist
		+ ing	Form	Form + ing

TASK 9

GRAMMAR PRACTICE

After studying the following tasks above, then choose one of your friends to describe.

TASK 10

Getting ready to write about your friends

In small groups, discuss the qualities of a good friend.

1. _____ kind
2. _____ independent
3. _____ loyal
4. _____ warm
5. _____ honest

TASK 11

Writing about your Friend

Complete the following step:

1. Choose a friend that you would like to write about.

Write his/her name.....

2. Fill in the following information about your friend.

How old is she/he?

Is she/he married or single?

Where does she/he live?

What does she/he do?

What are his/her hobbies?

What are his/her qualities?

TASK 12

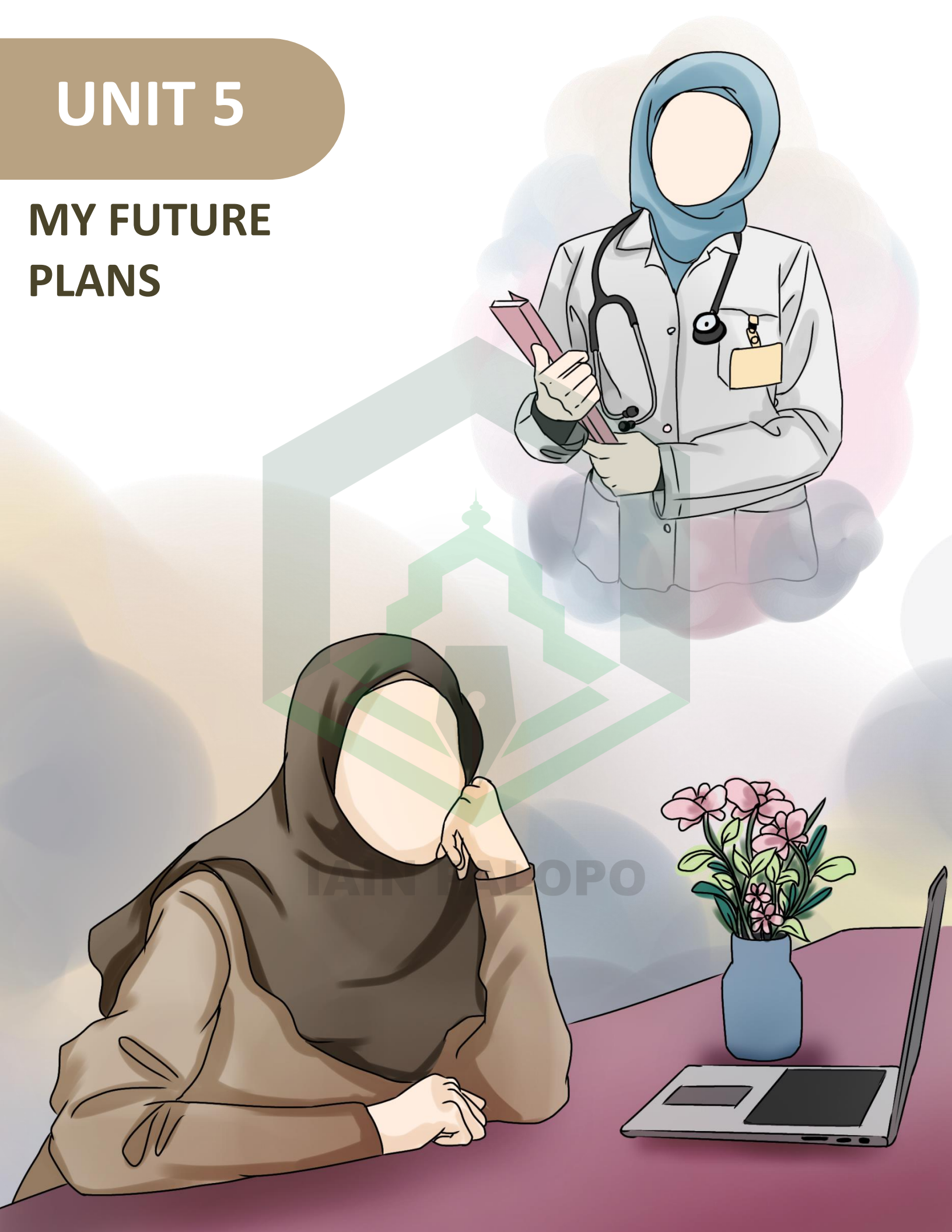
MINI PROJECT

Make an instagram feed, you may choose photo or video of your best friend to describe his/her personality.



UNIT 5

MY FUTURE PLANS



**LET'S GET READY
TASK 1**

Study the job advertisement. Would you like the job? Do you have any of the qualification?

KINDERFIELD SCHOOL RESPONSIBLE TO LIFE
HIGHFIELD SECONDARY SCHOOL RESPONSIBLE TO LIFE
Cambridge Assessment International Education
Cambridge International School

WE ARE HIRING!

