

**TEACHING STRATEGIES ON TRANSACTIONAL AND INTERPERSONAL
COMMUNICATION AT THE TENTH GRADE OF SMAN 1 PLUPUH SRAGEN IN
THE ACADEMIC YEAR OF 2019/2020**

THESIS

**Submitted as a Partial Requirements for the Degree of Undergraduate in English
Language Education**



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Wassalamu'alaikum Wr. Wb.

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DEDICATION

THIS THESIS IS DEDICATED TO:

My Beloved Family

My Beloved Friends (Pagar Nusa Kartasura, Almighty Alpha)

My collage (IAIN Surakarta)

MOTTO

Remember and Careful

(Semar Bodronoyo)

Nothing victory without the Allah' helped.

(PSNU Pagar Nusa)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Teaching Strategies on Transactional and Interpersonal Communication at the Tenth Grade of SMAN 1 Plupuh Sragen in the Academic Year of 2019/2020”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realized that this thesis is still far from being perfect. The researcher hopes that's this thesis was useful for the researcher in particular and the readers in general.

Surakarta, 8 December 2020

The researcher

Saleh Nur Fadhilah

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ABSTRACT

Saleh Nur Fadhilah. 2020. *Teaching Strategies on Transactional and Interpersonal Communication at the Tenth Grade of SMAN 1 Plupuh Sragen in the Academic Year of 2019/2020*. Thesis. English Language Education, Cultures and Languages Faculty.

Adviros : Prof. Dr. Drs. H. Giyoto, M. Hum

Keywords: Teaching Strategies, Transactional and Interpersonal Communication, Interaction

The objectives of this research, the first was to describe the teaching strategies used by English teacher in transactional and interpersonal communication at the tenth grade of SMAN 1 Plupuh Sragen. Describe about the teaching strategies used by English teachers on teaching learning process when teachers communicated with students. The second was to explain how the teachers create good interaction at tenth grade of SMAN 1 Plupuh Sragen. Explain about how to create good interaction in classroom and when teachers used it.

This study used descriptive qualitative research. The place of this research was SMAN 1 Plupuh Sragen and conducted on October 2019 - March 2020. The subjects of this research were English Teachers of the tenth grade students at SMAN 1 Plupuh Sragen. The techniques of collecting data included observation and interview. The technique of analyzing data used reducing the data, data display, and conclusion drawing and verification. This research used methodology triangulation of observation and interview. Then the researcher collected it into writing explicitly in order to be objective and reliable writing.

The results of this research showed that; 1) The strategies used by English teacher in transactional and interpersonal communication at tenth grade of SMAN 1 Plupuh Sragen are use group work discussion, base the activity on easy language, give some instruction, and keep students to speak on target language. Various strategies could motivate student to interest in learning English language. Transactional communication was important to get information and interpersonal communication was important to teachers be nearer with students or between students and students. 2) English teachers at the tenth grade of SMAN 1 Plupuh Sragen always create good interaction from principle of teaching (meaningfulness, pre-requisites, open communication, organized essential ideas, learning aims, novelty, modeling, active appropriate practice, pleasant conditions and consequences, and consistency). A good interaction helped the teachers and students on teaching learning process.

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CHAPTER I

INTRODUCTION

A. Background of The Study

In language teaching and learning process, there are four major skills that must be learnt by learners. There are many skills such as writing, speaking, listening, and reading. Harmer (1998: 16) states that listening and reading are included to receptive skill meanwhile, speaking and writing included productive skill. Based on Richard (2008:201) “Speaking is one of the elements of communication”. It shows that one of effective skill of doing communication is speaking.

Nunan (2003:48) states that speaking is harder than reading, writing, and listening for two reasons. First, unlike you are reading or writing, speaking happens in real time. Second, when you are speaking, you cannot edit and revise what you wish to say, as you can if you are writing. It means that speaking comes naturally and there is limited time to set or to edit your speech during conversation. Speaking is one of English language skills. If students want to speak English fluently they have to be able to pronounce correctly. It is also called productive skill because when people speak they produce the language. It means that speaking is one of English language skill that has been taught in school. It is not easy for students to speak in English fluently, because speaking is productive skill

when students must be able to produce word to communicate with each other.

Suryani (2010:10) states that in English classroom context, in order to develop the learner's ability to communicate, a teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. In other word, teaching speaking is the way of teachers teaches their students in how to speak and transfer message as well as to get the reaction from students. It should be performed in well-constructed sentence, clear, and good information. Teaching speaking is a very important part of second language learning. It is because the goal of teaching speaking is to improve students in communicative skill. As a result, the teacher must be innovative to create good atmosphere in speaking class, because in speaking class students are expected to communicate in second language clearly and efficiently. Sometimes, to speak clearly and efficiently is hard for students. However, there are several factors, such as students usually do not talk in English, but using their own language or mother tongue use. Besides, some of them are afraid of having mistaken when they speak English in the class.

Brown (2001:201) defined strategies as specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information. Reiser and Dick (1996:316) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and

objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. Strategy is an important aspect in teaching and learning process. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient.

Communication is our link to humanity. In its broadest sense, it is a process involving the deliberate or accidental transfer of meaning. One person does or says something, thereby engaging in symbolic behavior, while others observe what was done or said and attribute meaning to it. Whenever you observe or give meaning to behavior, communication is taking place. There are many kinds of communication, distinguish one type of communication from others based on the number of persons involved, the formality of the interaction, and the opportunity to give and receive feedback. Suranto (2011:7) explains about interpersonal communication that is the process of delivering and receiving messages between the sender of the message and the recipient both directly and indirectly. Examples of interpersonal communication are greeting like assalamu'alaikum or accosting like hi, how are you etc.

Defleur, MH Kearney et al (2005:19) transactional means that communication is an ongoing and continuously changing process. You are changing, the people with whom you are communicating are changing,

and your environment is also continually changing as well. Examples of transactional communication are asking something like do you have question students? asking opinion like what do you think about this material today etc.

Teaching English as foreign language for Indonesian students is quite challenging especially in speaking skill as they are accustomed to speaking using their own native language in any context of situation. They tend to use English in only their nurturing class contexts. As a result, most students cannot communicate well in spoken language. One of the causes of this unsatisfactory result is due to the traditional approach used by most teachers. They still focus on sentence construction rather than on functional objective. Transactional and interpersonal communication is key to solve the problem. The teacher can use this model of communication to communicate with students, or between student and student. Teacher can use interpersonal communication to build a good relation with his or her students and transactional communication to check level degree of understanding the students. Students can use interpersonal and transactional communication when they meet new people or asking to other people. In communication, the focus is message not only in grammar (sentence structure). Examples of interpersonal communication at research place are teacher opened class with Assalamu'alaikum student, how are you today. The examples of transactional communication are today we are

discussing about descriptive text, so do you know what are descriptive text students?

Teaching strategy is a ways that have been chosen to deliver the teaching method in teaching learning. Many researchers were research about teaching strategy and many theories to answer the research question. The researcher was used Ur' theory to research about teaching strategies. Ur' explained about kind of teaching strategy, there are four teaching strategies; use group work discussion, base the activity on easy language, give some instruction, and keep students to speak on target language. The researcher used principle of teaching from Yelon (1996:3) to answer research question about create good interaction. Yelon states ten powerful principles that excellent teachers should apply to the planning and selection of learning experiences for learning: meaningfulness, pre-requisites, open communication, organized essential ideas, learning aims, novelty, modeling, active appropriate practice, pleasant conditions and consequences, and consistency.

The researcher chooses teaching strategies on transactional and interpersonal communication in SMAN 1 Plupuh because teachers at the SMAN 1 Plupuh Sragen have interested strategy in teaching learning process. Teaching strategies were related in purpose the study in the teacher lesson plan. The researcher was interested to research at SMAN 1 Plupuh Sragen because the teachers have own strategies in teaching

speaking skill especially in transactional and interpersonal communication.

Based on the background of the study above, the researcher interest in conducting research by the title **“Teaching Strategies on Transactional and Interpersonal Communication at the Tenth Grade of SMAN 1 Plupuh Sragen in the Academic Year of 2019/2020”**.

B. Identification of the Problem

Based on the background of the study, the researcher can identify many problems as follow:

1. Many students of tenth grade of SMAN 1 Plupuh Sragen in the academic year of 2019/2020 have different problem in learning English process.
2. Many students of tenth grade of SMAN 1 Plupuh Sragen in the academic year of 2019/2020 judge that learning English speaking is difficult.
3. The English teachers of tenth grade of SMAN 1 Plupuh Sragen in the academic year of 2019/2020 have different strategies to teach speaking skill.

C. Limitation of the Study

In this research, the researcher limits this study only on Teaching Strategies in Transactional and Interpersonal Communication. The research subject is English Teachers at SMAN 1 Plupuh Sragen.

Firstly, the researcher chooses teaching strategies in this research. Based on teaching strategies, the researcher was focused on transactional and interpersonal communication because it is important on English subject. The main of teaching speaking is students can speak up, introduce themselves or find some information in communication activity.

Secondly, there many schools in Sragen and it are impossible to conduct research in all of them. In this research, the researcher limited conducting the research at SMAN 1 Plupuh Sragen because; SMAN 1 Plupuh Sragen has high integrity and achievement. (2) SMAN 1 Plupuh Sragen has English teachers with good quality and exemplary.

Thirdly, every teacher has different strategies in teaching learning process. In this research, the researcher chooses English teachers in tenth grade because they have strategies in teaching transactional and interpersonal communication, and at tenth grade has material about this research.

D. Problem Statement

The researcher formulates the problem statement as follows:

1. What strategies are used by English teacher on transactional and interpersonal communication at the tenth grade of SMAN 1 Plupuh Sragen?
2. How do the teachers create good interaction in teaching learning process at the tenth grade of SMAN 1 Plupuh?

E. The Objective of the Study

Based on the limitation that is mentioned above, the researcher formulates the objectives of the research as follows:

1. To describe the teaching strategies used by English teachers in transactional and interpersonal communication at tenth grade of SMAN 1 Plupuh Sragen.
2. To explain of how the teachers create good interaction at tenth grade of SMAN 1 Plupuh Sragen.

F. Benefits of the Study

This study is expected to have two benefits, there are;

1. Theoretically, this research results are expected to contribute to the development of education, especially in a teachers' strategies in English speaking language subject
2. Practically:
 - a. English Teachers: By knowing kind of teachers' strategies in teaching speaking skill (transactional and interpersonal communication).
 - b. The researcher: By knowing the finding of this thesis, he will know the importance of knowing teachers' strategies in teaching speaking skill (transactional and interpersonal communication).

G. Definition of Key Term

To make the reader have the same perception in this research, the researcher will give the explanation or definition of the key term used in this research. The researcher deliberates the key term as follow:

1. Teaching Strategies

Gerlach and Ely (2008:1) defined teaching strategy is a ways that have been chosen to deliver the teaching method in teaching learning.

2. Speaking

Richard (2008:201) states that speaking is one of the elements of communication.

3. Transactional Communication

Defleur, MH Kearney et al (2005) transactional means that communication is an ongoing and continuously changing process.

4. Interpersonal Communication

Suranto (2011) explains about interpersonal communication that is the process of delivering and receiving messages between the sender of the message and the recipient both directly and indirectly.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter focuses on review of related literatures that give the theoretical background and previous studies which related to the research. The review of related literatures will be described as follows

A. Theoretical Description

1. Review of Teaching Strategy

a. The Definition of Teaching Strategy

Brown (2001:201) defined strategies as specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information. W. Gulo (2002:2) a plan, method, or series of activities designed to achieves a particular education goal. To make a strategy required a set of teaching methods. A teaching program organized by the teacher in one-on-one meetings can be carried out with various methods such as lectures, questions, answers, assignments and discussions. The whole method includes instructional media used to describe learning strategies.

Gerlach and Ely (2008:1) defined teaching strategy is a ways that have been chosen to deliver the teaching method in teaching learning. In addition, Cahyono (2011:11) states that technique and strategy are interchangeable and they refer to an action performed by either a language teacher (or language learner) to achieve a language teaching (or language learning) objectives. While teaching strategy refers to a pattern of teaching acts that serves to attain certain outcomes, a teaching strategy is a purposefully conceived and determined plan of action.

Based on the explanation above, the researcher concluded teaching strategy is specific method used to get purposes of learning process.

b. The Strategies in Teaching

According Ur (1996:121) stated that there some manners in of teacher to solve some the problems in the speaking class. The strategies are explained in the following terms:

1) Use the group work

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more that in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may

occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up. The example of the strategy first the teacher assigns the task to the student then the teacher makes a small group, in the group consists of 2-4 people depending on the need in achieving the learning. In groups of students discussing about the material given by the teacher afterwards presented in front of the class from the results of the group's work.

2) Base the activities on easy language

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts. Example, the teacher used dialog about the student's daily activity and repetition task related to the words of greeting.

3) Give some instructions or training in discussion skills

The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. If the task is based on group discussion, then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in this group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

4) Keep students to speak the target language

The best ways to keep students in speaking the target language are: (1) try to be the model for them by using the target language, (2) remind them to always use the language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. Example, the teacher uses role play and dialog in teaching learning process.

From the explanation in theories above, it can be concluded that strategies in teaching speaking has four functions: use the group work, base the activities on easy language, give some instructions or training in discussion skills, and keep students to speak the target language.

c. Principles of Teaching Strategies

Yelon (1996:3) introduced the following ten powerful principles that excellent teachers should apply to the planning and selection of learning experiences for learning:

1) **Meaningfulness**

Motivate students by helping them connect the topic to be learned to their past, present, and future.

2) **Pre-requisites**

Assess students' level of knowledge and skills adjust instruction carefully, so students are ready to learn the material at the next level.

3) **Open Communication**

Be sure students find out what they need to know so they can focus on what to learn.

4) **Organized Essential Ideas**

Help students focus on and structure the most important ideas, to be able to learn and recall those ideas.

5) **Learning Aims**

Help students use devices to learn quickly and easily.

6) **Novelty**

Vary the instructional stimuli to keep students' attention.

7) **Modeling**

Show students how to recall, think, act, and solve problems so that they are ready to practice.

8) Active Appropriate Practice

Provide practice in recalling, thinking, performing, and solving problems so that students apply and perfect their learning.

9) Pleasant Conditions and Consequences

Make learning pleasing, so that students associate comfort with what is learned; and make learning satisfying, so that students keep learning and using what is learned.

10) Consistency

Make objectives, tests, practice, content, and explanation consistent, so that students will learn what they need and will use what they have learned outside of the instructional setting.

2. Review on Speaking Ability

a. The Definition of Speaking Ability

Richard (2008:201) defined that Speaking is one of the elements of communication. It shows that one of effective skill of doing communication is speaking. Tarigan (2008:16) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Brown (2001:267) stated that when someone can speak a language, it means that he or she can carry on a conversation competently. In

addition, he states that the benchmark of successful acquisition of any language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Bailey (2005:175) states that oral interactions can be characterized in terms of routines, which are conventional and therefore predictable ways of presenting information which can either focus on information and interaction.

Based on theories above, the researcher concludes that Speaking is important activity in communication to shows information.

b. The Component of Speaking

According to Syukur (1987:5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language

learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

c. Function of Speaking

Brown and Yule (in Richards, 2008: 21) divide function of speaking into three-part version: (1) talk as interaction, (2) talk as transaction, and (3) talk as performance.

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is they interact socially with

each other. Burns (Richards, 2008: 26) distinguishes between two different types of talk as transaction. The first type is involves situations where the participants focus primarily on what is said or achieved, such as asking someone for directions. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) Talk as performance

The third type of talk can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits public announcements, and speeches. Based on the theories above, it can be concluded that speaking has three functions: (1) talk as interaction that is more emphasized on social interaction in the community, (2) talk as transaction that refers to person's message to be understood by others, (3) talk as performance that is emphasized in formal situations, such as speech.

d. Type of Speaking Ability

Brown (2004:141) shows that oral skill can be related to five areas, namely:

1) Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That

is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2) Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, and the others.

3) Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is

in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

There are six types of classroom speaking performance that students are expected to carry out in the classroom as stated by Nunan (2003:271), as follows:

1) Imitative

A very limited portion of classroom speaking time may legitimately be speech generating human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of

this kind is carried out not with the purpose of meaningful interaction, but for focusing on some particular elements of language form. In this type of performance students are asked to imitate the teacher's speech or record speech. The teacher's speech is only focused on pronunciation, grammar, and intonation.

2) Intensive

This type performance deals with students' linguistic difficulties such as phonological and grammatical aspects of language. In intensive speaking, the teacher may give students some pair work activities and ask students to practice some dialogues which contain some grammatical patterns and daily expression. Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners go over certain forms of language.

3) Responsive

In this type of class performance students may give short replies to the teacher or even ask some questions or comments. There is a limited interaction between learners and teacher. A good deal of students' speech in the

classroom is responsive. Respond is short replies to teacher or student-initiated questions or comments.

4) Transactional (Dialogue)

In this type of performance, students are involved in exchanging specific information with their friends. In transactional speaking, interaction between learners is not limited. They control their conversation by themselves. Transactional language, carried out for purpose of conveying or exchanging specific information is an extended form of responsive language.

5) Interpersonal (dialogue)

In this type performance, students are actively participating in the authentic give and take off communicative interchange). It is carried out for the purpose maintaining social relationships rather than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some all factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”. As a result, a good interaction in an interpersonal dialogue is more important than the delivery of the information itself.

6) Extensive (monologue)

This type of performance is to develop student's global oral ability of producing spoken language which is more formal and deliberate. Students as intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This type of spoken language is the most difficult for learners, since they not only deliver the message or information to the audience but also think about the structure and appropriate way to deliver the message in order to make the speech understandable. It is difficult for the audience to get all the information from the speaker if the speech is confusing.

e. Principles of Teaching Speaking Skills

According to Anuradha et al (2014:3), following are the principles of teaching speaking skills:

- 1) Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- 2) Tolerate the students if some of them simply repeat what they say.
- 3) If a student gives one-word answer to any question, bear it for the time being.
- 4) Let the learners speak actively with whatever English knowledge they have.

- 5) Propose structures/phrases/words and let the learners use it in different situation and drill as much as possible.
- 6) Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- 7) Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- 8) Be well prepared in advance in terms of lesson planning, activities and tasks.
- 9) Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner.
- 10) Individual weaknesses should be taken into account and the teacher should be sympathetic in outlook for individual attention

f. Problem of Speaking

According to Ur (1996:121) there are some problems across in teaching speaking:

1) Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making

mistakes, fearful of criticism or losing face, or simply shy or the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, you often hear learner complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group this that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

g. Characteristics of a Successful Speaking Activity

These are many characteristics of successful speaking activity.

According to Ur (1996:114) they are as follows:

1) Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominated by minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

3) Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4) Language is of acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

3. Interactive communication in Classroom

Ellis (1990:88) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent

communication breakdowns. Moreover, Brown (2015) stated that interaction is the basis of learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation. The Cambridge International Dictionary of English defines the verb 'to interact' as 'to communicate with or react to (each other)'. The New Oxford Dictionary of English defines the noun 'interaction' as a 'reciprocal action or influence'. Therefore, interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. Brown (2001:165) relates interaction to communication, states that interaction is in fact the heart of communication; it is what communication is all about.