1. Preschool Teacher
2. Kindergarten Teacher
3. Primary School English Teacher
4. Primary School Science Teacher
5. Cambridge Coordinator
6. Administrative Staff
7. IT Support Staff

Requirements:

- Male or Female (2, 3, 4, 5), Male (7), Female (1, 6)
- D3 (6, 7) or S1 (1, 2, 3, 4, 5) Degree from a reputable university
- Have teaching experience in National Plus School (1, 2, 3, 4, 5)
- Energetic, fun, patient, and creative (1, 2, 3, 4, 5, 6, 7)
- Passionate in teaching (1, 2, 3, 4, 5)
- Fluent English speaker (1, 2, 3, 4, 5, 6)
- Well-groomed (1, 2, 3, 4, 5, 6, 7)

Send your application letter, detailed CV, and recent photograph to:
career.cirebon@kinderfield.sch.id

 kinderfieldhighfieldcirebon  (0231) 8801258  www.kinderfield.sch.id

Application letter :

CV :

Requirements :

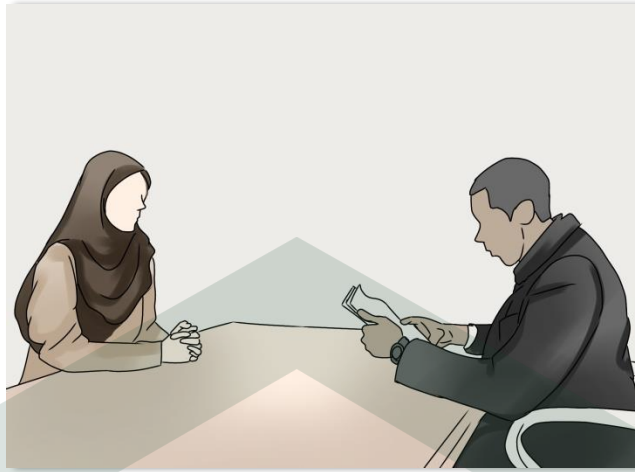
Experience :

Passionate :

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TASK 2

Listen to Besse being interview for the job. Do you think she will get it? Why / why not?



- HRD : Who do you work for now, Besse?
Besse : I work for Intertec Publishing. We publish international business magazines.
HRD : I see. And how long have you worked for them?
Besse : I have worked there for nearly five years. No, exactly five years.
HRD : And how long have you been in charge of Eastern Europe publications?
Besse : For two years.
HRD : And what did you do before you were at Intertec?
Besse : I worked for the BBC World Service

TASK 3

Read a complete the second part of the interview.

- HRD : As you know, this job is based in Geneva. Have you ever lived abroad before?
Besse : oh yes. Yes, I did
HRD : And when did you live Abroad?
Besse : Well, in fact, I was born in Argentina and I lived there until I was eleven. Also, I lived in Berlin for one year, when I was working for the BBC.
HRD : That's interesting.you..... a lot?
Besse : Oh yes, yes, absolutely. I to most countries in South America and many countries in Europe. I also..... to Japan a few times.
HRD : Oh yes? And why you to Japan?
Besse : It was for Intertec. I there to interview some Japanese business leaders.

TASK 4

Study the expression below

Asking for Opinions

- How do you feel about that?
- What is your point of view?
- David, I would really appreciate your view.
- Have you got any thoughts on this?
- Do you have any views on this?
- Does anyone have any other comments?

Responding to Opinions

- I see what you mean.
- You've got a point there.
- That's a very good point.
- That's a great suggestion.
- That's one way of looking at it.

Expressing Opinions

➤ Strong

- I believe...
- I'm convinced that...
- I'm sure that...
- I have no doubt...
- There's no doubt in my mind that...
- I'm quite certain that...

➤ Medium

- I think...
- Well, if you ask me...
- I'd like to point out that...
- As I see it...
- In my opinion...

➤ Weak

- I feel that...
- My impression is that...
- I am not sure but I am leaning towards...
- I tend to think...



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Agreeing

➤ Strong

- Absolutely.
- Exactly.
- I totally agree with you.
- I have exactly the same opinion as you.
- You have hit the nail on the head. (idiom)

➤ Medium

- I agree to a certain extent.
- I am with you up to a point.
- I agree partly.
- I guess you're right.

Disagreeing

➤ Strong

- I totally disagree.
- I'm afraid I can't agree with you there.
- With respect, I have to say I don't agree.
- I disagree entirely.
- I can't go along with that at all.
- It's out of the question.
- I understand what you are saying, but I have a different opinion.

➤ Medium

- I agree with you to a point but I disagree about...
- I know what you mean but...
- I don't really agree with you.
- I think it might be better to...
- I'd be inclined to think the opposite.

➤ Expressing Reservations

- I'm not sure that's such a good idea.
- Don't you think that...?
- I'm concerned that...
- I'm not entirely convinced that...

TASK 5

In pairs, practice the dialogue below.

- A : Good morning. If you don't mind sit down.
- B : Good morning.
- A : So, your name is Besse right?
- B : Yes Sir.
- A : I am, the head of human asset division in this organization.
- B : Nice to meet you sir.
- A : Are you prepared for the prospective employee meet-up?
- B : Yes, I am prepared Sir.
- A : How would you think about occupation opportunity in this organization? What's make you intrigued to apply as the Finance Manager in this organization?
- B : I read an advertisement on Newspaper Post, Sunday release. I intrigued to apply as the Finance Manager in light of the fact that I feel that I am able to be in that position. Additionally, I moved on from financial workforce with great GPA 3.30.
- A : Do you have any employment encounters at the same position?
- B : No Sir. I am a new graduate.
- A : Do you have any PC capacity? Could you talk different dialects?
- B : Yes, I have. I can work Ms.Word, Ms.Excel, Ms.Powerpoint, and Internet. I can speak Chinese and Japanese.
- A : That's intriguing. Where did you realize every one of that dialects?
- B : I took a course to discover that dialects.
- A : great. Anyway, what is your quality and shortcoming point?
- B : My quality is my soul and my obligation in doing something. I additionally like to learn new things. My shortcoming is I fear stature.
- A : Well, it was an extraordinary time to have a meeting with you. I thought you are an extraordinary possibility to top off the position. I will call you later after the governing body settle on a choice. Much obliged to you for nearing Besse.
- B : You are welcome Sir.

TASK 7

Study this picture below. Then, answer the questions.



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PROFILE

I am an academic practitioner who is capable to manage an English Teacher Training Center based on a professional US Teaching Approach. In addition, I am also actively joining Teaching Voluntarily and Social Exhibition. My passion and interest are in Education Global Issues, Research on Language Teaching, and English Teaching Methodology.

EDUCATION

- Undergraduate | September 2014 – August 2018 | Institut Agama Islam Negeri (IAIN) Palopo, Indonesia.
- Major | English Education Department | Tarbiyah and Teacher Training Faculty.
- GPA : 3.73/4.

EXPERIENCE

Core Skills

- Language: Indonesia, English, and two other Indonesian Local Languages.
- Teaching English based on US English Teaching Approach
- Computer: MS Office (Word, Excel, Publisher, Power Point)

Workshops and Training

- Pre-Service English Teacher Training | Camp EPIC 4 | RELO of US Embassy Jakarta | 2018
- Qur'anic Quantum Teaching | DPD-RI and Darul Istiqomah Islamic School | 8th October 2018
- Penguatan Mutu Kelola Jurnal Ilmiah Menuju Akreditasi | 22-23 September 2018
- National Language vs Global Language, toward Global Community | No.003/B/OC/MIRS 2018C/IV/2018 | IKAMABSII National Talk Show | 28th April 2018

Questions:

- What is the capability of the applicant?
- Where is the address of the applicant?
- What is the core skills of the applicant?

TASK 8

Language Function

W-H Questions + Going to

What are you going to do after graduation?	I am going to get a job
Where are they going to spend their time in this weekend?	They are going to climb the mountain.
When is he going to meet his friends?	He is going to meet his friends after the class.
How are you going to spend your holiday?	I plan to stay in my home town during my holiday

TASK 9

A. Complete these statements using the information from the grammar box.

- A : What you to do next year?
B : I to study abroad
A : When she to arrive?
B : She going to arrive at 7 p.m
A : Where They to meet?
B : They to meet in the cafeteria.
A : What she to do after graduation?
B : She to be an English teacher.

B. Pair work. Ask and answer the questions about future plans with your partner. Give your own responses

C. Group work. What are your plans in the future? Take turns asking and answering these questions.

- What are you going to do after this class over?
- What foreign language would you like to learn?
- What country would you like to visit? Why?
- Do you plan to continue your study?
- Do you want to get a job after graduation?
- What is your future plans would you like to have?

TASK 10

Write down your future plans. Make a list of three of your future plans.

-
-
-

TASK 11

Add a detail about your future plans.