Interaction has a similar meaning in the classroom. We might define classroom interaction as a two-way process between the participants in the learning process. The teachers influence the learners and vice versa. Interaction can proceed harmoniously or it can be fraught with tension. Malamah-Thomas (1987:8) states that every interaction situation has the potential for co-operation or conflict. How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. Needless to say, only when there is co-operation between both sides can communication effectively take place and learning occur.

Interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important a part as language does. This holds true for a classroom as well as for other social situations. The one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers spend a lot of time talking, lecturing, asking questions, and giving instructions, and so on. The teachers do not only use language for these functions, but he or she demonstrates and uses mime a lot.

Teaching is interactive act, whereas interaction is the communication among teacher and students which run continuously as responsive acts. Tickoo (2009:18) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

- a. The teacher interacts with the whole class.
- b. The teacher interacts with a group, a pair or an individual pupil.
- c. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
- d. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

Interaction is the center of communication. The central goal of foreign language learning in oral or written is communication. Among learners, learner and teacher, teacher and learner need to cooperate and interact. In short, Rivers (1987:13) states that communication is derived

from interaction since in communication there must be interaction between people who have something to share.

4. Transactional and Interpersonal Communication

Transactional is a transaction (communication) process between people to “get things done” (Curriculum 2006) and where both communicators-teacher and student share their responsibility for the effectiveness of the communication. Besides, interpersonal is a part of transactional communication; it is an ongoing communication between the speaker and the listener to create a successful communication and good relationship. Interpersonal communication also creates personal knowledge. Because the more people communicate, the more likely they are to be competent in achieving their goals. Further, the more teachers and students can communicate well, the more they can build a good relationship and avoid any possible misunderstanding in the teaching learning process. Defleur, MH Kearney et al (2005:19) transactional means that communication is an ongoing and continuously changing process. In this type of performance, students are involved in exchanging specific information with their friends. In transactional speaking, interaction between learners is not limited. They control their communication by themselves. Transactional language, carried out for purpose of conveying or exchanging specific information is an extended form of responsive language.

In one side, transactional language is used in obtaining goods and service, and on the other side interactional/ interpersonal language is used when people relate to each other to socialize. Therefore, when teacher and students interact in the classroom, they have to internalize the characteristics of meaning of their speaking to get the right interpersonal communication skills (O'Neil, 2000:25).

Suranto (2011:7) explains about interpersonal communication that is the process of delivering and receiving messages between the sender of the message and the recipient both directly and indirectly. This type performance, students are actively participating in the authentic give and take off communicative interchange. It is carried out for the purpose maintaining social relationships rather than for the transmission of facts and information. This communication is a little trickier for learners because they can involve some all factors, such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert "agenda". As a result, a good interaction in an interpersonal dialogue is more important than the delivery of the information itself. Interpersonal communication is important in a teaching and learning process. According to Gablinske (2014:22) interpersonal communication is essential to support the communication within classroom. A good interpersonal communication will create positive relationship between teacher and students that minimizes the gap within teaching and learning process such us, distrust, anxiety, boring, suspicion

among them and so forth, Otherwise, negative relationship causes the gap that leads to ineffective learning. Thus, teacher considering what to do and what to say in EFL classroom reveals as a must

Table 2. 1 Features and skills of talk as transaction according to Richards (2015)

Transaction Features	Transaction Skills
	Explaining a need or intention
Primarily information focus.	Describing something Asking
Main focus is the message not the participants.	questioning Confirming information
Participants employ communication strategies	Justifying an opinion
Questions, repetitions, and comprehension checks frequently used.	Clarifying understanding
Negotiation and digression Linguistic accuracy is not always important	Making comparison, Agreeing and disagreeing

The prior table represents talk as a transaction whose main function is to transmit the message in order to obtain something, for instance go to the doctor, register in hotel, order a food in a restaurant etc. Also, when students are implementing this kind of communication, they use fixed sentences to have a clear intention to communicate the message. Moreover, when teachers teach speaking as transaction, they have to take into account that there is a rich source of group activities such as information-gap activities, role-play, simulation, group discussion, and guided dialogue (Richards, 2008:24)

Table 2. 2 Model to develop transactional communication strategies (Richards, 2015)

Stages	Concept
Preparing	Reviewing vocabulary, real-word knowledge related to the content, and context of role play (e.g., returning a faulty item to the store)
Modeling and eliciting	Demonstrating the stages that are typically involve in the transaction eliciting suggestions for how each stage

	can be carried out, and teaching the functional language needed for each stage
Practicing and reviewing	Assigning student's roles and practice role play and provide languages and other support.

The principles that orient the process of transactional communication presented in Table 1.2 start with a preparation stage in which students receive vocabulary, expressions, and grammar, using drawings or realia to learn content to proceed to the second section that is modeling the previous information, practicing communication drills, exchanging ideas, doing conversations, watching videos, among other activities. The last section is devoted to the practice and review of the learned strategy which includes presentation and feedback on the performance of the students.

Table 2. 3 the Element of Interpersonal Communication

Element	Meaning
Source- Receiver	The sender-receive, the person who both sends and receives message during communication

Messages	The verbal and nonverbal signals that are sent by source/encoder and received by receiver/decoder
Channels	The media through which the signals are sent
Noise	Disturbance that interfere with the receiver receiving the message sent by source
Context	The physical, socio-psychological, temporal, and cultural environment in which the communication take place
Effect	Interpersonal communication can have cognitive, affective, and behavior effect on other and on yourself
Ethics	The morality, rightness-wrongness, aspect of communication behavior

For close to three decades now, some speech teachers have led their students to confront social issues in small group settings. They have engaged in inquiry and reasoned interchange, solved problems, and made decisions jointly. They have achieved consensus and utilized group processes to that end. In classroom context, the researcher realizes that the transactional and interpersonal communication strategy is far different with other social context. In the context of interaction between teacher and

students, teachers use verbal and nonverbal code in teaching which is to deliver both instructional and transactional message which serving two functions namely pedagogical and communicative function. Thus, the way teacher teaches the content of the subject would be important to be concerned. The present study, interpersonal communication strategy refers to preferred ways of communication that EFL teachers used in the process of teaching and learning (Sri Ananda Pertiwi 2017).

Based on theories above, the researcher concludes that transactional communication is communication to get some he/she need like thing, information etc. and interpersonal communication is communication with socialization like greeting, give suggestion etc. Transactional and interpersonal communication is important to get classroom with active interaction.

B. Previous Related Study

The researcher found the references from the previous study which are relevant to this research. There are four previous study related to this research:

1. Rosita Rohmah's Research

First research paper arranged by Rosita Rohmah (2018), entitle *Strategies of English Teachers in Teaching Speaking at Senior High Schools in Aceh Besar*. This research intended and find out what strategies used by English teachers in teaching speaking at Senior High School, and located at Aceh Besar.

Rosita Rahmah (2018) used qualitative research and the data was analyzed by descriptively by comparing theory and practice. The subject of this research is three English teachers in three of senior high school at Aceh Besar. It means that one English teacher at one senior high school. The researcher used observation and interview to get valid data.

The finding this research is every English teacher have different strategies. They prepare the material before teaching in the class and vary the strategies every meeting. They used Communicative Language Teaching approach and Cooperative Language Learning approach. However, the teachers felt it was important to apply the strategies in the classroom.

2. Imam Septianto's Research

The second research paper arranged by Imam Septianto (2018), entitle *Strategy of Teaching Speaking Skill in E-Fun English Course, Klaten*.

The objective of this research is teaching strategy on speaking skill at English course in E-Fun English course, Klaten. Imam Septianto (2018) used qualitative research in this research. In collecting data, the researcher used observation and interview method.

This research shows that the English teacher course has some strategies. The researcher found four strategies applied by the teachers according to Burkart and Khameis' theory. Those are

recognizing script, encouraging students to speak, giving motivation and using minimal response. The researcher found 20 excerpts from three teachers that categorized as Burkart and Khameis' strategies in teaching speaking skill. The researcher observed 3 teachers and 3 classes. The researcher divided those findings of the first teacher, second teacher and third teacher separately and gave an example (a datum) of each activity in teaching speaking that used by teacher, while the other data can be seen in the appendix.

3. Arif Suryo Priyatmojo's Research

Third previous study is taken from article journal, arranged by Arif Suryo Priyatmojo (2014). He conducted the research entitle *Teaching Transactional and Interpersonal Conversation: A Classroom Action Research*. This research was intended to find out how to teach transactional and interpersonal conversation in classroom. Arif Suryo (2014) used classroom action research (CAR) in this research. Focus in this research is how to improve students' conversation skill.

The research finding is that most students had problem in doing conversation both interpersonal and transactional conversation. Furthermore, they had much difficulty in the transactional conversation. To solve such constraints, the researcher used time allocation given for the students before teaching learning process. It was started by giving five minutes time, ten minutes time and fifteen minutes time. The students did conversation in pairs with the

proposed themes given. They were free topic discussions found from varied media such as video.

4. Position of This Research

Based on the previous study above, the researcher proposed current research that is different from the previous study. The different aspects among previous study and this research are about the subject, object and types of research.

The subject of first research is English teachers at Senior high school in Aceh Besar and the object is Teachers strategies on teaching speaking. Type of the research is qualitative research. The subject of second research is teachers English course with the object is teaching strategy on speaking skill. Type of the research is qualitative research. The subject of third research is Teaching Transactional and Interpersonal conversation. The research used classroom action research.

The subject of this current research is English teachers at SMAN 1 Plupuh Sragen with object Teaching Strategies on transactional and interpersonal communication at tenth grade. This research used descriptive qualitative technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applies a descriptive qualitative technique as the research design. Tohirin (2012:3) state that qualitative research is a research to comprehend phenomena which is experienced by the subject of research e.g. behavior, perception, motivation, action and the other. According to Creswell (1994:2) qualitative study defines as an inquiry process of understanding a social problem based on building a complex, holistic picture, formed with the words, reporting detailed views of informants, and conducted in natural setting. Qualitative research studies designed to obtain information concerning the current state of phenomena. It means that research design is a place to put and devote all of the researcher's opinion and thought. In descriptive qualitative technique, the researcher is collecting, analyzing, and supporting data from observation and interview.

The researcher used descriptive qualitative technique to answer the research question. The researcher also would present the result of this research based on the phenomena happened in the location of the research. This qualitative research was applied because the researcher describes a social phenomenon about teaching strategies used by English teachers in

teaching transactional and interpersonal communication.

B. Setting of the Research

1. Place of the Research

In this research, the researcher has chosen the place of the research. It is located at SMAN 1 Plupuh Sragen which held on Jl. Raya Sambirejo, Plupuh, Sragen, Central Java, Indonesia. The researcher used classroom in SMAN 1 Plupuh Sragen as the place of the research. The researcher chooses SMAN 1 Plupuh Sragen because SMAN 1 Plupuh Sragen has high integrity and achievement. SMAN 1 Plupuh Sragen has English teachers with good quality and exemplary.

2. Time of the Research

This research carries out at SMAN 1 Plupuh Sragen in the academic year 2019/2020, and the English teachers at the tenth grade. This research has conducted reasearch from October 2019 until February 2020. This research takes five months because qualitative research usually needs a long time to find a new invention (Sugiono, 2016:38).

Table 3. 1 The Research Schedule

No	Activities	October				November				December				January				February			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Pre-Research																				
	a. Asking Permission																				
	b. Observation																				
2	Making Proposal																				
3	Research																				

The main instrument of this research is the researcher himself. This is accordance with the nature of qualitative research in which Bogdan (1992:29) point out that the key instrument of qualitative research is the researcher him/herself. Therefore, the researcher was involved in all processes of the research starting from the data design until the data report.

D. Technique of Collecting Data

Method of collecting data that using by the researcher is documentary strategy including observation. The researcher does the following steps to collect the data:

1. Observation

Narbuko and Achmad (1999:30) state that observation is a technique of collecting the data which is done by observing and note taking the phenomenon appeared systematically. According to Hancock and Elizabeth (2009:18), observation is the technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate. Observation is the way to get information about the problem in setting directly.

In this research, the researcher used participant observation. The researcher conducts the observation to know the teaching strategies at tenth grade of SMAN 1 Plupuh Sragen. Beside the researcher chose qualitative, so the researcher chose passive

observation without doing any involvement in the classroom teaching and learning process. To get the data the researcher uses both recording and note taking. The recording was recorded by using recorder equipment that is voice recorder. The note was taking by researcher during the observation. The researcher noted every moment in the class when in teaching learning process, both are students and teachers.

2. Interview

Arikunto (2006:155) says that interview also called as the dialogue did by the interviewer and interviewee. According Moleong (2008:216) states that interview method is dialogue or personal relation between data collector with the source data. Interview used to know about something in depth information from respondent, for getting information that cannot be obtain from the other method.

In this research, the researcher was interviewed the English teachers at tenth grade of SMAN 1 Plupuh Sragen and the students. The researcher used interview to get the data in the form of conversation which is done by the researcher with English teachers of tenth grade and the students. The researcher chooses semi structured interview, because the researcher asks some structured questions firstly and one by one is asked again to get more explanation and information. The researcher interviewed the

teachers when before teaching learning process and after it. After class was end, the researcher was interviewed the students about learning process.

E. Technique of Analyze the Data

According to Miles and Huberman (1994:10-11) explain there are three main point of qualitative data analysis. They are data reduction, data display and conclusion drawing and verification. The analysis data in this research was done in the following:

1. Data reduction

According to Miles and Huberman (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstract, and transforming the data that appear in written-up field notes or transcriptions. Based on description above, the data reduction process is varied from several ways, such as through selection, summary or paraphrase and being subsume in larger pattern.

Arikunto (2013:39) states that data reduction is the researchers' activities which include selecting, focusing, simplification, and transformation.

a. Selecting

Data selecting is used to select the data which gain from data source. The researcher does the observation and interview to check validation of the data.

b. Focusing and Simplification

The researcher only focuses on the data about the strategy of the teachers on transactional and interpersonal communication at tenth grade of SMAN 1 Plupuh Sragen. The first the researcher interviewed the teacher about teachers strategies and then the researcher observe in classroom to get more data with voice recorder and field note. After the researcher observe, the researcher interview again with the teacher to get valid data.

c. Transformation

The researcher changed the result of observation and interview was described in the form narrative to make the readers understand.

2. Data display

The next point of data analysis is data display. After to collect and reduces the data, the researcher displays the amassed data in organized and compressed information that will lead to conclusion. The next point of data analysis is data display. The function of these types of data displays is to

perform accessible, compact, and organized information about the data. The researcher arranges the data in description data in order to describe the phenomenon happens. Displayed of the data is presented by descriptive term and detailed information.

3. Conclusion drawing and verification

After the data displayed in the in a form of tables, then the researcher would able to interpret it and reaches conclusions and verification. Derived from the data displayed in tables, the next step conducted by the writer is describing and interpreting the data so that the conclusions and verifications of the use of strategy in transactional and interpersonal communication by the teachers can be drawn.

F. The Trustworthiness of Data

The researcher used triangulation to get validity and readability of the research, Triangulation is one of trustworthiness techniques. Wiliam Wiersma in Sugiyono (2016) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure.

Norman Denzin (2000) extended the idea of triangulation beyond its conventional association with research methods and designs. He

distinguished four forms of triangulation; data triangulation, investigator triangulation, theoretical triangulation and, methodological triangulation.

This research applied methodological triangulation. The researcher compares the data from observation and semi structured interview to get deep information to support the valid data.

CHAPTER IV

FINDINGS AND DISCUSSION

In findings and discussion, it discusses the observation and interview of data collection. Moreover, the researcher also analyzed and answered the research questions of the concerning what strategies applied by the teachers. The answer for this question is based on observation and interview. There are two teachers, first teacher and second teacher.

A. Research Finding

These data findings are related to strategies of teaching on transactional and interpersonal communication used by teachers at the tenth grade of SMAN 1 Plupuh Sragen. Ur categorizes the strategies in teaching into four, those are: use the group work, base the activities on easy language, give some instructions or training in discussion skills, and keep students to speak the target language. In addition, these data finding are how the strategies applied by teachers to get good instruction in classroom of English subject.

1. Teaching Strategies Used by English Teachers on transactional and interpersonal communication at Tenth Grade of SMAN 1 Plupuh Sragen

Based on observation at tenth grade of SMAN 1 Plupuh Sragen, the researcher was found four teaching strategies on transactional and interpersonal communication applied by teachers according Ur' theory. Those are use the group work, base the activity on easy language, give some instruction, and keep students to speak target language.

The researcher observed 2 teachers and 4 classes. The researcher divided those findings of the first teacher and second teacher separately and gave an example of each activity in teaching that used by teachers. The researcher explained the findings directly from the core activity in the teaching learning process. The findings are as bellow:

a. Teaching strategies used by first English teacher at class X-IA 2

The observation conducted at X-IA 2 taught by first English teacher. The topic of the lesson was recount text. There were 32 students at classroom. The first English teacher used strategies: Base the activity on easy language, use group work discussion, give some instruction in discussion, and keep students to speak target language.

1) Base the activity on easy language

The first strategies are base the activity on easy language. Language should be easily produced by participants, so that they can speak fluency with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. Teacher 1 used this strategy before discussion material. The teacher was ceck attendence of students. Teacher read list of students and them answered in English language.

T1 : "Morning students."

S : "Morning, Sir."

T1 : "Ok. How are you today?"

S : "I'm fine and you?"

T1 : "I'm fine too. Before we are start lesson today I'll check your attendance."

Based on observation, it shows that the first English teacher used base activity on easy language in teaching learning process. The teacher was inured students to speak in English language, a simple language like word 'present' etc. The teacher build situation in beginning of teaching learning process.

2) Use group work discussion

The second strategy is using group work. Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more that in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

Based on observation, the teacher assigns the task to the student then the teacher makes a small group, the teachers used pair group work. After teacher made small group, the teacher gave a task for discussion.

The researcher concludes that the teacher used group work in teaching learning process. It is a small group, because members of group are two or pair group but it is a group discussion work. The students were discussing the task with the pair or friend.

3) Give some instruction in discussion

The third strategy is give some instruction in discussion. The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. The teacher went in every group and checks the task. The excerpt can be seen in bellow:

The first

T1 : “.... You have difficulties? Ada kesulitan ndak? Gampang iku, lima menit rampung.”

The second

T1 : “.... Cari informasi recount itu, pertama lihat di orientation-nya, di paragraf one di situ tersedia apa yang dibahas. Termasuk introduction, introduction itu pembukaan awal....”

S : “yes, sir.”

Based on excerpt above, the teacher used ‘give some instruction’ in group discussion. The teacher was not only gives task and silent at the teacher’ chair but also the teacher made some instruction.

4) Keep students to speak target language

The last strategy used by teacher 1 is keep students to speak target language. The teacher is reminding participants to use the target language. Also, the important thing is about the monitoring activities of the students. The excerpt can be seen:

S : “seribu sembilan ratus empat puluh lima.”

T1 : “in English, when did the battle of Surabaya happen?”