-
-
-

TASK 12

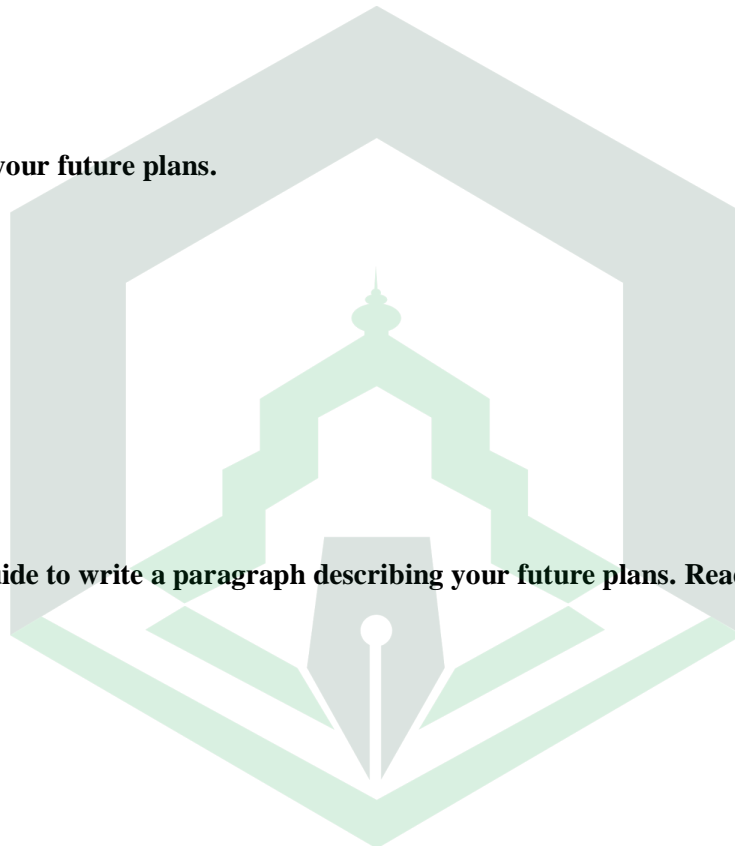
Use your list as a guide to write a paragraph describing your future plans. Read the sample paragraph firstly.

TASK 13

MINI PROJECT

Make an instagram feed, you may choose photo or video to describe your future plans

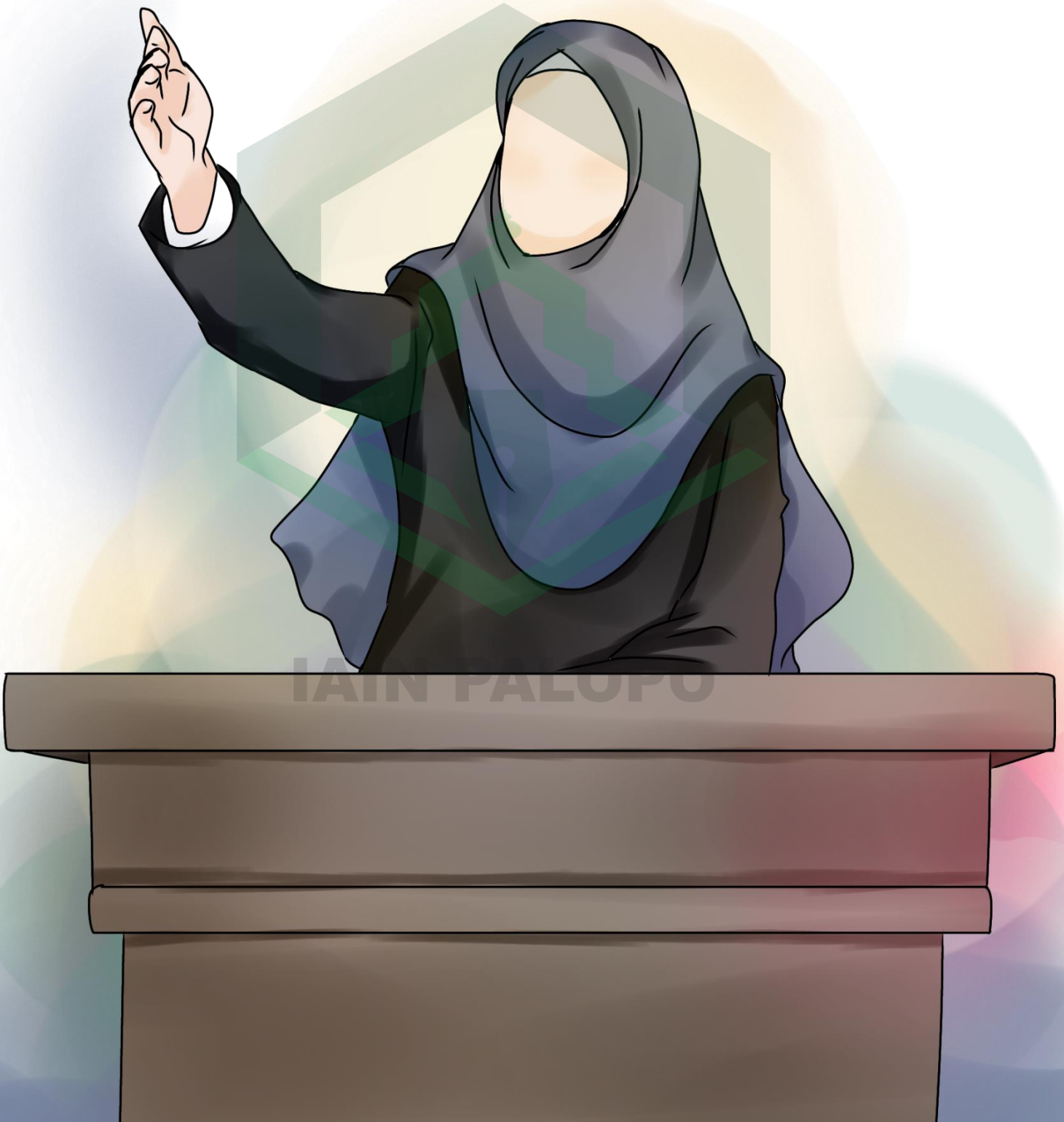
Please upload
your photo
or video on your
Instagram feed