S : “eemmm...”

T1 : “in English, answer my question in English. When did the battle of Surabaya Happen? In.... Ten?”

S : “Thousand...”

Based on excerpt above, the teacher used keep students to speak target language. It is important in learning English, because English is foreign language for Indonesian students so teacher must support and trying the students to speak target language.

Table 4. 1 Teaching strategies used by first English teacher at class X-IA 2

No	Strategies	Information
1	Use group work discussion	✓
2	Base the activity on easy language	✓
3	Give some instruction	✓

4	Keep students to speak target language	✓
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Based on result of the research, the first English teacher was used all strategies according Ur' theory. The teacher was got active instruction in the class, and almost students active to discuss the material.

b. Teaching strategies used by first English teacher at class X-IA 1

The observation conducted at X-IA 1 taught by first English teacher. The topic of the lesson was recount text. There were 30 students at classroom. The first English teacher used strategies: Base the activity on easy language, use group work discussion, and give some instruction in discussion.

1) Base the activity on easy language

The first strategies are base the activity on easy language. Language should be easily produced by participants, so that they can speak fluency with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The first English teacher used this strategy before discussion material. The excerpt can be seen:

T1 : "assalamu'alaikum wr wb. Sebelum pelajaran dimulai mari kita berdo'a bersama terlebih dahulu, Let's pray together before we start our

lesson. Pak Ketua silahkan dipimpin berdo'a terlebih dahulu."

S : "wa'alaikumsalam."

SI : "Attention please. Pray, begin!"

All people pray together

SI : "Finish."

T1 : "How are you student?"

Students : "fine and you, sir?"

T1 : "I'm fine, thanks. Sebelum masuk materi pelajaran, absen dulu ya."

Teacher checks attendance of students.

Based on excerpt above, the teacher was persuaded the students to speak English in easy language. It was important to build the students' motivation to followed learning process.

2) Use Group work discussion

The second strategy is using group work. Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more that in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time

remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

Based on observation, the teacher assigns the task to the student then the teacher makes a small group, the teachers used pair group work. After teacher made small group, the teacher gave a task for discussion.

T1 : “*yang personal experience, meet my idol itu. Didiskusikan dengan teman sebangku ya.*”

Students : “*nggih pak.*”

Based on excerpt above, the teacher was made a small group. The teacher was wanted the students active in discussion because the member of group is his/her friends.

3) Give some instruction in discussion

The third strategy is ‘give some instruction’ in discussion. The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. The teacher went in every group and checks the task. The excerpt can be seen in bellow:

T1 : “*sudah selesai ya?*”

Students : “*belum pak.*”

T1 : “*...ada kesulitan? Gak usah diartikan semua, waktumu habis kalau mengartikan semua kata. Kamu kurang berapa soal?*”

S1 : “*dua soal pak*”

Based on excerpt above, the teacher was given some instruction when students discuss the task. The teacher was given a tips or trick to answer the question. It is a simple instruction and teacher asked students about the difficulties of the task. It was same that the tacher used ‘give some instruction in discussion’ strategy in teaching learning process.

Table 4. 2 Teaching strategies used by first English teacher at class X-IA 1

No	Strategies	Information
1	Use group work discussion	✓
2	Base the activity on easy language	✓
3	Give some instruction	✓
4	Keep students to speak target language	-

According Ur’ theory, the teacher is only used three of teaching strategies. The strategies are used group work discussion, base the activity on easy language, and give some instruction. The teacher was not used one strategy, the strategy is ‘keep students to speak target language’.

c. Teaching strategies used by second English teacher at class X-IS

2

The observation was observed by the researcher at class X-S 2. In this class there are 34 students. The topic of lesson was advertisement. The second English teacher used strategies: Base the activity on easy language, use group work discussion, and give some instruction in discussion.

1) Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluency with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The second English teacher used this strategy after discussion material. The excerpt can be seen:

T2 : “or internet advertising. Ya bisa, tadi kan mbak elsa, kelompoknya mbak elsa grupnya sudah menemukan the definition of Advertisement. Apa tadi? Di dulangi Elsa”

S9 : “(repeat) text consist of public announcement”

T2 : “oke stop. Text consist of public announcement, apa yang dimaksud? Teks yang berisi pengumuman secara public, public apa artinya?”

S5 : “umum”

Based on excerpt above, the second English teacher used base the activity on easy language. Students speak up with their knowledge and it was simple sentence or answer. The teacher was got a good instruction but the instruction was not full in English language (cod mixing).

2) Use group work discussion

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

Based on observation, the teacher assigns the task to the student then the teacher makes a small group, the teachers used pair group work. After teacher made small group, the teacher gave a task for discussion. In made a group, teacher chosen some students to be the leader of group and the leader chosen the member of group. For example:

T2 : “twenty seven? Dua puluh tujuh, dibagi empat menjadi berapa? Hayo matematikanya..”

S5 : “enam.. tujuh.. enam..”

T2 : “ada yang tujuh ada yang enam. Kita bagi kedalam enam kelompok, satu kelompok nanti ada yang empat ada yang lima. Oke, saya pilih dulu ketuannya, satu mbak, dua toni, tiga, four is intan, five, the last is....”

Based on excerpt above, the teacher 2 used group work strategy in this classroom. The teacher was wanted the students active in group discussion section.

3) Give some instruction in discussion

The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. The teacher went in every group and checks the task. The excerpt can be seen in bellow:

Teacher going at group

T2 : *“ini jawabnya gimana? In a... kamu baca-baca dulu semuanya. Lalu kamu tulis sesuai makna yang kamu dapat.”*

T2 : *“ayo dikerjakan seperti kelompok-kelompok lain, hapenya itu ada berapa? One, two three, four”*

The second:

T2 : *“yang lain kelompoknya ada kesulitan? Atau curang hapenya lebih dari dua? Ini masih ada satu lagi ini(menunjuk hape)”*

S1 : *“bu ini di tulis lagi?”*

T2 : *“ya, the definition of ... nah itu lho.”*

T2 : *“kamu hanya membuka hape dan chat, bukan mencari jawaban atau searching. Nanti saya sita lho.”*

S5 : *“nggak bu.”*

Based on excerpt above, the teacher used ‘give some instruction in discussion’. The teacher must check the students because every student has problem and one students and the other was different.

Table 4. 3 Teaching strategies used by second English teacher at X-IS 2 class

No	Strategies	Information
1	Use group work discussion	✓
2	Base the activity on easy language	✓
3	Give some instruction	✓
4	Keep students to speak target language	-

According Ur' theory and based on table above, the second English teacher was used three teaching strategies. The teacher was not use 'keep students to speak target language' because the teacher was allowed the students answer in source language or mother tongue.

d. Teaching strategies used by second English teacher at class X-IS

The observation was observed by the researcher at class X-IS 1. In this class, there are thirty four students. The topic of lesson was advertisement. The second English teacher used strategies: Base the activity on easy language, use group work discussion, and give some instruction in discussion

1) Base the activity on easy language

Language should be easily produced by participants, so that they can speak fluency with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The teacher was used this strategy after discussion material.

The excerpt can be seen:

T2 : "tolong dibacakan dari kelompoknya mbak anggy, tolong bacakan definisi dari Advertisement yang sudah kamu temukan."

S6 : "read."

T2 : "yuk yang lain perhatikan dulu ya. Silahkan kamu baca lagi."

S6 : "(read again)"

T2 : "oke. Kelompoknya Fadil, tolong dibaca. Tolong dibaca what is advertisement, apa itu advertisement."

S7 : "read."

T2 : "text are.... Oke, perhatikan dulu, perhatikan dulu."

Based on excerpt above, the teacher used base the activity on easy language. Students speak up with their knowledge and it was simple sentence or answer. The teacher was got a good

instruction but the instruction was not full in English language (cod mixing).

2) Use group work discussion

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitions of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

Based on observation, the teacher assigns the task to the student then the teacher makes a small group, the teachers used pair group work. After teacher made small group, the teacher gave a task for discussion. In made a group, teacher 2 chosen some students to be the leader of group and the leader chosen the member of group. For the example:

T2 : “.... Untuk bab dua, working in groups, kita akan bekerja secara kelompok. I will choose the leader, saya akan memilih ketuanya, and the leader choose the member of group, akan memilih anggota timnya, grupnya. Ok, how many students here?”

S1 : *“tiga puluh tiga, thirty three... tiga puluh empat, thirty four.”*

S2 : *“nggak masuk lima, jadi tinggal dua puluh Sembilan.”*

T2 : *“twenty nine, emm... how person in every group?”*

S1 : *“four.”*

T2 : *“four. Empat orang di setiap group. The leader is choose members of group. The first is Fadil. The second is Hana. The third is mbak Nina. The fourth is Agung. Tadi dua sembilan ya?”*

Based on excerpt above, the teacher used ‘group work’ because the teacher made students in groups. The teacher also fair while the student was chose the members.

3) Give some instruction in discussion

The participants should give the contribution for the discussion; appoint a chairperson to each group who will regulate the participation. The teacher went in every group and checks the task. The excerpt can be seen in bellow:

T2 : *“so please hear my instruction. first, silahkan kamu cari apa itu advertisement, cari definisinya. And the second, find the purpose, cari tujuannya apa. And then, the generic structure, do you know generic structure?”*

S : *“Know.”*

T2 : *“structure text. Yang terakhir adalah berikan contoh dari advertisement. Ya?”*

S : *“nggih bu.”*

T2 : *“silahkan browsing, boleh. Kamu boleh mencari sumber informasi dari berbagai source, ya. Kamu boleh cari dari buku atau dari materi yang sudah dicopy atau boleh browsing. Bisa dipahami?”*

S : *“Bisa.”*

Based on excerpt above, the teacher used 'give some instruction in discussion'. The teacher must check the students because every student has problem and one students and the other was different.

Table 4. 4 Teaching strategies used by second English teacher at class X-IS 1

No	Strategies	Information
1	Use group work discussion	✓
2	Base the activity on easy language	✓
3	Give some instruction	✓
4	Keep students to speak target language	-

Based on table above the second English teacher was used three teaching strategies according Ur' theory. The teacher was not use 'keep students to speak target language' because the teacher was allowed the students answer in source language or mother tongue.

Based on result of the research, the researcher conducted if the teachers have different strategies on teaching learning process. The first English teacher used all of strategies according Ur' theory, but in other material the teacher only used some strategies, based on

reality and appropriate the material lesson. Moreover, the second English teacher used only three strategies according Ur' theory, but same with first English teacher, in other material second English teacher can used all strategies or only some strategies, appropriate the material also. The detail of data can be seen at appeniencies.

2. The Teachers Create Good Interaction at Tenth Grade of SMAN 1 Plupuh Sragen

Teaching strategy is a ways that have been chosen to deliver the teaching method in teaching learning. In teaching learning process has an interaction, between teacher with students or student with student. The teachers must have strategies to get a good interaction. Good interaction affected in learning process. The subject or learning process was not bored and the class was actived interaction. There are ten principle of teaching to get a good interaction when teaching learning process.

a. The First English Teacher

Table 4. 5 Principle of teaching by first English teacher

No	Subject	Information
1	Meaningfulness	✓
2	Pre-requisites	✓

3	Open Communication	✓
4	Organized Essential Ideas	✓
5	Learning Aims	✓
6	Novelty	✓
7	Modeling	✓
8	Active Appropriate Practice	✓
9	Pleasant Condition and Consequence	✓
10	Consistency	✓

Based on theory, ten principle of teaching was basic on teaching learning process. Learning process was fluted when principle of teaching was completed. Based on observation, the researcher finding the data to concluded principles of teaching by first English teacher. The teacher and students collaborated to build a good atmosphere and situation teaching learning process. Based on interview result, the teacher was keep communication with students. The teacher also understands background from students. The teacher stimulated students to ask something in teaching learning process. When students enjoy at classroom, they was not shy to ask something. The teacher

often given students motivation to learn English language, teacher convinced students if they can understand it.

b. The Second English Teacher

Table 4. 6 Principle of teaching by second English teacher

No	Subject	Information
1	Meaningfulness	✓
2	Pre-requisites	✓
3	Open Communication	✓
4	Organized Essential Ideas	✓
5	Learning Aims	✓
6	Novelty	✓
7	Modeling	✓
8	Active Appropriate Practice	✓
9	Pleasant Condition and Consequence	✓
10	Consistency	✓

Based on theory, ten principle of teaching was basic on teaching learning process. Learning process was fluted when

principle of teaching was completed. Based on observation, the researcher finding the data to concluded principles of teaching on second English teacher. The teacher and students collaborated to build a good situation and condition on teaching learning process. Based on interview result, the teacher started from conditioned the students and ask question about material etc. The teacher keep communication with students, when students want to ask teacher, everytime students can asked teacher. The teacher also given students motivation to learn and never give up.

B. Discussion

According Ur (1996:121) stated that there some manners in of teacher to solve some the problems in the speaking class. The strategies are use the group work, base the activities on easy language, give some instructions or training in discussion skills, and keep students to speak the target language.

In this section, the researcher discusses the research findings with the other relevant references. In order to justify the research findings, the researcher discusses them with reference to theories related to both of the strategies which were used in Transactional and Interpersonal Communication at the Tenth Grade of SMAN 1 Plupuh Sragen in The Academic Year of 2019/2020.

1. Teaching Strategies Used by English Teachers on Transactional and Interpersonal Communication at the Tenth Grade of SMAN 1 Plupuh Sragen

At this point, the researcher discusses some main points of the research findings concerning the teaching strategies which were used on Transactional and Interpersonal Communication at the Tenth Grade of SMAN 1 Plupuh Sragen in The Academic Year of 2019/2020.

a. Teaching strategies used by first English teacher on transactional and interpersonal communication at the tenth grade of SMAN 1 Plupuh Sragen

1) Group Work Discussion

According to Douglas (2000:11) group work can develop the students to interact with other students. It means that group work can develop quite warm, friendly atmospheres in which members feel comfortable and accepted in their membership. The appropriate use of group work in language classroom brings several benefits for the students. First, group work demonstrates the ability of students to communicate, discuss, and cooperate with other students. Second, group work is an effective means of dividing the workload. Third, this allows for small sections or units to be completed providing a sense of completion for everyone and allows better management of the project as a whole. As the result, group work can promote students' practice, the quality of their talk, their motivation, and positive classroom atmosphere in teaching and learning speaking.

Based on theory above, it relates to the observations of the researcher because the teacher makes a group discussion for students. While the discussion, each student helps each other in the group so that they can complete their assignments. Besides the students doing their work, the teacher monitors them and helps if there is trouble.

2) Base the Activity on Easy Language

Activity-based learning as the name suggests is a process whereby learners are actively engaged in the learning process, rather than “passively” absorbing teacher. Activity-based learning involves reading, writing, discussion, practical activities. and engagement in solving problems, analysis, synthesis and evaluation . Active learning is also defined as any strategy “that involves student in doing things and thinking about things they are doing”. In activity-based teaching, however, the educator uses different methods to draw the students into the lesson and make them a partner in their own education. The role of the teacher in this type of environment is to serve as a facilitator to the students, engaging them and making sure they become active in the learning process.

The Teacher must build a good atmosphere when learning process. Base activity on easy language is important for students to get it. Good atmosphere can make students enjoy and have

more motivation to study. Based on theory above, the teacher use this strategy on teaching learning process. The teacher was try to build a good atmosphere before students learn the main material or when learning ongoing process.

3) Give Some Instruction in Discussion

According Stern (2006:11), if the second language is learnt as a foreign language in a language class in a non-supportive environment, instruction is likely to be the major or even the only source of target language input. Teacher is monitor on teaching learning process. Group work discussion can't work when teacher not given them instrsuction. Whatever, the teacher is one of key in discussion, so the instruction from teacher was important on teaching learning process.

Based on theory, observation and interview, the teacher used this strategy when teacher give some task for students. The techer can interact with students more nearly.

4) Keep Speak on Target Language

Fulcher (2003) said that speaking is the verbal use of language to communicate with each other. The focus of skill is to increase the students' ability to communicate in the target language. For EFL students, classroom is the main place where they are frequently exposed to the target language. English language is foreign language for Indonesian students. The students

can't speak up like their mother tongue. Generally, the students shy or not confident to speak up. The teacher could make a good habit-forming and fade a bad habit like shy when they speak up.

Based on theory, the teacher used this strategy to fade a bad habit when English subject. Based on observation and interview, the teacher used this strategy because the subject is English language so students must try to speak up on English language. The teacher adjusted level on English language of students, teacher was not to assert students speak in full English. In some point the teacher instruction for students to keep speak in target language.

b. Teaching strategies used by second English teacher on transactional and interpersonal communication at the tenth grade of SMAN 1 Plupuh Sragen

1) Group Work Discussion

According to Douglas (2000:11) group work can develop the students to interact with other students. It means that group work can develop quite warm, friendly atmospheres in which members feel comfortable and accepted in their membership. The appropriate use of group work in language classroom brings several benefits for the students. First, group work demonstrates the ability of students to communicate, discuss, and cooperate with other students. Second, group work is an effective means of

dividing the workload. Third, this allows for small sections or units to be completed providing a sense of completion for everyone and allows better management of the project as a whole. As the result, group work can promote students' practice, the quality of their talk, their motivation, and positive classroom atmosphere in teaching and learning speaking.

Based on theory above, it relates to the observations of the researcher because the teacher makes a group discussion for students. While the discussion, each student helps each other in the group so that they can complete their assignments. Besides the students doing their work, the teacher monitors them and helps if there is trouble.

2) Base the Activity on Easy Language

Activity-based learning as the name suggests is a process whereby learners are actively engaged in the learning process, rather than "passively" absorbing teacher. Activity-based learning involves reading, writing, discussion, practical activities. and engagement in solving problems, analysis, synthesis and evaluation . Active learning is also defined as any strategy "that involves student in doing things and thinking about things they are doing". In activity-based teaching, however, the educator uses different methods to draw the students into the lesson and make them a partner in their own education. The role of the teacher in

this type of environment is to serve as a facilitator to the students, engaging them and making sure they become active in the learning process.

The Teacher must build a good atmosphere when learning process. Base activity on easy language is important for students to get it. Good atmosphere can make students enjoy and have more motivation to study. Based on theory above, the teacher use this strategy on teaching learning process. The teacher was try to build a good atmosphere before students learn the main material or when learning ongoing process.

3) Give Some Instruction in Discussion

According Stern (2006:11), if the second language is learnt as a foreign language in a language class in a non-supportive environment, instruction is likely to be the major or even the only source of target language input. Teacher is monitor on teaching learning process. Group work discussion can't work when teacher not given them instrsuction. Whatever, the teacher is one of key in discussion, so the instruction from teacher was important on teaching learning process.

Based on theory, observation and interview, the teacher used this strategy when teacher give some task for students. The techer can interact with students more nearly.

2. The Teachers Create Good Interaction at Tenth Grade of SMAN 1 Plupuh Sragen

a. The First English Teacher Strategies to Create Good Interaction

Yelon (1996:3) introduced the following ten powerful principles that excellent teachers should apply to the planning and selection of learning experiences for learning:

1) Meaningfulness

Based on interview and observation by the researcher, the teachers almost every meeting given students motivation to learning. The result of learning was not seen in short time, it was need more time and process. The motivation of students was not consistant, so the teacher must stimulate and given them more motivation to stabilize it. It was related to Angleo's theory, Angelo (1993:8) Motivation to learn is alterable, it can be positively or negatively affect by the task, the environment, the teacher and the learner.