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UNIT 6

UNFORGETTABLE EXPERIENCE

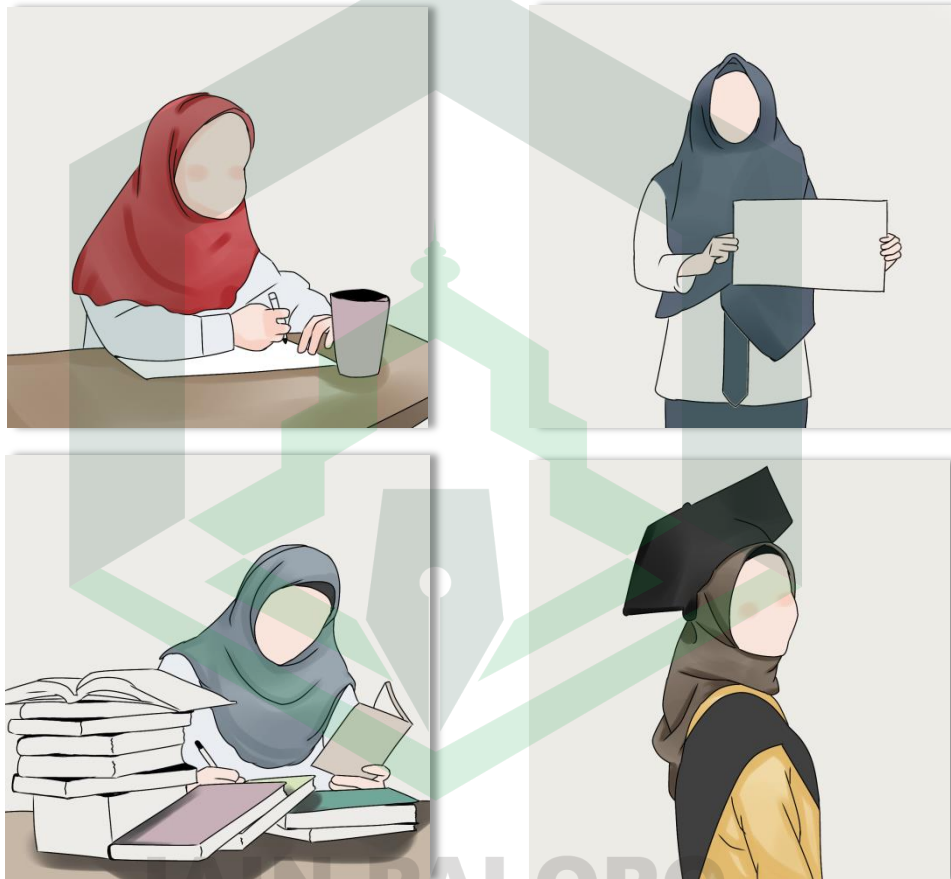


LET'S GET READY
TASK 1

Study the words and pictures, they all tell a story but they are not in the correct order. Number the pictures so they tell the story in a logical time order 1 – 4.

1. School
2. Graduated
3. Studied
4. Parents

5. Ambition
6. Career
7. Occupation
8. Motivated



TASK 2

In groups, discuss what is happening in each picture.

Picture 1: _____

Picture 2: _____

Picture 3: _____

Picture 4: _____

TASK 3

Put one word in each box to form.

1. motivated / improved

2. mate / room

3. Senior high / junior high

4. Online / offline

5. Birth / school

TASK 4

Match each words in column "A" with a sentence in column "B" which has almost the same meaning

A	B
Studied.	Give such a instruction professionally
School.	Make (something) ready for use or consideration
Passed	An official document attesting a certain fact
Taught.	An institution for educating children
Got.	quality or result of deliberate effort
Prepared.	Succeed in achieving
Certificate.	Be succesful in.

TASK 5

Study the following expressions use past time expressions.

Last	Ago	Yesterday
last night	10 minutes ago	Yesterday
Last Sunday	An hour ago	Yesterday afternoon
Last week	Three days ago	Yesterday evening
Last weekend	A week ago	Yesterday morning
Last year	A month ago	The day before yesterday
Last month	A year ago	

TASK 6

Read the following text then after reading the text please write five the moral value of the text.



I have experienced a life of Islamic Boarding School when I was about to enroll Junior High School education. My parents suggested me that I should enter Islamic Boarding School and I agreed to their decision. For three years, I lived apart from my family, but I lived along with other Muslims at Islamic Boarding School. I learned all of Islamic knowledge, starting from History of Islam, Arabic language, etc. Then, I graduated from Islamic Boarding School after completing the final examination. When my parents asked me where I want to continue my education, I chose to enter State Senior High School.

I began to realize that the life of State Senior High School student are totally different from what I experienced from Islamic Boarding School. I saw many differences based on religion and culture, but they interacted peacefully without disturbing each other. It gave me a whole new perspective towards the differences they had. It taught me that any differences should be accepted as long as it would not bother our self. I found a similar environment when I entered varsity education as well and it did not shock me either since I had experienced it previously. So, life is full of surprises.

Write the moderation value here:

1. _____
2. _____
3. _____
4. _____
5. _____

TASK 7

Use your sentences to write a paragraph about your past experience. Remember instilling the moral value of your personal story in your life.

TASK 8

Reread each paragraphs from the task 6 then check *yes* or *no* to each question on the peer Review Checklist.

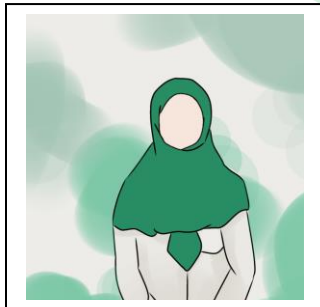
Peer Reviewer Checklist		
	Yes	No
1. Is the first word of each paragraph intended?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does each sentence begin with a capital letter?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does each sentence end with a period?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does each new sentence begin next to the one before it?	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the paragraph begin with a topic sentence? Underline it.	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there at least three supporting sentences?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there a concluding sentence? Underline it.	<input type="checkbox"/>	<input type="checkbox"/>

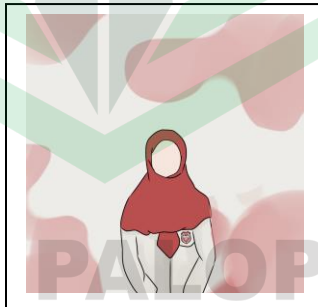
TASK 9

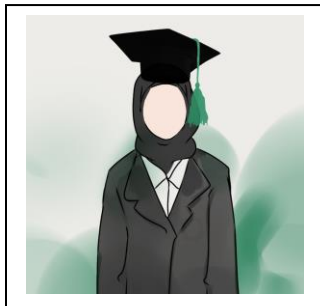
GETTING READY TO WRITE : ORGANIZING BY TIME

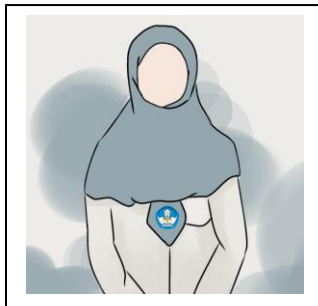
Look at the four pictures. They tell a story, but they are not in the correct order. Number the picture so they tell the story orderly.

Narrative text, unforgettable, ceritanya besse'.









TASK 10

After finishing task 9, you may write one sentence that tells what is happening in each pictures.

1. Picture 1 _____
2. Picture 2 _____
3. Picture 3 _____
4. Picture 4 _____

TASK 11

Write the story in the paragraph form.

TASK 12

Simple past

<p>Did you have class on Friday? Yes, I did. I had two classes No, I didn't. I just stayed at home.</p> <p>Did she go to see the cinema on last night? Yes, she did. She went with her friends. No She didn't, she had many home works to finish.</p>	<p>What did you do on your last weekend? I visited my grandma in Makassar with my parents.</p> <p>How did he spend his holiday? He just stayed at home and helped his mother to do house work.</p> <p>Where did you go yesterday? I went to cafeteria.</p>
<p>Irregular verbs</p> <p>Do : Did Have : had See : saw Go : went Forget : forgot Spend : spent</p>	<p>Regular verbs</p> <p>Visit : visited Study : studied Invite : invited Work : worked Stop : stopped Play : played</p>

Complete these conversations then practice.

1. A: you (study) last night ?
B: No, I , I (play) online game all night.
2. A: How you (spend) your last holiday?
B: I (stay) at home to do house work.
3. A: Where she (go) two days ago?
B: She (call) her friend and they (come) to cafeteria.
4. A: When you (finish) the home work?
B: I (forget), but probably I (finish) it before Monday.
5. A: you (do) anything special this weekend?
B: Yes, I , I (go) shopping. Unfortunately, I (spend) all my money. Now I am broke.