2) Pre-requisites

Based on observation and interview, the teacher always asked students before they discuss the next material lesson. The teacher check level of understood from students. Teacher asked something about material and students answer it. It was related to Angelo's theory, Angelo (1993:5) states that the more meaningful

and appropriate connections students make between what they know and what they are learning.

3) Open Communication

Based on observation and interview result, the teacher tried to nearly with students and open communicate to students if they want asked something. The teacher was make time for students question, even they on outside of class. It was related to Rivers's theory, Rivers (1987:13) states that communication is derived from interaction since in communication there must be interaction between people who have something to share.

4) Organized Essential Ideas

Based on observation and interview result, the teacher stimulate students while discussion section. The teacher want students gave opinion and teacher gave appreciate or respon. The teacher chosen precise diction, so students still enjoy and students was not offended. It was related to Chickering's theory, Chickering and Ehrmann (1996:4) states that give students chances to reflect on what they have learned, what they still need to know and how they migh assess themselves.

5) Learning Aims

Based on observation and interview result, the teacher gave trick to learning efficiency and effective. The teacher was help students use devices to learn quickly and easily. The efficiency

and effectiveness of learning were important to students. The teacher conveyed it beside students needed it. It was related to Chickering's theory, Chickering and Ehrmann (1996:4) states that allocating realistic amounts of time means effective learning for students and effective teaching.

6) Novelty

Based on observation and interview result, first English teacher usually used storytelling or other technique to get attention and teacher given some instruction to students. Vary the instructional stimuli to keep students' attention. Teacher be controller in classroom, teacher must attracted. It was related to Reiser's theory, Reiser and Dick (1996:316) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives.

7) Modeling

Based on observation and interview result, the teacher used problem solving, teacher give task or some problem and students solve it. Teacher monitoring them, if they had problem teacher could helped them. The problem was simple until complex and teacher given tip or trick to solve it. In classroom, teacher and students collaborated in teaching learning process. It was related to Bandura's theory, Bandura (1986) states that modeling is one of

the most efficient modes of learning of any new skill or knowledge.

8) Active Appropriate Practice

Based on observation and interview result, the teacher had given students task and also steps to answer it. After that, the teacher had given task, while students were thinking and solving problem by themselves. After teacher given trick to thinking and solve the problem, teacher was applied it on examination, quiz etc. It was related to Chickering's theory, Chickering and Ehrmann (1996:3) have students study in groups, team up for group project or problem-solving, and discuss assignments to deepen students' interaction and reciprocity.

9) Pleasant Conditions and Consequences

Based on observation and interview result, the students were difficulty to made learning pleasing. Students considered learn English language was difficult. The students were surrender but the teacher always given more motivation for them. The teacher gives more motivation because it is part of make learning pleasing. The students had more motivation to learn and the teacher was appreciated them. It is related to Angelo's theory, Angelo (1993:8) Motivation to learn is alterable, it can be positively or negatively affect by the task, the environment, the teacher and the learner.

10) Consistency

Based on observation and interview result, the consistency was doing step by step with consistent. The teacher made a quiz after material (Formative test). The teacher ensure students understand about material, after students understand teacher continue next material. The test or quiz was doing consistent after material ending. It was related to Creemers's theory, Creemers (1994) introduces the notion of consistency as a theoretical concept and suggested that isolated instructional components do not show a strong effect on student achievement.

b. The Second English Teacher Strategies to Create Good Interaction

Yelon (1996:3) introduced the following ten powerful principles that excellent teachers should apply to the planning and selection of learning experiences for learning:

1) Meaningfulness

Based on interview and observation by the researcher, the teachers almost every meeting given students motivation to learning. The result of learning was not seen in short time, it was need more time and process. The motivation of students was not consistent, so the teacher must stimulate and given them more motivation to stabilize it. It was related to Angleo's theory,

Angelo (1993:8) Motivation to learn is alterable, it can be positively or negatively affect by the task, the environment, the teacher and the learner.

2) Pre-requisites

Based on observation and interview, the teacher always asked students before they discuss the next material lesson. The teacher check level of understood from students. Teacher asked something about material and students answer it. It was related to Angelo's theory, Angelo (1993:5) states that the more meaningful and appropriate connections students make between what they know and what they are learning.

3) Open Communication

Based on observation and interview result, the teacher tried to nearly with students and open communicate to students if they want asked something. The teacher was make time for students question, even they on outside of class. It was related to Rivers's theory, Rivers (1987:13) states that communication is derived from interaction since in communication there must be interaction between people who have something to share.

4) Organized Essential Ideas

Based on observation and interview result, the teacher stimulate students while discussion section. The teacher want students gave opinion and teacher gave appreciate or respon. The

teacher chosen precise diction, so students still enjoy and students was not offended. It was related to Chickering's theory, Chickering and Ehrmann (1996:4) states that give students chances to reflect on what they have learned, what they still need to know and how they might assess themselves.

5) Learning Aims

Based on observation and interview result, the teacher gave trick to learning efficiency and effective. The teacher was help students use devices to learn quickly and easily. The efficiency and effectiveness of learning were important to students. The teacher conveyed it beside students needed it. It was related to Chickering's theory, Chickering and Ehrmann (1996:4) states that allocating realistic amounts of time means effective learning for students and effective teaching.

6) Novelty

Based on observation and interview result, first English teacher usually used storytelling or other technique to get attention and teacher given some instruction to students. Vary the instructional stimuli to keep students' attention. Teacher be controller in classroom, teacher must attracted. It was related to Reiser's theory, Reiser and Dick (1996:316) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives.

7) Modeling

Based on observation and interview result, the teacher used problem solving, teacher give task or some problem and students solve it. Teacher monitoring them, if they had problem teacher could helped them. The problem was simple until complex and teacher given tip or trick to solve it. In classroom, teacher and students collaborated in teaching learning process. It was related to Bandura's theory, Bandura (1986) states that modeling is one of the most efficient modes of learning of any new skill or knowledge.

8) Active Appropriate Practice

Based on observation and interview result, the teacher had given students task and also steps to answer it. After that, the teacher had given task, while students were thinking and solving problem by themselves. After teacher given trick to thinking and solve the problem, teacher was applied it on examination, quiz etc. It was related to Chickering's theory, Chickering and Ehrmann (1996:3) have students study in groups, team up for group project or problem-solving, and discuss assignments to deepen students' interaction and reciprocity.

9) Pleasant Conditions and Consequences

Based on observation and interview result, the students were difficulty to made learning pleasing. Students considered

learn English language was difficult. The students were surrender but the teacher always given more motivation for them. The teacher gives more motivation because it is part of make learning pleasing. The students had more motivation to learn and the teacher was appreciated them. It is related to Angelo's theory, Angelo (1993:8) Motivation to learn is alterable, it can be positively or negatively affect by the task, the environment, the teacher and the learner.

10) Consistency

Based on observation and interview result, the consistency was doing step by step with consistant. The teacher made a quiz after material (Formative test). The teacher ensure students understand about material, after students understand teacher continue next material. The test or quiz was doing concistant after material ending. It was related to Creemers's theory, Creemers (1994) introduces the notion of consistency as a theoretical concept and suggested that isolated instructional components do not show a strong effect on student achievement

The principle of teaching was important to created good interaction on teaching learning process. The goal of lesson could not achieved by only students or teachers, the teacher and students should collaboration to achieve it. The teachers started from conditioning the students and asking question about material etc (meaningfulness and pre-requisites). The teacher keep communication with students, when students want to ask

teacher, everytime students can asked teacher (open communication). The teacher also given students motivation to learn and never give up (organized essential ideas, learning aims). The teachers must more creative and innovative to get attention the students (novelty). The teachers stimulated students to think and shows their ideas (modeling). In other time teachers give students some problems or task and teacher give some instruction to solve it (active appropriate practice). The teacher and students collaborated to build a good situation and condition on teaching learning process (pleasant conditions and consequences). A consistency was important to get maximum level understanding or the goal of the lesson (consistency). A good interaction helped the teachers and students on teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last section of the thesis which consists of two parts namely conclusion and suggestion. The first part provides some conclusion derived from the research finding and discussion elaborated in the previous chapter, and the second part provides some suggestion

A. Conclusion

Teacher English is important part in English language, moreover for student in foreign language. They have different strategy and technique in teaching English, especially speaking. English teachers in SMA Negeri 1 Plupuh have various strategy, method and technique. The strategies by first teacher are use group work discussion, base the activity on easy language, give some instruction, and keep students to speak on target language. The strategies by second teacher are use group work discussion, base the activity on easy language, and give some instruction. Various strategies could motivate student to interest in learning English language.

Good interaction was made by teachers on classroom with the students in teaching learnig process. English teachers at the tenth grade of SMAN 1 Plupuh Sragen always create good interaction from principle of teaching (meaningfulness, pre-requisites, open communication, organized essential ideas, learning aims, novelty, modeling, active appropriate practice, pleasant conditions and consequences, and consistency).

The teachers also pay attention and observe the students to create it. The teachers started from conditioned the students and ask question about material etc. Assess students' level of knowledge and skills adjust instruction carefully, so students were ready to learn the material at the next level. The teachers check level of understood from students. Teachers asked something about material and students answer it. The teachers stimulated students to ask something in teaching learning process. The teachers keep communication with students, when students want to ask teacher, everytime students could ask teacher. Vary the instructional stimuli to keep students' attention. The teachers and students collaborated to build a good situation and condition on teaching learning process. A good interaction helped the teachers and students on teaching learning process.

B. Suggestion

The researcher would like to give some suggestion for something would make the teaching learning process are better than before. The suggestion related to the teachers, students and the next researchers.

1. For the teacher

The students have varied ability, creativity, characteristics, and interest. The teacher should understanding what the students need based on their different. The teacher much used suitable strategies in teaching them to help the students to support their student' learning in order to become successful language learners. In additional, the teacher

should give more motivation to the students in order to make students motivated learnt English Language.

2. For the students

The Students should motivate themselves to learn more, ask more and do more in learning process. The students should try to study hard and confidents when they speak English. Every student is smart, but when students were not learned they would be smart ass.

3. For other researchers

For other researchers who want to conduct a research about teaching strategy, the result of the study can be used as an additional reference for further research with different discussion domain of teachers' teaching. The researcher suggests that the next researchers, who want to analyze teaching strategy, can investigate teaching strategy according other expert theory.

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APPENDICES

Appendix 1 : Field Note

First Observation

Class X IS 2

The teacher: Marlina Andriana, S. Pd

The researcher was observed at X IS 2 in 26 February 2020 and the teacher is Miss Marlina. There were 34 students but in reality only 31 students in this class. The teachers was opened the class with greeting “Assalamu’alaikum wr. Wb.” Then she checks the attendance of the students. She asked the students about the material in last meeting, she gave instruction to one student to copy the material for today but the student forgot it. She was disappointed but the teaching learning process must go on. The she gave instruction to students to made group discussion. She had chosen the leader of the groups and the leader chosen the members of group. After completed, she gave instruction for the leader to back and joined with the members of group.

The teacher was used cod mixing to teach in this classroom. In discussion, the boy asked to the teacher if he want to exchange the members and the boy was not in one group. The students were enthusiast in group working. After that, the teacher gave some instruction for the group. In every group was only two smartphone to search the task. The teacher wrote the task in whiteboard, the students search meaning and social function of Advertisement. She was gave time for students to doing the task. The students looked active in group discussion, while they had problem they came to teacher and ask her. After a few minutes, the teacher came to the students group and asks them what the problem. She must control the group discussion because she wants to know the condition of her students.

The teacher gave some instruction and motivation for students. She said if every students is smart and she was underline the role if only two smartphone in one group discussion. In this classroom had interactive communication, there

were transactional while teachers ask students about the task or gave material and interpersonal while teacher came to the group discussion and control them or students discuss with other students. After a few minutes, the teacher asks about the task. She had chosen one group to tell about the meaning of Advertisement. The students said the meaning of Advertisement with loud sound. Then she was asked the meaning in Bahasa. Before the teacher close the class, she want in next meeting the group copy or drawing the advertisement in them smartphone and discussed it. The teacher was close the class and saying hamdallah.

Second Observation

Class X IS 1

Teacher: Marlina Andriana, S. Pd

The researcher also observed the X IS 1 Class, this class also teaches by Miss Marlina. The observation was doing at 27 February 2020. This class had 34 students but only 29 students in the class. The teacher opened the class with greeting “Assalamau’alaikum wr wb”, and after that she checks the attendance of the students. She was asked about the material today. She had chosen the leader because she wants the students made a group discussion. After the teacher chosen the leader, the leader chosen the members of group and wrote it on whiteboard. While the leader confused to choose the next members, he/she discussed it with the members before, he/she ask his/her friends opinion.

The teacher gave instruction for the leader to back and joined with his/her group discussion. The teacher wrote the task on whiteboard, the students must find the meaning and social function of Advertisement. The teacher had some problem because the students was not appropriate with other members of group, and she said did not choose friends, every students is same and friends also. The teacher used technology in teaching learning process like that students could use the smartphone to get more knowledge about this material. The students came to

teacher's table to ask some problem or while they was not understood about the point in task. The students active to discussed about the task.

The teacher was walk and came at every group discussion to control it and asked the students what the problem. The students discussed with serious but enjoy with the task. Guru asked every group discussion about the task and instruction to finish it. The teacher had chosen two group discussions to read the meaning of Advertisement. Members of first group said with less sound and the next group said with loud sound. The teacher asked the meaning in Bahasa to check the understanding of her students. Before the teacher was close the class, she said if the group is same in next meeting and next meeting they made an Advertisement. The teacher was close the class with saying Hamdalah together.

Third Observation

Class X IA 2 and X IA 1

The teacher: Ahmad Taufiq S.S., S. SI

The observation was doing at 2 March 2020 and the place at the X IA 2 class. The teacher is Mr. Ahmad Taufiq and there were 30 students. Before the lesson begin, the teacher gave instruction for students to pray together and then the students read "Promise of Students SMAN 1 Plupuh Sragen" and after that they sing a song "Indonesia Raya". The students read surah in Holy Qur'an (Al fatihah and Ash Sharh). The teacher was greeting "assalamu'alaikum" and asked the condition of his students. The teacher was checking the attendance of the students and the students answer in English. After a few minutes, the students prepare the material and note books.

The teacher was review the material before, and asked the question in the example. The students answered it with powerful. The teacher was checking the

understanding of the student in every row. The teacher used code mixing, but almost full English. The teacher was explained the concept of past tense by recount text. He wrote it on whiteboard. He used humor to get good instruction with students both are transactional and interpersonal communication. After that the teacher gave instruction for students to open the material book and read it. After read it, they were translating it in Bahasa. The teacher gave instruction for students to make peer group (in pair) and gave task to answer question in the book.

The teacher was checking group's discussion and asked them what the problem. The students were enthusiastic to answer it with their pairs. The teacher wrote on whiteboard about pattern of recount text. The teacher discussed the question with his students and he explained the pattern of recount text. The students asked few points in recount text and the teacher explained it. The teacher gave instruction for students to read the example with technique reading aloud. The teacher corrected the pronunciation and gave manner to produce the sounds. After that the teacher gave instruction for students to look at example of recount text and focused on Verb. The teacher asked the difference from text 1 and text 2 and he wanted his students to give some opinion. The teacher chose the students with highest score in English subject to answer it, and in some opinion the teacher was not get the point, the answer was wrong. He appreciated the answer and then he discussed with his students, but one student tried to answer it, the answer is correct (the difference is irregular and regular verb).

The teacher always tried to get good instruction in classroom. He used more strategies to get it. After the discussion, the teacher asked the students what the problem in recount text before the quiz next meeting. The students asked about the difference from example and the teacher explained it until clearly. Before the teacher closed the class, he asked students (random) to make one sentence of past simple and past perfect tense. The student was enthusiastic to make it and the classroom had good instruction, transactional and interpersonal communication.

Appendix 2 : Interview Result

1. Interview T2

Date : 28 February 2020

Subject : Marlina Andriana, S. Pd (Second English Teacher or T2)

Researcher : selamat sinag Miss.

T2 : Oh, ya. Selamat siang mas.

Researcher : bisa Tanya-tanya sebentar Miss?

T2 : silahkan, Tanya apa? Untuk data skripsi? Atau apa?

Researcher : Nggih Miss, untuk data skripsi saya. Ini Miss, mau Tanya tentang proses pembelajaran di kelas Anda. Bisa Miss?

T2 : ya boleh dong, apa pertanyaannya?

Researcher : yang pertama ya Miss, What are your strategies on teaching learning process? Strategy yang Miss terapkan di kelas, khususnya saat saya observasi itu Miss.

T2 : oh, kalau itu saya menggunakan discussing in groups Mas. Biar lebih efektif dan efisien dalam proses KBM.

Researcher : untuk alasannya sendiri apa ya Miss?

T2 : kalau menurut saya alasannya yak arena saya merasa cocok untuk menerapkan Work in Group ini di materi itu dan lebih menarik bagi siswa, agar mereka bisa cepat akrab dan saling memahami di kelas. Meskipun sudah bersama dalam beberapa bulan, tapi tetap saja saya merasa butuh lebih mengakrabkan mereka termasuk lebih akrab dengan saya agar tidak sungkan dalam bertanya sesuatu yang dirasa sulit atau belum di pahami.

Researcher : oh, begitu ya Miss. Selanjutnya Miss, Do you apply those strategies in every topic you teach? Why? Apa gonta-ganti atau itu-itu saja Miss?

T2 : ya nggak juga Mas. Mungkin bisa dikatakan saya sering mengganti strategy yang saya gunakan. Sangat tidak efektif dan efisien ketika kita menggunakan strategy yang sama dengan materi yang berbeda, dengan kondisi kelas yang berbeda. Saya rasa ketika saya menggunakan itu-itu saja, misalnya grouping terus, ya secara otomatis siswa bosan mas. Gitu lagi gitu lagi.

Researcher : saya rasa juga membosankan ketika pelajaran menggunakan strategy yang monoton itu. Tapi apa ada strategy yang dominan dalam pembelajaran Anda Miss?

T2 : ya kalau dominan saya rasa juga nggak ada ya mas, bisa dikatakan variatif karena ya itu tadi, saya harus menyesuaikan strategy dengan materi yang ada serta kondisi kelas atau kualitas siswa yang saya ajar. Dalam menyusun RPP pun saya harus sebaik mungkin menyesuaikan dengan kondisi yang ada agar tujuan pembelajaran tidak melenceng dan tetap bisa di capai meskipun dalam realitanya strategy yang digunakan bisa saja berubah sesuai situasi dan kondisi.

Researcher : emmm.. kalau tidak salah informasi, Anda ini guru baru di sini ya Miss? Apakah ada kesulitan dalam menghadapi siswa di sini? Atau kurangnya respon ketika mengajar karena masih baru?