Pair work. Take turns asking the questions in part A. Give your own information when answering.

- A : what did you do on your last weekend?
B: I went out with my friends. we watched movie in the theater.

Group work. Take turns. One student makes a statement about the weekend. Other students ask questions. Each student answers at least three questions.

- A: I went to Kambo highland on my weekend.
B: Who did you go with?
A: I went with my family.
C: What time did you go?
A: We went around 10 a.m
D: How did you go there?
A: We.....

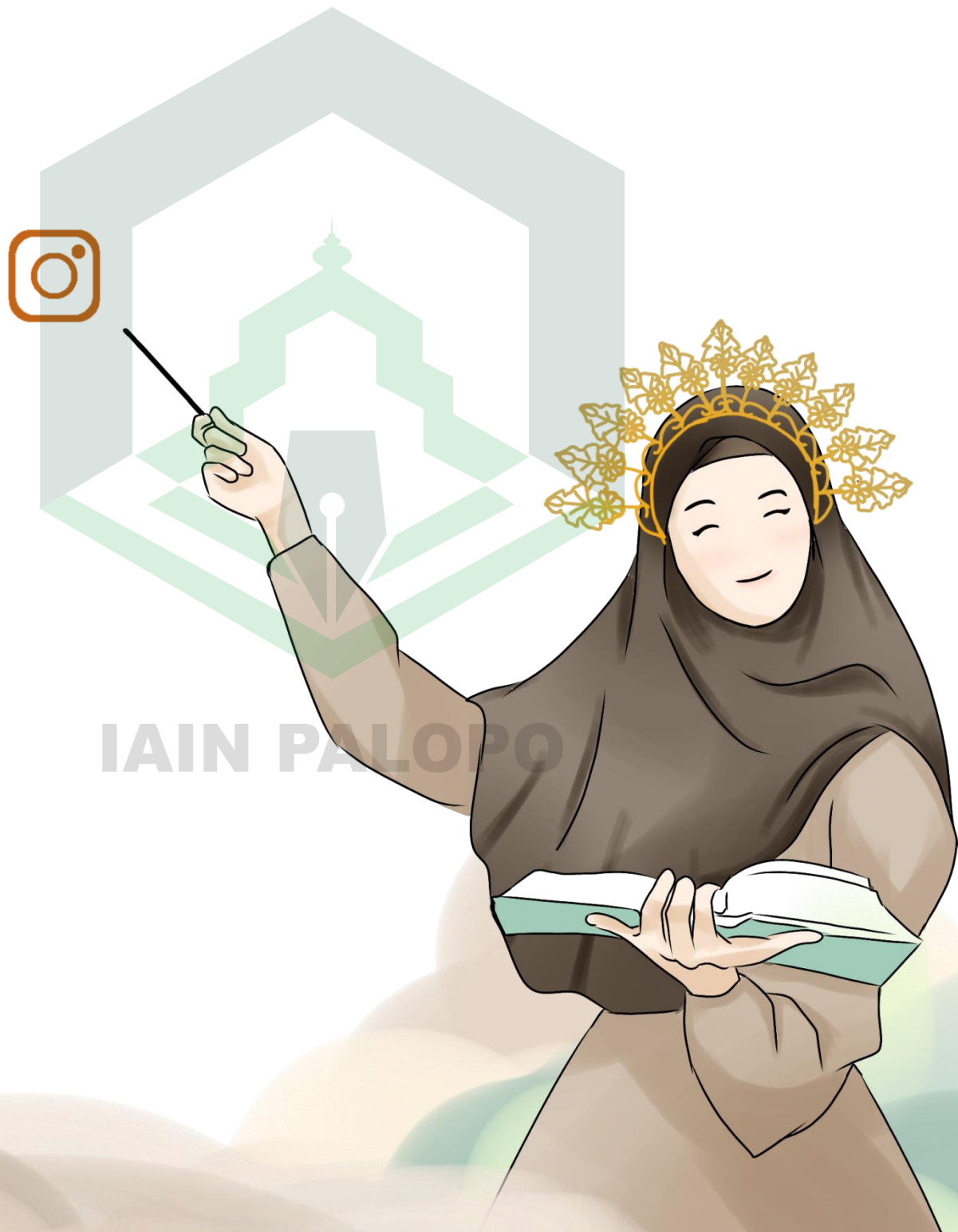
TASK 13

Based on the picture that your group just discuss about, write your own story that tells the moderation value of your life.