T2 : Iya benar, saya memang guru baru disini. Kalau kesulitan sih masih standar ya mas. Bagaimana saya harus belajar banyak memahami siswa di sini, tentang latar belakang mereka yang tentunya berbeda, ada yang pendiam dan sangat aktif, bagaimana saya juga harus bisa menghidupkan kelas agar lebih aktif bukan pasif. Jadi komunikasi bukan searah, bisa berjalan

dua arah antara guru dengan murid atau siswa. Kalau soal respon ya mas?

Researcher : Nggih Miss, respon siswa dengan aktivitas anda dalam KBM Miss.

T2 : kalau soal respon sih saya rasa tergantung mereka juga Mas. Bukan soal guru baru maupun guru lawas atau senior, kalau saya malah lebih ke jam pelajarannya, kalau masih pagi saya rasa responnya juga baik dan bisa dikatakan aktif, tapi kalau sebagian jam-jam siang, misalnya habis sholat dzuhur di jam-jam terakhir mau pulang, itu sulit juga menghidupkan semangat mereka belajar atau meminta respon mereka seaktif dijam-jam awal pelajaran atau pagihari itu.

Researcher : kalau begitu menurut Anda jam pembelajaran juga sangat berpengaruh ya Miss?

T2 : iya Mas, tapi kita sebagai Guru ya harus bisa menyiasati atau mengakali bagaimana agar kelas menjadi aktif dan motivasi belajar mereka tetap baik meskipun sudah siang.

Researcher : berarti sebisa mungkin membuat pelajaran ini menyenangkan gitu ya Miss?

T2 : Iya

Researcher : kalau soal interaksi Miss, How do you create good interaction on transactional and interpersonal communication? Kalau pertanyaan ini bisa dikatakn untuk keseluruhan tapi bisa juga di spesifikkan di kelas yang saya observasi itu Miss.

T2 : kalau interaksi saya lebih mencoba untuk membuat siswa nyaman di kelas terlebih dahulu, baru setelah itu saya bisa bertanya kepada siswa apa sudah paham dengan materi yang

saya ajarkan. Bisa juga saya membuat kelompok seperti kemarin itu, lalu saya mengelilingi mereka satu-satu dan bertanya kesulitan atau hal yang belum begitu di pahami. Saya rasa seperti itu, jadi ada komunikasi antar guru dengan siswa maupun siswa dengan siswa, apalagi mereka kan seumuran, jadi lebih gampang kalau diskusi antar siswa.

Researcher : berarti Miss juga tidak membatasi siswa dalam bertanya dong Miss? Misalnya ya kalau mau Tanya saat jam pelajaran, kalau diluar itu silahkan belajar sendiri.

T2 : ya tidak seperti itu Mas. Kalau saya selama ada waktu longgar ya silahkan bertanya, bisa lewat sosmed atau saat saya sedang senggang di kantor. Saya malah suka dengan siswa yang berinisiatif bertanya apa yang masih bingung atau kurang dipahami bagi mereka. Saya selalu mempersilahkan, bisa ke saya maupun Pak Taufiq ya. Tidak ada paksaan, tapi terkadang kan memang ada yang malu bertanya jika di kelas, ya kita disini sebagai orang tua juga harus lebih memperhatikan mereka juga, tidak perlu ada jarak yang terlalu lebar selama itu masih di batas keprofesionalan kita ya nggak masalah kan?

Researcher : iya juga sih Miss, mungkin mereka sungkan bertanya karena takut dengan sosok gurunya atau gurunya terlalu kaku sehingga murid malas untuk bertanya meskipun sebenarnya ada beberapa poin yang masih mengganjal dipikiran mereka.

T2 : nah itu maksud saya Mas.

Researcher : hehe.... Iya Miss. Oh ya Miss, tadi Miss menyinggung soal motivasi siswa, kebetulan saya juga ingin menanyakan hal itu. Is it important to give motivation to the students in teaching learning process? Why?

T2 : ya itu juga sangat penting menurut saya ya Mas. Siswa itu kan tugasnya belajar, kalau hilang atau down motivasi belajarnya ya bisa kacau semuanya. Apalagi di mata pelajaran Bahasa Inggris yang sebagian murid bilang ini sulit. Ketika siswa sudah termotivasi untuk mempelajari Bahasa Inggris maka mata pelajaran ini mudah atau minimal ya bisa dipahami, dan juga ketika motivasi mereka tinggi atau baik maka interaksi di kelas juga baik. Mereka bisa sangat aktif bertanya karena itu tadi, sudah tertarik dan termotivasi.

Researcher : berarti motivasi juga salah satu poin penting dalam KBM ya Miss?

T2 : Iya mas, kalau motivasi belajarnya bagus ya inshaallah bagus juga hasil atau proses belajarnya.

Researcher : termasuk bisa membentuk suasana menyenangkan dengan interaksi-interaksi antara guru dengan murid ataupun murid dengan murid?

T2 : Iya, betul Mas. Kalau siswa sudah bored ya sudah, kelas pasti pasif atau sedikit sekali interaksinya.

Researcher : oh, nggih Misss. Mungkin sudah pertanyaannya Miss. Kalau ada hal yang kurang nanti saya tanyakan lagi Miss.

T2 : Iya Mas.

Researcher : Terima kasih banyak atas waktunya Miss. Selamat Siang

T2 : sama-sama Mas, silahkan Tanya kalau masih ada sesuatu yang kurang. Selamat siang.

2. Interview result T1

Date : 3 March 2020

Subject : Ahmad Taufiq S.S., S. Si (First English Teacher or T1)

Researcher : Assalamu'alaikum pak, priapun kabaripun Pak?

T1 : Walaikumsalam mas, Alhamdulillah mas, ada yang bisa di bantu? Atau ada yang di butuhkan lagi untuk data skripsinya?

Researcher : Alhamdulillah ya Pak. Ini pak, masih ada beberapa hal yang ingin saya tanyakan kepada Njenengan.

T1 : oh, apa itu?

Researcher : biasa Pak, seputar kegiatan pembelajaran di kelas sih pak.

T1 : oh ya, monggo. Nanti saya jawab.

Researcher : yang pertama ini Pak, What are your strategies on teaching learning process? Maksudnya lebih spesifik saat saya mengobservasi kelas yang Njenengan ajar niko.

T1 : saat itu saya menggunakan strategy pembelajaran yang lebih menonjolkan cooperative seperti waktu itu saya membagi siswa di dalam kelas ke dalam beberapa kelompok agar siswa bisa berkerjasama dengan teman sebayanya. Banyak sih mas, tergantung materi yang diajarkan serta situasi dan kondisi di kelas mas. Terkadang kita memilih strategy ini itu di lesson plan RPP, tapi mau nggak mau kita juga menyesuaikan dengan siswa, bisa terlaksana dengan baik sesuai RPP atau kadang

mengubah sedikit di beberapa hal, tapi tentunya tidak sampai mengubah tujuan pembelajarannya.

Researcher : oh, nggih Pak. sedikit paham kulo. Lalu ini Pak pertanyaan lanjutannya yang tadi, Why do you apply those strategies in this topic? Maksudnya apa ada specific reason atau memang berangkat dari pengalaman Njenengan ngajar bahwa materi ini lebih cocok dengan strategy ini atau priipun Pak?

T1 : kalau itu bisa dikatakan juga belajar dari pengalaman ya mas. Bagaimana kita sebagai guru atau pendidik ya harus belajar strategy-strategy yang ada dan bisa menggabungkan beberapa strategy itu dalam satu pembelajaran. Jujur saja ya mas, terkadang teori itu tidak bisa di terapkan plek sama persis di dalam kegiatan pembelajaran, kenyataan di kelas bisa berubah sewaktu-waktu bahkan kandang tanpa terprediksi. Misalnya, kita sudah sangat yakin bahwa kita bisa menerapkan strategy kerjasama berkelompok seperti kemarin itu, tapi kan tidak semua berdiskusi dengan serius, hasil diskusinya kurang maksimal bisa jadi karena malu bertanya ketika mengahadi kesulitan atau kurang paham di beberapa poin, maka dari itu terkadang kita juga perlu pendekatan agar siswa tidak sungkan atau malu bertanya kepada kita sebagai gurunya.

Researcher : oh, ya.. ya.. berarti bisa dikatakan Njenengan mboten menerapkan strategy yang sama dengan materi yang berbeda nggih Pak? Atau malah Njenengan menerapkan strategy yang sama di setiap materi yang ada?

T1 : oh, ya ndak mas. Kalau strateginya sama terus ya malah trouble nanti kelasnya. Ada beberapa materi yang tidak bisa atau kurang pas jika menerapkan strategi yang sama atau monoton. Itu bahayanya kalau mengajar monoton mas, siswa jelas bosan apalagi kan dari dulu pelajaran bahasa inggris ini kan seperti momok yang menakutkan, pelajaran yang sulit di pelajari. Jadi kita sebagai guru, ya harus bisa membuat pelajaran ini lebih menyenangkan dan mudah di pahami.

Researcher : apa karena bukan bahasa ibu ya pak? Atau sudah tersugesti bahwa pelajaran bahasa asing itu sulit.

T1 : bisa jadi itu mas.

Researcher : mmm.. maaf ini pak, kembali lagi ke strategy ya Pak. What is the dominant strategy that you used in teaching learning process? Maksud saya secara keseluruhan sih pak, bukan hanya saat saya observasi itu saja.

T1 : kalau strategy sih saya cenderung gonta-ganti ya mas. Gak harus berkelompok terus, atau yang lainnya terus, tapi bisa dibilang saya juga sedikit banyak menggunakan grammar

translation method atau menggunakan bahasa yang mudah dipahami oleh siswa sih mas. Misal mereka masih asing dengan suatu kata, maka saya bisa menjelaskan ke bahasa sederhana, bisa ke bahasa Inggris yang lebih mudah dipahami atau bahasa Indonesia maupun jawa.

Researcher : berarti nggak full English ya Pak?

T1 : oh ya ndak, kita sesuaikan dengan kemampuan siswa dong mas. Kalau dulu saya masih ngajar di RSBI Gemolong itu iya, ada kelasnya yang memang aturan dari pihak sekolah harus full English. kalau disini saya masih mixing mas, ya tapi lebih saya condongkan ke Bahasa Inggris, soalnya kan pelajaran bahasa Inggris. Kalau bahasa Indonesia atau Jawa kan ada gurunya sendiri, nanti malah ngambil jobnya guru lain dong.
(tertawa)

Researcher : hahaha... iya ya Pak, masa pelajaran bahasa Inggris mau di condongkan ke bahasa Indonesia atau Jawa. Oh ya, kalau respon siswa itu bagaimana Pak? Apa mereka merespon sesuai harapan anda atau malah diam terlalu pasif?

T1 : mungkin kurang lebih seperti saat kamu observasi itu. Tapi juga tidak semua kelas bisa memberikan respon yang sama, sangat aktif maupun sangat pasif. Ya itu tadi, kembali ke kemampuan siswa juga mas, kalau di sekolah sebelumnya

sudah bisa meskipun sedikit disini pasti bisa aktif. Saya sebagai guru juga tidak menyalahkan siswa, biar bagaimanapun itu tugas saya agar siswa bisa aktif di pembelajaran. Saya sendiri juga terus memancing-mancing siswa agar lebih aktif meskipun nanti pertanyaannya masih menggunakan bahasa Indonesia ataupun Jawa, sedikit demi sedikit saya ajari bahasa Inggrisnya seperti apa, atau ijin ke kamar mandi misalnya, itu saya meminta siswa menggunakan bahasa inggris, tujuan saya ya agar siswa terbiasa menggunakan bahasa Inggris.

Researcher : lebih ke spesifik dengan judul skripsi saya ya Pak, How do you create good interaction on transactional and interpersonal communication? Bagaimana Njenengan membentuk atau merangsang siswa agar terjadi komunikasi baik secara transaksi maupun interpersonal baik antara guru dengan siswa atau siswa dengan siswa sendiri?

T1 : bagi saya komunikasi itu penting ya mas, apalagi dalam hal KBM. Kalau saya sih mengalir saja, pertama juga harus tau latar belakang siswa ini darimana saja atau seperti apa. Setelah itu baru saya mencoba untuk merangsang siswa agar bertanya, bahkan kadang tidak saya jelaskan beberapa hal atau poin agar siswa bertanya tentang itu atau masih mengganjal di pikiran. Kalau siswa dengan siswa ya contohnya saya buat kelompok,

jadi mereka bisa bekerjasama dengan temannya, bisa berkenalan dengan teman baru khususnya di kelas X itu ya mas, soalnya kan itu tidak dari SMP yang sama toh? Jadi biar mudah akrab ya saya buat kelompok atau game-game seru. Dan dalam membuat kelompok saya tidak mau monoton itu-itu terus anggotanya, ya harus gantian biar satu kelas itu cepat akrabnya. Kalau hubungan guru-murid, saya tidak membatasi hubungan kita hanya sekedar di kelas sudah. Sekarang kan teknologi semakin canggih, jadi ya saya tidak keberatan jika ada siswa yang menanyakan sesuatu kepada saya, selama itu masih profesional dan menyangkut materi pelajaran ya silahkan, pasti saya jawab. Kalau di kelas sih saya selalu mencoba membagi antara serius tapi santai, ya terkadang diselingi guyon ben gak sepaneng terus mas, ben cair suasanane, ice breaking sebentar juga nggak masalah kan?

Researcher : Nggih pak, malah penting itu, biar siswa tidak tegang dan rileks lagi untuk menerima materi selanjutnya atau bahkan mata pelajaran selanjutnya. Ini the last pak, yang terakhir sebelum saya akhiri interview kita pak. Hehehe.... Is it important to give motivation to the students in teaching learning process? Kalau penting seberapa penting dan kenapa? Kalau tidak begitu penting ya alasannya apa Pak?

T1 : menurut saya memberi motivasi kepada murid atau siswa itu penting mas, sangat penting malahan. Kenapa? Ya karena tidak semua memiliki motivasi yang tinggi atau sama dalam pelajaran, khususnya pelajaran bahasa Inggris ya. Itu pentingnya kita sebagai Guru, kalau motivasinya sudah tinggi ya dibuat bagaimana motivasi itu tetap istiqomah di level itu atau malah lebih, seperti memberikan apresiasi kepadanya, terhadap pencapaiannya. Kalau motivasinya rendah beda lagi, kita dorong perlahan agar memiliki motivasi yang tinggi kalau 'kamu bisa melakukannya kok' atau dengan cara lain, setiap orang memiliki karakter yang berbeda, dan perbedaan itu bukan sesuatu yang negative selama kita bisa memanfaatkannya. Saya pribadi tidak pernah membebani siswa harus bisa atau mahir baha Inggris kok mas, selama mereka mau belajar dan tertarik memperlajarnya itu sudah cukup bagi saya, apalagi sekarang pendidikan karakter lebih ditonjolkan, seperti disiplin dan jujur. Jadi saya juga tidak membebani siswa harus mendapat nilai minimal sekian-sekian, selama kamu jujur kamu bisa mendapat nilai minimal KKM, tapi kalau nggak jujur misalnya mencontek saat ujian atau ulangan, itu yang membuat saya kecewa. Intinya sih saya selalu memberikan motivasi kepada siswa yang saya didik mas, agar mereka bisa menjaga motivasi belajarnya.

Researcher : oh, begitu ya Pak. Kalau saya sih juga setuju dengan Njenengan pak, dimana siswa tidak perlu dibebani dengan kata ‘harus pintar, harus nilai bagus’ dan lain sebagainya. Menurut saya efeknya nanti siswa bisa melakukan kecurangan-kecurangan agar mencapai itu. Menjaga motivasi belajar itu juga sangat bagus menurut saya pak, karena mereka masih tahap belajar, jadi ya harus belajar dan menjaga semangat sebaik mungkin. Saya rasa pertanyaan saya sudah habis pak, atau nanti jika saya rasa masih kurang saya menghubungi Bapak lagi.

T1 : oh iya mas, WhatsApp saja kalau ada perlu. Gak usah dibuat beban skripsi kui, garap wae ngko lha yo rampung.

Researcher : Nggih Pak, nyuwun pangestune mawon. Pamit riyen Pak, Wassalamu’alaikum.

T1 : Wa’alaikum salam. Seng ngati-ati mas.

Researcher : Nggih Pak.

3. Interview for Student

Interview for Students 1 teacher 2

Date : 3 March 2020

- Subject : Fadil (student 1 from Teacher 2)
- Researcher : selamat pagi mas.
- Student : Pagi mas
- Researcher : bisa minta waktunya sebentar?
- Student : ya mas, ada apa ya?
- Researcher : mau Tanya-tanya sebentar saja kok, santai saja.
- Student : ya mas.
- Researcher : pertanyaan pertama ya? Do you understand the material in today's meeting?
- Student : emm.. tidak begitu sih mas.
- Researcher : why? Alasannya.
- Student : ya mungkin bagi saya bahasa Inggris itu sedikit sulit, apalagi tadi pertemuan pertama dengan materi itu.
- Researcher : oh, jadi sebelumnya sudah menganggap bahasa Inggris sulit ya?
- Student : ya seperti itulah mas.
- Researcher : jadi bukan karena gurunya kurang jelas dalam mengajar ya? Atau gurunya membosankan?
- Student : kalau saya sih biasa saja mas, gak benci tapi juga nggak suka sekali, biasa saja.

- Researcher : kalau activities at classroom? Ada yang disuka atau yang tidak disukai? Like and dislike. Saat pelajaran bahasa inggris tadi lho ya, bukan mata pelajaran lain
- Student : ya saya biasa saja mas, mungkin yang tidak suka karena saya tidak suka pelajaran ini. Jadi mudah bosan, apalagi kalau disuruh mengerjakan soal atau tugas. Susah mas.
- Researcher : tapi guru selalu memberi saran atau motivasi kepada semua murid kan?
- Student : emmm.. mungkin iya mas.
- Researcher : tanpa pilih kasih?
- Student : ya kalau menurut saya raata mas, tidak ada pilih kasih. Yang nakal saja diberi nasihat apalagi yang rajin-rajin mas. Pokoknya kalau soal nasihat atau saran ya kepada semua.
- Researcher : seperti apa? Jangan malas belajar? Atau apa?
- Student : ya kurang lebih seperti itu mas,
- Researcher : oh ya, kalau kamu sering berdiskusi dengan temanmu soal materi yang diberi? Atau ke guru?
- Student : ya kalau saya kan nggak rajin ya mas, kalau disuruh diskusi seperti tadi ya saya menyesuaikan saja. Patut-patut lah mas. Tapi biasanya kalau mau PTS atau PAS saya juga berusaha Tanya kepada teman yang pintar atau ke guru saat pelajaran.
- Researcher : ya bagus kalau begitu, setidaknya meskipun kurang suka dengan bahasa inggris ya tetap berusaha untuk memahaminya. Sudah kalau begitu mas, semoga lancar dan sukses sekolahnya, semangat.
- Student : iya mas, amin.

Researcher : terima kasih ya.

Student : sama-sama mas.

Interview student 2 teacher 2

Date : 3 March 2020

Subject : Anggy (Student 2 from Teacher 2)

Researcher : mbak, boleh minta waktunya sebentar?