TASK 16
MINI PROJECT

After completing the tasks given above, now do these activities :

1. Prepare a picture that consists of your life's motto
2. Write down a caption about the explanation of your life's motto before uploading it into your Instagram account,



UNIT 7

MY LOCAL CULTURE

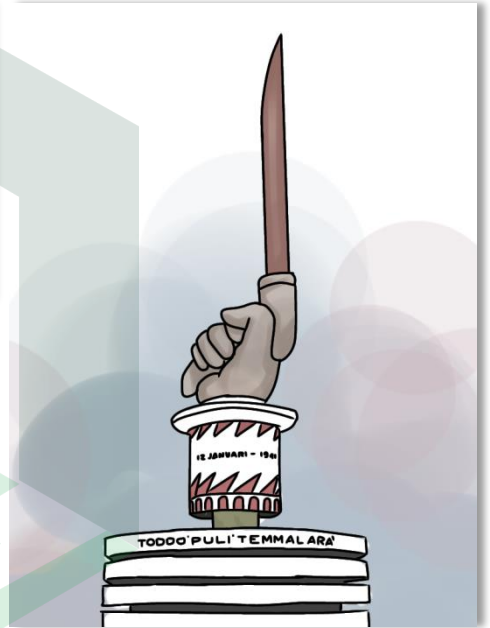
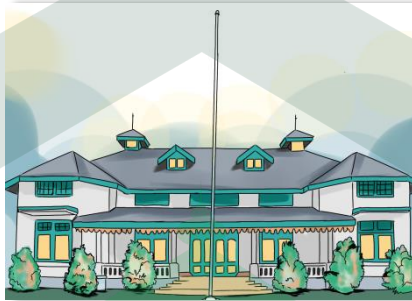


LET'S GET READY

TASK 1

In pairs, study the pictures and match with the right answers

- | | | |
|--------------|---|---------|
| 1. Mosque | : | Masjid |
| 2. Church | : | Gereja |
| 3. Heritages | : | Warisan |
| 4. Tradition | : | Tradisi |
| 5. Culture | : | Budaya |



Question:

1. What is the importance to safe the local culture?
2. As a young generation, how to safe the local culture?

Please click here
to watch the video

LINK

TASK 2

LISTENING AND SPEAKING

Watch the “Masjid jami’
tua” video, then answer the
questions.

TASK 3

In pairs, discuss the following pictures and then choose the right words by putting a check (✓) in the box



- ☐ Pray
- ☐ Politics
- ☐ Shopping



- ☐ Market
- ☐ Priest
- ☐ Government



- ☐ Tradition
- ☐ Garden
- ☐ Mall

TASK 4

After watching the video, you may decide which statements are true or false.

No.	Statements	T/F	Correction
1			
2			
3			
4			

TASK 5

LANGUAGE FUNCTION

Asking and Giving Direction

	Preposition
Is there a mosque near here? Yes, there is. It is accross the coffe shop. No, there is not. But there is one in front of the library Are there grocery stores around here? Yes, there are. there are some next to the mosque. No, there aren't any around here.	On Next to Accross Near Around In front of Between On the corner of Behind Opposite

TASK 6

Based on the explanation task 5, write about how to go to the nearer mosque from your house

TASK 7

- | | |
|----------------|-------------|
| 1. Mosque | 5. Known |
| 2. Architect | 6. Embraced |
| 3. Pillar | 7. Renowned |
| 4. Constructed | 8. Kingdom |

Masjid Jami' Tua

Masjid Jami' Tua was built in the city of Palopo around 1604 by a scholar from West Sumatra, Datuk Sulaiman who was renowned as Datuk Pattimang. The masjid was constructed during the height of the kingdom of Luwu, which has embraced Islam, under the rule of Datu Payung Luwu XVI Pati Pasaung Toampanangi, or Sultan Abdullah Matinroe.

Architecturally, it is mostly made of rock and chalk. The main column is made of local wood known as *cinna gori*. The masjid is also sustained by five pillars which symbolize the Five Pillars of Islam. It mostly retains its original shape, although the mimbar has been refurbished because it was eaten by termites and became fragile. The walls of the masjid reach 94 cm and maintain the fresh air the interior.

Questions:

- What does the five pillars in Masjid Jami' Tua means?
- Who build Masjid Jami' Tua?
- What is the material used to build Masjid Jami' Tua?
- Who is the ruler of Luwu Kingdom when Masjid Jami' Tua was built?
- Why is the mimbar of Masjid Jami' Tua refurbished?

TASK 8

Re-watch the video entitled "*Masjid jami' tua*". Then, identify the theme and the architecture. The following guidelines may help you.

- a. The title of the video is
.....
- b. The setting of the place is
.....
- c. The historical background of the video is about
.....

d. The meaning of architectures are

.....
.....

e. The architect about the topic in the video

.....
.....

TASK 9

Based on the task 7, please write a simple script that effective and informative.

TASK 10

MINI PROJECT

- Work in groups of three.
- Choose and decide one topic related to the heritage local culture of tana luwu (based on the task 1).
- Make script of your video.
- Then, record your video complete with the script in it.

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