Student 2 : boleh mas, tapi ada apa mas? Tes ya?

Researcher : bukan, bukan tes mbak. Hanya Tanya-tanya sebentar tentang pelajaran tadi kok.

Student 2 : Bahasa Inggris mas?

Researcher : iya, bahasa Inggris. Bisa ya?

Student 2 : ya sudah mas, tapi aku nggak begitu paham bahasa Inggris lho mas.

Researcher : no problem. Pertanyaan pertama ya mbak. Do you understand the material in today's meeting? Khusus materi yang tadi, paham tidak mbak?

Student 2 : ya lumayan paham mas.

Researcher : apa sebelumnya sudah belajar terlebih dahulu?

Student 2 : kalau aku tidak begitu suka belajar mas, tapi kebetulan materinya kan tentang iklan. Jadi aku pikir nggak begitu sulit.

- Researcher : oh, jadi begitu. Kalau kegiatan yang tadi ada yang kamu suka atau tidak kamu sukai? Like and dislike activities.
- Student 2 : kalau aku sih suka berkerja kelompok seperti tadi itu mas, lebih enak dikerjakan bareng-bareng, soalnya tidak terasa berat kalau dikerjakan bersama mas. Kalau sendiri kadang sulit, kadang males juga. Kalau tidak senangnya ya mungkin suara bu guru kurang jelas, kan hujan mas. Jadinya ya temen-temen rame dan suara bu guru kurang jelas, itu sih mas.
- Researcher : berarti kalau hujan kurang focus gitu ya?
- Student 2 : iya mas. Kan itu deket kelas yang tempat parkirannya itu atasnya pakai seng, jadinya kalau kena hujan suaranya berisik banget.
- Researcher : oalah, iya. Kalau kamu suka bekerja kelompok berarti suka berdiskusi materi pelajaran dong? Pelajaran bahasa Inggris maksud saya.
- Student 2 : ya terkadang sih mas, kalau aku belum paham ya Tanya ke temen yang saya rasa lebih pintar dari aku.
- Researcher : hanya ke temen atau kadang ke guru langsung?
- Student 2 : kalau Tanya di luar kelas nggak pernah mas, malu. Tapi kalau ada temen di kelas Tanya, kadang aku ya ikut Tanya biar lebih paham.
- Researcher : enak ya di ajar Bu Marlina?
- Student 2 : ya lumayan sih mas, soalnya bu Marlina itu sabar orangnya.
- Researcher : oh, begitu. Kalau soal motivasi mbak. Does your teacher motivate you in learning process?
- Student 2 : yes. Kalau menurutku sih iya mas. Bu Marlina itu terkadang di akhir pelajaran ngasih motivasi atau saran nasihat buat kita.

Researcher : seperti apa contohnya?

Student 2 : contohnya ya emmm.. kalau ada yang males-malesan ya diberi nasihat atau motivasi agar lebih semangat lagi belajarnya. Kadang kalau kesulitan beliau bilang 'yang semangat, kamu pasti bisa, itu gampang kok' seperti itu lah mas.

Researcher : berarti enak ya? Diajar guru yang sabar terus sering ngasih motivasi ke murid-muridnya.

Student 2 : ya begitulah mas.

Researcher : ya sudah kalau begitu.

Student 2 : eh, sudah selesai to mas?

Researcher : hehe... iya mbak, sudah selesai. Terima kasih atas waktunya ya mbak. Selamat siang.

Student 2 : iya mas, sama-sama. Siang juga.

Interview Student 1 Teacher 1

Date : 3 March 2020

Subject : Ilyas (Student 1 from Teacher 1)

Researcher : selamat pagi mas.

Student : pagi mas.

Researcher : boleh minta waktunya sebentar? Mau Tanya-tanya soal pelajaran tadi.

- Student : iya mas, boleh.
- Researcher : bagaimana diajar Pak Taufiq? Enak?
- Student : enak sih mas, serius tapi juga ada bercandanya. Serius tapi santai kalau kata pak Taufiq.
- Researcher : oh, begitu. Kamu paham apa yang diajarkan tadi?
- Student : ya sedikit-sedikit paham lah mas.
- Researcher : baguslah, kalau aktivitas di kelas? Ada yang disukai dan tidak disukai?
- Student : kalau itu sih bingung mas, mungkin kalau yang disukai ya penyampaianya cepat tapi jelas dan mendetail. Kalau yang tidak disukai nggak ada sih mas. Paling biasa saja.
- Researcher : oh... berarti kalau model pengajaran Pak Taufiq itu cepat ya. Tapi kalau di suruh diskusi dengan teman satu meja tadi bagaimana? Suka atau malah merasa ini itu sia-sia.
- Student : kalau diskusi sih sudah biasa mas, apalagi sama satu meja, ya hamper semua pelajaran aku diskusinya ya dengan teman sebangku atau depan belakang ku mas.
- Researcher : berarti kamu cukup aktif ya?
- Student : mungkin mas.
- Researcher : berarti kamu juga sering mendiskusikan dengan Pak Taufiq kalau ada kesulitan atau hal yang kurang paham?
- Student : ya terkadang kalau di kelas aku Tanya sama Pak Taufiq kalau belum paham mas.
- Researcher : enak diajak diskusi?

- Student : siapa?
- Researcher : Pak Taufiq.
- Student : ya kalau Pak Taufiq seperti itu mas, diajak diskusi ya santai. Terkadang kalau satu contoh belum paham Pak Taufiq ngasih contoh lagi yang lebih mudah dipahami.
- Researcher : kalau soal pemberian motivasi, apa sering ngasih motivasi ke kamu dan temen-temen mu?
- Student : ya kalau semacam nasihat sih iya. Agar kami jangan males kalau belajar, sebisa mungkin di minta untuk hafal bahasa inggris benda-benda di sekitar kita. Ya seperti itu lah mas.
- Researcher : tanpa pandang bulu ya? Siapapun siswanya beliau akan memberi motivasi belajar dan semacamnya seperti itu?
- Student : iya mas.
- Researcher : kalau saya piker kok kamu termasuk siswa yang suka dengan pelajaran ini.
- Student : ya nggak suka banget sih mas, Cuma tertarik mempelajari hal-hal yang belum bisa.
- Researcher : oh ya, kalau begitu terima kasih atas waktunya. Semangat belajarnya mas. Good luck!
- Student : iya mas, sama-sama.

Interview Student 2 Teacher 1

- Date : 3 March 2020
- Subject : Ema (Student 2 from Teacher 1)

- Researcher : assalamu'alaikum
- Student 2 : waalaikum salam mas
- Researcher : boleh minta waktunya sebentar ya mbak? Cuma mau Tanya-tanya sebentar saja.
- Student 2 : iya mas.
- Researcher : bagaimana pelajaran Bahasa Inggris tadi? Menyenangkan? Atau membosankan?
- Student 2 : emm.. biasa saja mas.
- Researcher : tapi paham kan apa yang sudah diajarkan tadi? Materi pelajarannya.
- Student 2 : ya lumayan mas, tapi agak susah.
- Researcher : susahnya dibagian mana? Kosakata?
- Student 2 : nah itu mas, apalagi verb itu yang diubah-ubah. Masih belum paham.
- Researcher : oalah, kalau itu memang harus belajar secara bertahap. Biasanya dikamus-kamus itu ada regular and irregular verb.
- Student 2 : iya sih mas, tapi susah yo.
- Researcher : namanya juga belajar, saya saja masih belajar kok mbak. Kalau ini, ada hal atau aktivitas yang menyenangkan atau tidak disukai pas pelajaran tadi?
- Student 2 : emmm... anu mas, kalau yang menyenangkan mungkin tambah ilmu baru, meski dulu mungkin sudah dikasih tapi tadi bisa lebih paham, lebih ngeh gitu lho mas.

- Researcher : kalau yang tidak disukai?
- Student 2 : tidak ada sih mas, mungkin pelajarannya saja yang bukan favorit ku.
- Researcher : oh, ya. Nah kalau kelas kurang kondusif atau ada yang males-malesan gitu Pak Taufiq memberi motivasi atau semacam nasihat gitu?
- Student 2 : iya mas, kadang di kaitkan dengan agama Islam kalau ngasih nasihat. Kalau kita males mungkin beliau ngasih kita tugas atau ngasih cerita-cerita masa lalu beliau saat sekolah apa kuliah gitu, jadi biar kita lebih semangat lagi belajarnya. Lha wong saya saja bisa masak kalian tidak bisa? Ya seperti itu lah mas.
- Researcher : jadi peduli ya sama keadaan siswa disini?
- Student 2 : nggak tau kalau dikelas lain seperti apa mas, tapi kalau dikelas ku ya seperti itu.
- Researcher : mmm... kalau kamu sendiri sering mendiskusikan materi sama temen mu atau sama Pak Taufiq?
- Student 2 : kalau diskusi sih jarang mas, Tanya Pak Taufiq juga jarang banget. Malu mas, apalagi kalau nggak ada yang Tanya sama sekali.
- Researcher : tapi kan kalau belum paham seratus persen boleh ditanyakan ke Pak Taufiq, pas jam pelajaran itu kan biasanya guru ngasih kesempatan buat bertanya.
- Student 2 : Iya sih mas, tapi kalau aku ya belum begitu aktif bertanya.
- Researcher : oh, begitu. Ya semoga nanti lebih giat lagi belajarnya ya mbak.

Student 2 : Iya mas.

Researcher : ya sudah, terima kasih banyak atas waktunya. Thanks.

Student 2 : Iya mas. Sama-sama.

Appendix 3 : Transcript Observation

Observation 1

Date : 26 February 2020

T2 : Miss Marlina, S.Pd

S : Students

S1 : Intan

S2 : Toni

S3 : Lauren

S4 : Nabila

S5 : Tomas

S6 : Ridwan

S7 : Bunga

S8 : Yudha

S9 : Elsa

T2 : assalamu'alaikum warahmatullahi wabarakatuh.

S : waalaikumsalam warahmatullahi wabarakatuh.

T2 : yang nggak masuk hari ini siapa?

S : banyak bu.

S1 : welly ijin bu.

T2 : welly ijin?

T2 : oke, hari ini kita masuk ke bab berikutnya, yaitu advertisement. Yang seharusnya sudah ada modulnya tapi ternyata temanmu tidak melaksanakan tugas dari saya. Hari ini kita akan membentuk kelompok. We will working in groups. Jadi hari ini berapa orang yang masuk? How many students?

- S : 28.. 27.
- T2 : twenty seven? Dua puluh tujuh, dibagi empat menjadi berapa? Hayo matematikanya..
- S : enam.. tujuh.. enam..
- T2 : ada yang tujuh ada yang enam. Kita bagi kedalam enam kelompok, satu kelompok nanti ada yang empat ada yang lima. Oke, saya pilih dulu ketuannya, satu mbak Rika, dua Toni, tiga, four is Intan, five, the last is . oke mbak Intan, bisa pilih kelompoknya satu dulu, nanti mbak intan?
- S1 : Lauren.
- T2 : Toni?
- S2 : Yudha
- T2 : mbak intan satu lagi.
- S1 :
- T2 : Toni?
- S1 : Raka
- T2 : selain itu, yang cewek.
- S1 : sopo Yud?
- S8 : seng pinter bahasa inggris.
- T2 : oke, mas yudha bisa membantu.
- S1 : Bunga.
- S5 : Nabila pinter Nabila
- T2 : mas Toni sedang kesulitan mencari kelompok, Nabila
- S5 :
- T2 : tolong ini yang cowok, ada dua, Lauren pilih yang mana?
- S3 : Riska wae
- T2 : cowok,
- S3 : emm....
- T2 : ternyata yang cowok ditolak sama yang cewek
- S5 : yo ngko golek meneh

- T2 : oke, Toni. Tomas ya?
- S1 : wes gari kui tok og bu,
- S5 : kelompok ku sopo?
- T2 : Ridwan sudah diambil Lauren
- S5 : eaaaakkkkk... seng ngakon aku mau bu
- T2 : ada yang belum mendapat kelompok?
- S5 : opo wes entuk?
- T2 : oke, masih ada mbak luluk, sampean belum? Mbak intan pilih yang mana?
- S1 : rizki
- T2 : rizki, lauren?
- S3 : Nanda
- T2 : silahkan balik ketempat duduk, kita akan berkelompok.
- S5 : hahahaha (menertawakan temannya)
- Siswa bergabung (membentuk) kelompoknya
- S5 : kene wae
- S1 : kowe po kelompok ku?
- S5 : ho'o
- S1 : hahaha.... Aku ra reti i
- S6 : kursi ne wes enek kursine
- T2 : sudah ada kursinya, yuk
- S6 : iki yo otw yo (ke arah temannya)
- S1 : lha wong kabeh konco kok pilih-pilih.
- S6 : bu niki bu kelompoke inetono
- S1 : kowe lho
- T2 : mereka kayaknya nggak mau satu kelompok sama kamu
- S1 : sakne buu
- S6 : tenan aku dipisah dewe ki

- S7 : alesan ae lah
- T2 : kalau gitu kita rolling
- S1 : aaa
- S6 : exion
- T2 : yudha tukeran sama nanda
- S6 : iyyaakkk
- T2 : yok, kalian itu nggak harus selalu dengan teman yang kalian suka.
- S1 : saya nggak suka sama bowo I bu
- T2 : oke, sudah semuanya?
- S5 : sudah
- T2 : we are going today is Advertisement. Yang kamu pelajari hari ini adalah tentang Advertisement. Ada yang tahu Advertisement?
- S5 : nggak tahu.
- T2 : nggak tahu (mengulangi jawaban siswa), seharusnya kamu sudah belajar ini di SMP, ini salahsatu materi di SMP. Lupa?
- S5 : lupa.
- T2 : Advertisement itu Iklan. Apa tadi Advertisement?
- S5 : iklan.
- T2 : sudah ingat?
- S5 : sudah.
- T2 : yang akan kalian kerjakan dengan kelompokmu hari ini adalah to find the definition of Advertisement. Dicari informasi tentang Advertisement. Oke, sekarang keluarkan hapenya, satu kelompok maksimal dua hape. Maksimal dua hapee.
- S5 : chkhsvbkdj
- T2 : oke, sudah? Semua sudah ada hapenya? It is your task. The first is definition, apa yang dimaksud Advertisement. The second is purpose, apa itu purpose?
- S5 : tujuan.
- T2 : and the third is generic structure

S5 : struktur

T2 : structure text, and the last is the example.

S5 : CONTOH.

T2 : CONTOH(mengulang jawaban siswa), sudah? Dipahami dan dicari. Silahkan dicari dan dicatat di buku masing-masing.

S5 : bahasa inggris bu?

T2 : bhasa inggris, tapi harus tahu maknanya ya? Kamu harus tahu maknanya. Ok, sekarang kerjakan secara berkelompok.

S2 : kae lho, arti, tujuan terus struktur

S5 : opo.. opo.. opo?

S3 : gak isoo (sedih)

Ada siswa kelas lain masuk

S1 : waalaikumsalam warahmatullahi wabarakatuh

T2 : fungsi sosialnya bisa dilihat, itu keterangane akeh?

S1 : kowe ki lungguho sek (ke yudha)

S8 : yo.. yo.. apa yang dimaksud Advertisement

S1 : jenenge kelompok ki yo digarap bareng-bareng kok.

S1 : iki pie?

S2 : inggris ii kui

S1 : langsung ae iki enek artine

S7 : boso opo kui?

S1 : Indonesia

S2 : yudha, hapemu bukaen

S8 : hape mu ae

S2 : hapeku ra enek paketane

S1 : yo langsung digoleki to jon

S2 : iki lho,

S3 : definition, definition of iki lho

- S2 : (diganggu) menengo
 S2 : (tertawa cekikikan) iki lho seng marai guyu
 S1 : a.. iki lho a..
 S2 : (diganggu) menengo, ndang goleki kono lho
 S8 : ra iso aku
 S1 : penting ditulis sek ae (diskusi dengan kelompok)

Diskusi...

Teacher going at group

- T2 : ini jawabnya gimana? In a... kamu baca-baca dulu semuanya. Lalu kamu tulis sesuai makna yang kamu dapat.
 T2 : ayo dikerjakan seperti kelompok-kelompok lain, hapenya itu ada berapa? One, two three, four
 S4 : iki gak kanggo I bu
 S8 : hape ku ndi hape ku
 T2 : yo gak popo to ta sita, telong dino neh
 S1 : kui karo Nabila, Nabila pas
 S8 : nak lungguh I ngeneki lho penak (sambil memeragakan cara duduk yang baik dalam kelompok)
 T2 : yang lain kelompoknya ada kesulitan? Atau curang hapenya lebih dari dua? Ini masih ada satu lagi ini(menunjuk hape)
 S1 : bu ini di tulis lagi?
 T2 : ya, the definition of ... nah itu lho.
 T2 : kamu hanya membuka hape dan chat, bukan mencari jawaban atau searching. Nanti saya sita lho.
 S5 : nggak bu,
 T2 : ya sudah, itu apa artinya? Apa artinya? (memperjelas)
 S5 :berdiskusi
 T2 : eee... perhatikan dulu, semua sudah mencatat, mencari dan sudah mendapatkan informasi?

- S5 : sudah
- T2 : Ok. Kelompoknya mbak... elsa, oke, berhenti menulis dulu semuanya. Mbak Elsa, what the definition of advertisement?
- S9 : Advertisement is the text consist of..
- T2 : The text consist of (Memperjelas)
- S9 : public
- T2 : public(memperjelas)
- S9 : announcement
- T2 : announcement (memperjelas)
- S9 : commonly from newspaper
- T2 : from.. newspaper (repeat)
- S9 : television
- T2 : Television (repeat)
- S9 : or internet advertising
- T2 : or internet advertising. Ya bisa, tadi kan mbak elsa, kelompoknya mbak elsa grupnya sudah menemukan the definition of Advertisement. Apa tadi? Di dulangi Elsa
- S9 : (repeat) text consist of public announcement
- T2 : oke stop. Text consist of public announcement, apa yang dimaksud? Teks yang berisi pengumuman secara public, public apa artinya?
- S5 : umum
- T2 : ya, jadi text advertisement adalah sebuah teks yang consis, mengandung berisi sebuah pengumuman public atau umum yang commonly from, yang biasa ditemukan dimana saja tadi?
- S5 : Koran
- T2 : newspaper, Koran. And then?
- S5 : TV
- T2 : Television, TV. And then?
- S5 : Internet.

T2 : Internet advertising atau iklan di internet. Itu yang dimaksud dengan definisi of advertisement. Jadi sebuah teks iklan. Kalian sudah sering menemukan atau menjumpai iklan?

S5 : sudah

T2 : nah itu nanti akan kita bahas secara kelompok di bab dua, jadi kelompok ini akan bertahan sampai bab dua dengan project akhir membuat sebuah iklan

S8 : gari sesok tok I bu

T2 : kan minggu depan masih ada?

S8 : minggu depan testing

T2 : oh, nggak. Itu salah informasi. Testnya bulan maret

S5 : Alhamdulillah

T2 : PTSnya bulan maret, gitu ya? Wassalamu'alaikum warahmatullahi wabarakatuh

S5 : wa'alaikumsalam warahmatullahi wabarakatuh

Observation 2

Date : 27 February 2020

T2 : Miss Marlina, S. Pd

S : Students

S1 : Alfi

S2 : Rita

S3 : Novi

S4 : Dina

S5 : Alif

S6 : Anggy

S7 : Fadil

- T2 : Assalamu'alaikum warahmatullahi wabarakatuh
- S : Wa'alaikumsalam warahmatullahi wabarakatuh
- T2 : yang nggak masuk berapa orang?
- S : lima.
- T2 : Lima?
- S : Nggih
- T2 : ok. Sebelum saya mulai pembelajaran hari ini, kemarin fotokopiannya sudah dibagikan?
- S : sudah.
- T2 : materi bab dua. Today we are going to discuss Advertisement, kalian sudah punya fotocopyan materinya?
- S : sudah bu.
- T2 : ok, sudah dipelajari tadi malam?
- S : belum.
- T2 : it's advertisement?
- S : it's right.
- T2 : kalian harusnya sudah mempelajari Advertisement in the junior high school ya, itu sudah kamu pelajari waktu SMP. Itu adalah salah satu materinya. Untuk bab dua, working in groups, kita akan bekerja secara kelompok. I will choose the leader, saya akan memilih ketuanya, and the leader choose the member of group, akan memilih anggota timnya, grupnya. Ok, how many students here?
- S : tiga puluh tiga, thirty three... tiga puluh empat, thirty four.
- S2 : nggak masuk lima, jadi tinggal dua puluh Sembilan.
- T2 : twenty nine, emm.. how person in every group?
- S1 : four.
- T2 : four. Empat orang di setiap group. The leader is choose members of group. The first is Fadil. The second is Hana. The third is mbak Nina. The fourth is Agung. Tadi dua Sembilan ya?

- S1 : yes.
- T2 : jadi kalau dua Sembilan...
- S1 : tujuh bu,
- T2 : masih tiga orang. Siapa kira-kira ya?
- S1 : David bu, David.
- T2 : David, and then Lisa. One, two, three, four, five, six... Dara.
- S1 : sudah itu Bu.
- T2 : you choose three members of your groups. Ok. Silahkan baris dulu.
- S3 : alif, biasane alif.
- T2 : yang ada disini saja.
- S1 : Huujan
- T2 : Alfi tambah satu lagi cowok,
- S1 : anu, sopo kae jenenge?
- S3 : ra reti aku, mboh kae.
- T2 : ini yang ada disini lho ya, yang nggak masuk jangan dihitung.
- S3 : alif, alif
- T2 : durasi yok, Durasi. Yang belum siapa? Angkat tangannya
- S2 : sek urung sopo ae? Sek urung sopo ae...
- T2 : yang belum angkat tangan
- S3 : Danu
- S2 : Danu ra po-po. Wedok e seng durung kepilih sopo? dinA!
- S4 : emooh..
- S3 : kok emoh i lho..
- S5 : eh, ojo koyo ngono
- S2 : kesuwen.
- S5 : kalista.. kalista durung.
- S2 : kalista.. kalista... kalista.

T2 : kalista di kelompoknya Riski. Ok. Silahkan diskusi secara kelompok.

The leader discuss with the member

T2 : kelompok satu mana? Satu, dua, tiga,.. satunya?

S2 : Dina

T2 : ok, working in groups. Dan tidak usah memilih-milih. Kalian itu satu kelas harusnya berbaur satu sama lainnya. Mbak Lina kelompoknya siapa?

S1 : Riski.

T2 : Riski? Move to your groups. Yang namanya berteman itu sama semuanya. Ok, kita kembali ke materi. Ok, in this chapter two, we are going discuss about Advertisement, and I have you to do now to discuss about first what is advertisement?. The second discuss about purpose and find the example ya. Jadi silahkan diskusi secara kelompok dari materi yang sudah saya kopikan ini, atau you can search in internet. Kamu cari.: ok, perhatikan dulu. Hallo..

S : hai..

T2 : so please hear my instruction. first, silahkan kamu cari apa itu advertisement, cari definisinya. And the second, find the purpose, cari tujuannya apa. And then, the generic structure, do you know generic structure?

S : Know.

T2 : structure text. Yang terakhir adalah berikan contoh dari advertisement. Ya?

S : nggih bu.

T2 : silahkan browsing, boleh. Kamu boleh mencari sumber informasi dari berbagai source, ya. Kamu boleh cari dari buku atau dari materi yang sudah dicopy atau boleh browsing. Bisa dipahami?

S : Bisa.

S1 : contohnya bagaimana bu?

T2 : oh ya, contoh iklannya kamu cukup cari satu iklan, satu aja. Satu kelompok satu.

S3 : ditulis aja bu?

T2 : ditulis? Ya. Ada yang Tanya kalau ada gambar digambar bu? Ya. Yang namanya iklan itu kan harus menarik, jadi silahkan dicari yang menarik.

Student discuss in working groups.

S2 : bu Marlina, saya mau Tanya.... Bu Marlina...bu Marlina.. mau Tanya.

T2 : Ya.

S2 : Pengertiannya sama artinya bahasa Indonesia?

T2 : yang saya inginlan English, but you must to know the meaning.

S2 : jadi sama artinya?

T2 : ya bagaimana kamu memecahkan masalah itu. The first pengertiannya, terus the purpose and the generic structure.

S5 : bu, disobek apa di taruh buku?

T2 : di buku, semuanya nulis ya.

S : iya bu.

S1 : Innalillahi.

S2 : (find advertisement) Indomie... seleraku. Hahaha

Students discussing in working groups

Teacher checking the task in every group

Students discussing in working groups

T2 : sudah menemukan definisinya?

S : sudah.

T2 : tolong dibacakan dari kelompoknya mbak anggy, tolong bacakan definisi dari Advertisement yang sudah kamu temukan.

S6 : read.

T2 : yuk yang lain perhatikan dulu ya. Silahkan kamu baca lagi.

S6 : (read again)

T2 : oke. Kelompoknya Fadil, tolong dibaca. Tolong dibaca what is advertisement, apa itu advertisement.

S7 : read.

T2 : text are.... Oke, perhatikan dulu, perhatikan dulu.

T2 : ada pertanyaan untuk diskusi hari ini?

S : no.

A few minute later.

T2 : saya tutup pelajaran kali ini, ada kurang lebihnya mohon maaf,
wassalamu'alaikum warahmatullahi wabarakatuh.

S : wa'alaikumsalam warahmatullahi wabarakatuh.

Observation 3

Date : 3 March 2020

T1: Ahmad Taufiq S.S, Si.

S1 : Sholeh

S2 : Ratna

S3 : Ridho

S4 : Andrian

S5 : Ilyas

S6 : Rahmad

S7 : Ramadhan

S8 : Ema

S9 : Rofi

R : Row

Teacher gives instruction for students to pray together.

Students read “The Promise of Students SMAN 1 Plupuh” and sing National Songs.

Students read Surah Al fatihah and Ash Shar together.

T1 : Morning students

S : Morning, Sir.

T1 : Ok. How are you today?

S : I'm fine and you?

T1 : I'm fine too. Before we are start lesson today I'll check your presentation.

Teacher read the list of students and students answer it in English language.

Students prepare the books and material lesson today.

T1 : ok. Last meeting we have a recount text, some of you have finish aaa.. done the quiz? Now, we will continue the task in book. Please open your book on page 120 about the battle of Surabaya.

S1 : Pak?

T1 : Yes.

S1 : apa boleh buka lewat HP?

T1 : yeah, you can open book in your cellphone. Yang belum punya bukunya silahkan bisa dibuka lewat HP. Ok, actually in this chapter we still in Recount text. Kita masih bicara tentang Recount text. Where is boardmarker? Boardmarker?

S : here, sir.

T1 : but the different the text, the chapter eight is about the idol, telling about writer experience. This chapter nine is national event or historical, in this book is 'Battle of Surabaya'. Bedanya dengan kemarin adalah yang kemarin itu bercerita tentang pengalaman si penulis bertemu dengan idolanya, from A to Z. the different is the chapter eight is personal experience and this chapter is historical event, peristiwa?

S : Sejarah.

T1 : Ya, kalau Peristiwa sejarah itu terjadi di masa mana? Kapan?

S1 : Past

T1 : yes, so that you should know if the social function in recount is telling about past event, it can be personal experience, it can be historical moments and it can be personal biography. Nanti ada bacaan tentang BJ Habibie, nah sekarang Battle of Surabaya, tanggal berapa?

S2 : 10 November.

T1 : Tahun? Tahun dua ribu...? Lima belas?

S : hehehe... no, Sir.

- T1 : berapa? Seribu...?
- S : seribu Sembilan ratus empat puluh lima.
- T1 : in English, when did the battle of Surabaya happen?
- S : eemmm...
- T1 : in English, answer my question in English. When did the battle of Surabaya Happen? In.... Ten?
- S : Thousand...
- T1 : Ten November..
- S : One Thousand..
- T1 : No. if you tell number in year just nineteen..
- S2 : Nineteen fourty five.
- T1 : kalau baca tahun itu tinggal bagi dua saja, kalau kita dalam bahasa Indonesia Sembilan belas empat lima kalau dua ribu itu baru Two Thousand and Twenty or the twenty and twenty boleh. Ok, so the moment is about historical moment. Which happen in 10 November 1945, so this example about recount but different in object event. Dari mulai generic structure is same. Chaper nine finish.
- S : Ha?
- T1 : Paham?
- S : ee....
- T1 : any question? Question? No question?? From this chapter, Question? This Row?
- R1 : No
- T1 : this Row?
- R2 : No.
- T1 : This Row?
- R3 : No
- T1 : This Row?
- R4 : No.

- T1 : No questions, so you are understand this text. Ok, take a look again. Chapter Ten. In this chapter, also the same this discussion or material Recount but the example is different. The first is about personal experience, the second about historical moment and the third about personal biography. Biografi personal, punyanya siapa?
- S : BJ Habibie
- T1 : It can be descriptive text, nanti ada dua meskipun sama-sama BJ Habibie, so kalian harus lihat dulu language feature-nya. Used past tense, what kind text? Ciri khas dari Past tense apa? Verb?
- S2 : two
- S3 : Four
- T1 : ora enek Verb four. Verb Two ya. When the most of Sentence used verb two the text tell about past event. When descriptive text used present tense, use verb?
- S : Two.
- T1 : One, kalau present pasti verb one. Open page 136. 136, sudah?
- S : Sudah.
- T1 : Jadi nanti chapter seven to eleven itu sama, masih seputar Recount text hanya jenisnya saja yang berbeda. Nah, chapter eleven ini nanti obyeknya adalah Cut Nyak Dien, someone has emm.. we are call it Jasa. Jadi dia itu punya jasa, hero atau pahlawan. Nah, sekarang open your book on page 136. There is an exercise and you just completed, fill in the blank sentences. What the Name?
- S : the name is BJ Habibie
- T1 : oke, then where is the place of the birth? What the meaning of place?
- S : Tempat.
- T1 : Yes, tempat. Tempat lahir. Date of birth?
- S : tanggal lahir
- T1 : origin?
- S : eee... Asal.
- T1 : yes, asal. Asline ngendi. Ceperan apa cemorodukuh apa mana lagi yang lebih plosok?
- S : hahaha...

T1 : sudah.. sudah.. origin sudah and the education?

S : Pendidikan.

T1 : married date?

S : tanggal menikah.

T1 : Yes, name of wife?

S : nama Isteri.

T1 : name of son?

S : nama anak

T1 : anak apa?

S : anak laki-laki.

T1 : kalau di dalam bahasa Inggris ada Son ada Daughter, jadi kalau kalian mencari anak perempuan disini gak bakal ketemu karena Pak BJ Habibie punya anak laki-laki tok. Work experience?

S : pengalaman kerja.

T1 : mungkin pernah jadi guru bahasa Inggris, mungkin pernah jadi ee apapun itu. Ok. Now, work with your friends in group, you find the information in source biography here, write on your work book. Cari informasinya ya

S1 : Yes sir

T1 : ini nanti tinggal latihan-latihan karena materi sudah diberikan semuanya, khususnya simple past tense. Two minutes to finish it. Ini Jasnya siapa ini?

S4 : itu punya saya pak.

T1 : oh ya, bagi yang kehilangan uang sepuluh juta di tempat wudhu laki-laki bisa menghubungi saya

S1 : hehehe.. sepuluh juta pak?

T1 : iya, lumayan uang sepuluh juta ki (dengan sedikit bercanda). You have difficulties? Ada kesulitan ndak? Gampang iku, lima menit rampung.

Students work in the group and discuss the task.

T1 : kok lama sekali to? Name is BJ Habibie, place of birth?

S1 : Pare-Pare

- T1 : Pare-Pare. Cari informasi recount itu, pertama lihat di orientation-nya, di paragraf one di situ tersedia apa yang dibahas. Termasuk introduction, introduction itu pembukaan awal. Lanjut ya?
- S : yes, sir.
- T1 : date of birth?
- S : eee..
- T1 : twenty five...
- S : June
- T1 : June, and...
- S : ninty..
- T1 : eh, nineteen
- S : nineteen thirty six
- T1 : ok, where do you find the information? Paragraph?
- S3 : one
- T1 : still paragraph one, in the orientation, and then, parents and origin. The name of parents?
- S : Ali abdul jalil habibie
- T1 : and?
- S : RA Putri
- T1 : ok, where do you find the information?
- S3 : paragraph one
- T1 : still paragraph one. Where the origin of BJ Habibie?
- S : Gorontalo
- T1 : and then, education. Mention education of BJ Habibie. First? Where do you find the information about education of BJ Habibie?
- S : paragraph two
- T1 : mention.
- S :

- T1 : then, married of date. Where do you find the information of married of date Pak BJ Habibie?
- S : Paragraph three
- T1 : ok, when?
- S :
- T1 : then, name of wife? Mudah sekali ini
- S : Hasli Ainun
- T1 : where do you find the information?
- S : paragraph three
- T1 : name of son?
- S : Ilham and Thoriq
- T1 : ok, how many sons do Habibie has?
- S : two
- T1 : and then, work experience. Nah kalau yang ini bisa ditemui di paragraph berapa?
- S1 : pertama
- T1 : mosok paragraph pertama ada? Paragraph ke?
- S : four
- T1 : from four until six, ada semua itu.
- S : ok, sir.
- T1 : now, open your book on page 139. Here we discuss about language characteristic of recount text. Personal experience?
- S : pengalaman pribadi
- T1 : historical moment?
- S : eemm....
- T1 : peristiwa..? Pak Halin
- S : Sejarah (sambil tertawa)
- T1 : personal biography?

- S : biografi pribadi
- T1 : dari semua itu language fixture-nya ya sama, past?
- S : past tense
- T1 : jadi saya hanya mengulang saja, in first semester we talk about simple past tense and second semester we still discuss past tense. Jika ada ujian past tense sampai nggak bisa mengerjakan itu berarti seng bodo?
S: murid e
- T1 : yo Gurune, seng bodo gurune. Bangeten gurune. Ngko tak omong gurune Bahasa Inggris (dengan sedikit bercanda)
- S : hahaha...
- S2 : haduduh.. (tertawa)
- T1 : Past sentence. I'll ask you, pattern of past sentence, apa? Subject followed by verb?
- S4 : dua.
- T1 : verb?
- S4 : eh, two.
- T1 : subject followed by verb two. Now looked your book. Kalian disuruh untuk observasi bedanya yang kanan dengan yang kiri, bagian atas itu. Kalian harus terbiasa dengan kata-kata ini, coba dibaca. Read this row.
- Students read in group (per row)
- T1 : ok, then looked the word in italic front. Yang dicetak miring. What's different between right and left side. Ini kalau dulu diajar memperhatikan pasti bisa dengan mudah.
- S1 : kiri menggunakan verb 3 dan kanan menggunakan verb 2
- T1 : iya, gak apa-apa. Pendapat pertama is kiri menggunakan verb 3 dan yang sebelah kanan menggunakan verb?
- S1 : dua.
- T1 : oke, it first opinion. The others? Ilyas, siswa dengan skor tertinggi di mata pelajaran Bahasa Inggris.
- S5 : hehehe (bingung dengan menggelus-elus rambutnya)
- T1 : malah ngelus-ngelus rambut, ayo pendapatmu apa?
- S5 : sama pak

- T1 : sama yang mana?
- S5 : yang itu pak.
- T1 : yang itu? Ok, jawaban paling aman ini. Others?
- S2 : sebelah kiri verb dua dan kanan verb Satu
- T1 : oh, ok. Jadi dikurangi satu gitu? (sedikit bercanda)
- S2 : hehehe....
- T1 : jangan-jangan nanti ada opini sebelah kiri verb satu dan kanan verb nol
- S : hahaha... (tertawa terbahak-bahak)
- S2 : boleh pak?
- T1 : ya boleh, berpendapat itu boleh. Lagi? Itu duet ustadz di belakang, others opinion?
- S6 : no, sir.
- T1 : berpendapatlah sebelum berpendapat itu dilarang. Kalau punya pendapat diutarakan, jangan Cuma dibatin. Itu penyebab stroke.
- S7 : yang kanan verb tiga yang kiri verb dua
- T1 : oh, oke. Dibalik ya.
- S1 : pak.. pak. Yang atas diganti.
- T1 : diganti bagaimana?
- S1 : yang kiri verb satu.
- T1 : ok. Verb dua sama verb satu?
- S1 : nggih pak.
- T1 : ok, itu siapa? Ema.
- S8 : yang satu pakai verb dua regular dan satunya pakai verb dua irregular.
- T1 : ok, good. Give her applause.
- S : (bertepuk tangan)
- T1 : that most correct answer, yang lain nggak salah Cuma benarnya tertunda
- S : hehehe (Tertawa)

T1 : ini jawaban cerdas semua. Smart people. Cuma yang tepat jawabannya Ema. Thank you Ema. We are talk about past tense, cirinya kan sudah disebut, kata kerjanya bentuk ke?

S : dua

T1 : dua, itu sudah tahu, kenapa tadi bisa menjawab tiga, satu. Ema answer's is correct. Kata kerja yang regular itu nggak berubah, jadi gampang. Kalau yang satunya, irregular itu sedikit sulit karena ada perubahan yang signifikan, irregular itu tidak bisa ditebak. Question about past tense? Yang masih bingung mungkin. Kalau nggak ada yang Tanya, saya yang ganti bertanya lho ini.

S : (diam semua)

T1 : because no question, so I ask you to make a sentence with word in your book on page 140. Choose one of word and make a sentence. Mudah kan?

A few minute later.

T1 : masih bingung buat kalimat? Kalimat itu intinya apa to? Subject followed by?

S5 : object

S1 : verb

T1 : Subject followed by verb, sudah itu. Dikasih keterangan boleh, nggak ya nggak masalah. Rofi?

S9 : Ajrun ate.

T1 : Ajrun ate apa?

S9 : Ajrun ate burger.

T1 : jika kalimat seperti ini maka the activity was end, aktivitasnya sudah berlalu atau berakhir. Kalimat itu sederhana kan? Tinggal subject followed by verb. Dari dulu sampai ila yaumul qiyamah ya seperti itu.

S : hahaha..

T1 : Cuma itu kuncinya, Subject plus Verb. Tapi nanti juga ada pengembangan-pengembangan tertentu. Ilyas?

S5 : Robi do not....

T1 : do not ki piye?

S : hahaha..

- S5 : Robi does not slept last night.
- T1 : Ema? What do you think about this sentence? Bagaimana? Sudah sesuai belum? Kamu sehati nggak sama Ilyas?
- S : eeeeeaaaaa....
- S8 : tidak pak.
- T1 : kenapa tidak sehati?
- S8 : does not nya harusnya did not
- T1 : ada pendapat lain nggak? Ada? Oke, good. Kalau past tense pakai Did ya, bukan do/does. Kalau ada auxiliary-nya maka kata kerjanya bagaimana?
- S : kembali ke bentuk Satu
- T1 : nah itu, bukan slept tapi...
- S : sleep.
- T1 : seperti itu, ada pertanyaan? Sudah selesai ini meterinya. Question? Dipikir-pikir dulu.
- S : (diam)
- T1 : oke, time is up. Kita cukup sampai disini dulu materi pembelajaran hari ini. Saya harap nanti dipelajari lagi, karena sewaktu-waktu bisa saja saya mengadakan quiz. Cukup sekian, wassalamu'alaikum warahmatullahi wabarakatuh
- S : wa'alaikum salam warahmatullahi wabarakatuh.

Observation 4

Date : 3 March 2020

- T1 : Mr. Ahmad Taufiq
- S : Students
- S1 : Ifan
- S2 : Sinta

S3 : Rahmad

S4 : Riski

S5 : Wahyu

Transcript of Audio Recorder

T1 : assalamu'alaikum wr wb. Sebelum pelajaran dimulai mari kita berdo'a bersama terlebih dahulu, Let's pray together before we start our lesson. Pak Ketua silahkan dipimpin berdo'a terlebih dahulu.

S : wa'alaikumsalam

S1 : Attention please. Pray, begin!

All people pray together

S1 : Finish.

T1 : How are you student?

S : fine and you, sir?

T1 : I'm fine, thanks. Sebelum masuk materi pelajaran, absen dulu ya.

Teacher checks attendance of students.

T1 : Today we are going discuss about recount text. Sudah pernah belajar recount text sebelumnya ya? di SMP mungkin.

S2 : belum pak

T1 : hallah, gak mungkin. Itu ada di pelajaran SMP, mungkin kamu lupa. Ndisek gak paham sak iki lali (bercanda)

S : hahaha....

T1 : sudah...sudah, recount text adalah sebuah teks yang kejadiannya di masa lampau. Berarti kejadiannya sudah?

S3 : terjadi

T1 : ya, bisa dikatakan seperti itu. Biar lebih jelas, open your book page 110.

S : yes, sir.

T1 : disitu ada sebuah contoh dari recount text. Silahkan dibaca terlebih dahulu.

Students read the text.

- T1 : paham? Mudeng? Mudeng po mubeng? (bercanda)
- S1 : mubeng pak. (bercanda)
- T1 : jadi disitu ada sebuah recount text, jenisnya personal experience ya. Apa itu?
- S2 : pengalaman personal.
- T1 : ya, pengalaman personal atau pribadi. Berarti kejadiannya sudah terjadi atau belum terjadi?
- S3 : belum.
- S1 : yo sudah og, kowe ki pie o Jon.
- T1 : jadi sudah terjadi ya, ingat. Ini adalah recount text, yang mana ciri sederhananya menggunakan past tense. Jadi kejadiannya sudah berlalu ya. Text ini menceritakan pengalaman pribadi seseorang tentang apa?
- S : (silent)
- T1 : meet an Idol. jadi bertemu siapa?
- S2 : idola.
- T1 : ya, benar. Bertemu dengan idolanya. Siapa idolanya?
- S4 : Afgan.
- T1 : benar sekali. Jadi diparagraf pertama itu ada beberapa informasi yang bisa kita ketahui ya. Informasi-informasi dasar, basic. Sebelum dilanjut lebih jauh lagi, sudah paham past tense kan ya?
- S : belum.
- T1 : wah, jan tenan og. Saya terangkan dulu tentang past tense. Ada spidol?
- S1 : di depan itu pak.
- T1 : (write the pattern of simple past tense) lihat dulu, jangan nulis dulu. Disini rumus sederhananya Subject plus Verb two. Bisa ditambahi adverb atau keterangan, tapi intinya ya subject plus verb two itu. Jadi harus selalu sedia kamus agar lebih mudah memahami perubahan dari verb one ke verb two. Nanti verb two juga ada regular and irregular verb, tapi dijelaskan nanti saja, yang penting ini dulu. Silahkan dipahami sekalian contohnya, kalau ada yang kurang jelas silahkan ditanyakan saja. Kita hari ini berapa jam?

- S1 : Cuma satu jam pak.
- T1 : satu jam saja ya.ok. itu sebenarnya sudah kalian pelajari di SMP dulu, saya yakin itu dan khusnudzon saya kalian hanya lupa gitu aja.
- S3 : nggih pak, lupa. Hehe...
- T1 : dulu gak bisa sekarang lupa ya?
- S3 : bisa jadi pak.
- S2 : boleh ditulis pak?
- T1 : apanya?
- S2 : itu (whiteboard)
- T1 : oh ya, kalau mau mencatat ya silahkan, tapi saya tidak mewajibkan, soalnya sudah pernah dipelajari dulu. Jangan lama-lama ya, satu jam pelajaran ki cepet banget lho.
- S : nggih pak.
- T1 : finish?
- S : not yet.
- T1 : ojo suwe-suwe, nanti setelah selesai silahkan dijawab soal dibuku, bawahnya teks recount itu.
- S1 : yang mana pak?
- T1 : yang personal experience, meet my idol itu. Didiskusikan dengan teman sebangku ya.
- S : nggih pak.
- S4 : di buku tugas pak?
- T1 : yup, benar. Di buku tugas.
- S5 : sebangku satu ya pak?
- T1 : ya ndak dong, tugasnya nulis masing-masing tapi mengerjakannya berdua dengan teman sebangku.
- S5 : yah, satu saja to pak.
- T1 : nanti nilanya dibagi dua ya? Kalau dapat delapan ya dibagi dua gitu, mau?
- S5 : mboten pak. Hehe....

T1 : silahkan dikerjakan dulu.

Students discuss the task.

S4 : bro, oleh buka HP ora yo?

S5 : mbuh, coba takok wae.

S4 : kowe ae seng takok.

S5 : aku? Yo wes naknu. Pak?

T1 : ya?

S5 : boleh buka kamus di HP pak?

T1 : kalau buka kamus silahkan, yang penting nggak main WA, IG opo sosmed liane.

S5 : nggih pak, siap.

A few minute later.

T1 : sudah selesai ya?

S : belum pak.

T1 : kok suwe men to, ada kesulitan? Gak usah diartikan semua, wakatumu habis kalau mengartikan semua kata. Kamu kurang berapa soal?

S1 : dua soal pak

T1 : kalau kamu?

S2 : sama pak.

T1 : sama apane?

S2 : kurang dua pak. Bantu dijawab to pak, susah ini.

T1 : lha itu ada di teks semua kok, dibaca secara cermat biar dapat jawabannya.

S2 : nggih pak.

T1 : ya sudah, silahkan dibaca lebih dahulu saja, dibaca dengan keras antar baris. Silahkan dari baris paling dekat pintu setelah itu sampingnya dan sampingnya lagi. Baca dengan keras ya.

Students read the text.

T1 : karena waktu sudah habis, silahkan di diskusikan lagi dengan temanmu, next meeting kita bahas atau mungkin quiz.

S : ha? (terkejut) masa' kuis to Pak?

T1 : iya, yang penting dipelajari dulu, nanti ada apa next meeting ya kita lihat saja. Yang penting semangat belajarnya, jangan malas. Kita akhiri pelajaran hari ini, wassalamu'alaikum warahmatullahi wabarakatuh.

S : wa'alaikumsalam warahmatullahi wabarakatuh.

Appendix 4 : Documentation

Teacher 1 at X IA 1





Teacher 2 at X IS 1






Teacher 2 at X IS 2



Appendix 5 : Permission Letter


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
FAKULTAS ADAB DAN BAHASA
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo, Telp. (0271) 781516 Fax (0271) 782724
 Website: www.iaa-surakarta.ac.id E-mail: fbb.iaa@surakarta@gmail.com

Nomor : B-941/tn.10/F.V/PP.00.9/02/2020 18 Februari 2020
 Lamp. : -
 Perihal : *Permohonan Izin Penelitian*

Kepada Yth,
 Kepala SMA Negeri 1 Plupuh, Sragen
 di
 Tempat



Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa IAIN Surakarta memohon ijin atas :

Nama : SALEH NUR FADHILAH
 NIM : 153221016
 Program Studi : Pendidikan Bahasa Inggris
 Semester : 10
 Judul Skripsi : Teaching Strategies On Transactional and Interpersonal Communication at Tenth Grade Of SMAN 1 Plupuh, Sragen In The Academic Year Of 2019/2020

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
 Adapun waktu penelitian pada tanggal 27 Februari 2020 sampai tanggal 11 Maret 2020
 Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.



Prof. Dr. Toto Suharto, S.Ag., M.Ag.
 NIP. 19710403 199803 1 005



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH ATAS NEGERI 1
PLUPUH**

Jl. Raya Sambirejo - Plupuh, Sragen 57283. Telp 08112970333
Email : smansaplupuh@gmail.com Website : sman1plupuh.sch.id

SURAT KETERANGAN

Nomor : 421.3/128

Yang bertandatangan dibawah ini saya :

Nama : **BAMBANG MARGONO, S.Pd., M.Si**
N I P : 19670408 199201 1 001
Pangkat/Golongan : Pembina / IV a
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Plupuh Kab. Sragen

Menerangkan bahwa :

Nama : **SALEH NUR FADHILAH**
N I M : 153221016
Program Studi : Pendidikan Bahasa Inggris
Fakultas/Universitas : Adab dan Bahasa/IAIN Surakarta
Semester : 10

Nama tersebut diatas benar telah melaksanakan Penelitian di SMA Negeri 1 Plupuh dengan Judul Skripsi "*Teaching Strategies On Transactional and Interpersonal Communication at Tenth Grade Of SMA N 1 Plupuh, Sragen In The Academic Year Of 2019/2020*"

Demikian Surat Keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.

Plupuh, 20 Oktober 2020
Kepala SMA Negeri 1 Plupuh



BAMBANG MARGONO, S.Pd., M.Si

Appendix 6 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 1 Plupuh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganap
Tahun Pelajaran : 2019/2020
Materi Pokok : Iklan
Alokasi Waktu : 9 JP

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait kegiatan (event), sesuai dengan konteks penggunaannya	3.7.1 Bertanya jawab fungsi sosial, struktur teks, dan unsur kebahasaan pada teks teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tentang iklan sesuai dengan konteks penggunaannya. 3.7.2. Mendiskusikan materi bersama siswa mengenai Tesk fungsional pendek”Iklan ”.
4.7 Iklan <i>kegiatan (event)</i>	4.7.2 Menangkap makna secara kontekstual
4.7.1 Menangkap makna secara	

- kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (*event*)
- 4.7.2 Menyusun teks khusus dalam bentuk iklan kegiatan (*event*), lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
- terkait fungsiosocial, struktur teks dan unsur kebahasaan teks khusus dalam bentuk iklan kegiatan (*event*)
- 4.7.3 Menyusun teks khusus dalam bentuk iklan kegiatan (*event*), lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks iklan kegiatan.
- Memahami struktur teks iklan kegiatan.
- Memahami unsur kebahasaan dari teks iklan kegiatan
- Membuat teks iklan kegiatan.

D. Materi Pembelajaran

1. Materi pembelajaran reguler

- *Fungsi sosial*
Membujuk orang lain untuk mengikuti kegiatan (*event*).
- *Struktur teks*
- *Struktur dapat mencakup*
 - Judul/tujuan iklan barang, jasa, dan kegiatan (*event*) di media massa.
 - Informasi tertentu dari iklan barang, jasa, dan kegiatan (*event*) di media massa.
- *Unsur kebahasaan*
 - Ungkapan dan kosa kata yang lazim digunakan iklan barang, jasa, dan kegiatan (*event*) di media massa
 - Penggunaan nominal singular dan plural grup.
 - Ejaan dan tanda baca
 - Tulisan tangan
- *Topik*
Barang, jasa, dan kegiatan (*event*) yang relevan dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
- *Multimedia:*
Layout dan dekorasi yang membuat tampilan masing-masing teks dalam iklan kegiatan (*event*).

2. Materi pembelajaran remedial

- Fungsi social dan struktur teks iklan kegiatan.

3. Materi pembelajaran pengayaan

- Mengungkapkan informasi yang terdapat dalam teks iklan kegiatan.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (3 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingat kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➤ <i>Pengertian teks iklan kegiatan, contoh dan penggunaannya</i>

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (115 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian teks iklan kegiatan, contoh dan penggunaannya</i> dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i>. ● Pemberian contoh-contoh materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i>.</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait <i>Pengertian pengertian teks iklan kegiatan, contoh dan penggunaannya</i>.</p> <p>→ Mendengar</p> <p>Pemberian materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> oleh guru.</p> <p>→ Menyimak</p> <p>Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i></p>

	<p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
<p>Data collection (pengumpulan data)</p>	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> → Mengamati obyek/kejadian Mengamati dengan seksama materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. → Membaca sumber lain selain buku teks Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang sedang dipelajari. → Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> → Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> → Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i>. → Mengumpulkan informasi Mencatat semua informasi tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. → Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> sesuai dengan pemahamannya. → Saling tukar informasi tentang materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok</p>

	kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> → Berdiskusi tentang data dari Materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> → Mengolah informasi dari materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. → Peserta didik mengerjakan beberapa soal mengenai materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> → Menyampaikan hasil diskusi tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> → Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan.

	<p>→ Bertanya atas presentasi tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i></p> <p>→ Menjawab pertanyaan tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p>Catatan : Selama pembelajaran pengertian teks iklan kegiatan, contoh dan penggunaannya, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p align="center">Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> ● Mengagendakan pekerjaan rumah untuk materi pelajaran <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> ● Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ● Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> ● Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ● Memberikan penghargaan untuk materi pelajaran <i>pengertian teks iklan kegiatan, contoh dan penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Rahmad	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota		50			

	mendapatkan kesempatan untuk berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$

3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak Memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3

		Pilihan tata bahasa cukup tepat	3	2
		Pilihan tata bahasa kurang tepat	2	1
		Pilihan tata bahasa tidak tepat	1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata Bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat

Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Keaslian	Sangat original	5	4

	Penulisan	Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3

		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran	Sangat lancar		5	4

	<i>(fluency)</i>	Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna <i>(accuracy)</i>	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Sragen, January 2020

Mengetahui,
Kepala Sekolah SMAN 1 Plupuh

Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 1 Plupuh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganap
Tahun Pelajaran : 2019/2020
Materi Pokok : Recount Text
Alokasi Waktu : 9 JP

A. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
8. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Bertanya jawab fungsi sosial, struktur teks, dan unsur kebahasaan pada teks teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tentang recount text sesuai dengan konteks penggunaannya. 3.7.2. Mendiskusikan materi bersama siswa mengenai Tesk fungsional pendek”recount text”.
4.8 Recount (<i>event</i>) 4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.2 Menyusun teks recount lisan dan	4.7.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah 4.7.3 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,

<p>tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>secara benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount.
- Memahami struktur teks recount.
- Memahami unsur kebahasaan dari teks recount.
- Membuat teks recount sederhana.

D. Materi Pembelajaran

1. Materi pembelajaran reguler

- *Fungsi sosial*
Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan.
- *Struktur teks*
- *Struktur dapat mencakup*
 - Orientasi
 - Urutan kejadian/kegiatan
 - Orientasi ulang
- *Unsur kebahasaan*
 - Ungkapan Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
 - Adverbia penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
 - Adverbia dan frasa preposisional penunjuk waktu
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- *Topik*
Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

2. Materi pembelajaran remedial

- Fungsi social dan struktur teks recount.

3. Materi pembelajaran pengayaan

- Mengungkapkan informasi yang terdapat dalam teks recount.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi

F. Media Pembelajaran

3. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

4. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (3 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap disiplin ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingat kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Pengertian teks recount, contoh dan penggunaannya</i> ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ● Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ● Pembagian kelompok belajar ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (115 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian teks recount, contoh dan penggunaannya</i> dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> ● Lembar kerja materi <i>pengertian teks recount, contoh dan penggunaannya</i>. ● Pemberian contoh-contoh materi <i>pengertian teks recount, contoh dan penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>→ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>pengertian teks recount, contoh dan penggunaannya</i>.</p> <p>→ Menulis Menulis resume dari hasil pengamatan dan bacaan terkait <i>Pengertian pengertian teks recount, contoh dan penggunaannya</i>.</p> <p>→ Mendengar Pemberian materi <i>pengertian teks recount, contoh dan penggunaannya</i> oleh guru.</p> <p>→ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p>

	<p>Mengamati dengan seksama materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang sedang dipelajari.</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>pengertian teks recount, contoh dan penggunaannya</i>.</p> <p>→ Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri <i>pengertian teks recount, contoh dan penggunaannya</i> sesuai dengan pemahamannya.</p> <p>→ Saling tukar informasi tentang materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p>

<p>Verification (pembuktian)</p>	<p>→ Mengolah informasi dari materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi <i>pengertian teks recount, contoh dan penggunaannya</i></p> <hr/> <p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
<p>Generalization (menarik kesimpulan)</p>	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Menyampaikan hasil diskusi tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>→ Bertanya atas presentasi tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p> <p><u>CREATIVITY (KREATIVITAS)</u></p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>pengertian teks recount, contoh dan penggunaannya</i></p> <p>→ Menjawab pertanyaan tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p>

	<p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang akan selesai dipelajari</p> <p>→ Menyelesaikan uji kompetensi untuk materi <i>pengertian teks recount, contoh dan penggunaannya</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p>Catatan : Selama pembelajaran pengertian teks recount, contoh dan penggunaannya, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (10 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>pengertian teks recount, contoh dan penggunaannya</i> • Mengagendakan pekerjaan rumah untuk materi pelajaran <i>pengertian teks recount, contoh dan penggunaannya</i> • Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>pengertian teks recount, contoh dan penggunaannya</i> • Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran <i>pengertian teks recount, contoh dan penggunaannya</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

I. Penilaian Hasil Pembelajaran

6. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Rahmad	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :

- 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

- Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
- Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
- Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
- Kode nilai / predikat :
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

7. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
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1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak Memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

8. Penilaian Keterampilan

f. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang
-----	--------------------	------	--------

			baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata Bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

g. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3
MEMUASKAN mendapat skor 2
TERBATAS mendapat skor 1

h. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

i. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan	2	1

		Isi tidak sesuai dengan judul	judul	1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

j. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

9. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

10. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Sragen, January 2020

Mengetahui,
Kepala Sekolah SMAN 1 Plupuh

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