

**TEACHERS` READINESS IN DEVELOPING ENGLISH MATERIAL IN
ONLINE LEARNING**

THESIS

Submitted as a Partial Requirements

For the Undergraduate Degree in English Education



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DEDICATION

This thesis dedicated to:

Allah SWT as my God who always gives me easy way to get my goals.

My parents who always gives me motivation while did this thesis.

My sister and brother as my support system.

MOTTO

**"If you have not tried it, how will you
know if the opportunity arises?"**

~Jack Ma~

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teachers’ Readiness in Developing English Material in Online Learning” 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.

Surakarta, 20th March 2021

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

Surakarta, 20th March 2021

The researcher



Reffi Sabillawati

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ABSTRACT

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Keyword: Teachers` Readiness, Online Learning, English Material Development.

This research paper entitled "*Teachers` Readiness in Developing English Material in Online Learning*". The purpose of this research was to describe the teachers` readiness in developing English material in online learning of situation occur in distance learning because of Pandemic *Covid-19*.

This research employed descriptive qualitative research. The participants of this research were two English teachers in the ninth grade in SMP Negeri 1 Mojolaban. The data of this research were gained by interview then transcript teachers` answers and documentation of teachers` lesson plan also procedure text power point. Then, the data divided into two types there were principles of developing English material by Tomlinson and practical developing online teaching material by Basal. This research applied truthworthiness of the data by utilizing other researcher with forum group discussion to support the data credibility.

The researcher found totally 71 data. The main data were 28 about developing material and the supporting data were 43 data about practical in developing material in online learning. Teacher A and Teacher B did all recommendations of practicing developing in online learning from Basal theory and from eight points in developing material from Tomlinson theory only two data which have same action. In short, the two teachers are ready to develop English material in online learning.

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CHAPTER I INTRODUCTION

A. Background of the Study

In new normal, teachers must be able to adapt to the government policies in terms of preventing the spread of *Covid-19* in education sector. The policy has been written in Circular Number 3 of 2020 on the Prevention of *Covid-19* in the Education Unit, which is about the implementation of the learning from home policy and Circular Number 4 of 2020 which is strengthened by Secretary General Circular No 15 in 2020 which was released by the Ministry of Education and Culture; and Ministry of Education and Culture about conducting social restriction policies by limiting national exams, school exams, and postponing computer-based written exams. The implementation of emergency education policy about study from home set by government in circular letter number 4 in 2020 counted from 24 March 2020 until right now.

Government gives several support in an effort to deal with *Covid-19* that has been carried out include: (1) Government facilitates the acceleration of the handling of the *Covid-19* Pandemic with a fund of 4.9 trillion rupiah. (2) Government supports the learning activities from home such as providing credit, providing learning programs broadcast on TV, utilizing applications, providing materials, and online learning for universities. (3) Government responds the challenges faced by students affected by *Covid-19* by providing concessions on UKT (tuition fee), infrastructure assistance, and providing scholarships. (4) Government prevents the spread of covid-19 by supporting social restriction policies by limiting national exams, school exams, and postponing computer-based written exams. (5) Government keeps promoting cultural expression in times during pandemic. The implementation is that class members learn cultural arts by *daring* (distance learning online). (6) Government redesigns training programs for teachers and education staff. (7) Government changes the priority scale at the Ministry of Education and

Culture, by controlling the development of human resources through improving the quality of education and culture

Based on sources taken from guide book for the implementation of learning during pandemic Covid-19 for education and culture ministry in 2020, the government policy principle is regarding the health and safety of all those involved in the education and development of students and their psychosocial conditions. Meanwhile, the new policy focus of the government is the expansion of face-to-face learning for the yellow zone and red zone. In this occasion, students and teachers used to interaction with distance learning (Rosali:2020). Government also released adjustment of learning policies during Covid-19 Pandemic in 7 August 2020 to use of emergency curriculum in this crisis. The emergency curriculum is a simplification of the basic competencies that refers to the 2013 curriculum.

The differences in the implementation of learning in a pandemic situation and before a pandemic is that all access to learning such as teaching, giving assignments, assessing, and meetings that involve many people must be done virtually. However, from the virtual implementation, are the teachers ready to adapt to using the online system for almost all activities? In addition, in the Guide Implementation of Learning Book published by the ministry of education and culture the new policy in new normal schools in green zone is only schools that can hold face while learning with protocol *Covid-19* like as with shift in practically. Then, yellow and red zone schools are banned by government to hold learning directly. They can hold learning by virtual way.

As in the previous study from Zulkifli and Royes(2017) entitled "*Profesionalisme Guru dalam Mengembangkan Materi Ajar Bahasa Arab di MIN 1 Palembang*". The result from the research found that, teachers need the ability to master and design learning materials, select and collect materials as optimally as possible to help students achieve competency standards and basic competencies, Arrange material according to the sequence of learning activities where the material is sorted based on existing standard competition and basic competition. Identifying materials obtained and not obtained from

books, developing teaching programs. Professional teachers will master the material based on the established syllabus, develop their creativity by sharing experiences between teachers, developing and utilizing mass media and print media. Develop her self through educational seminars, workshops, and independent study.

Then, the second previous study from Lapadaet *al* and entitled "*Teacher`s Covid-19 Awareness, Distance Learning Education Experiences and Perceptions toward Institutional Readiness and Challenges*". The result from this study found that teachers` experiences and teacher`s geographic location have correlation in distancing teaching learning and there was no correlation between teachers` experience and geographic location and teachers` awareness *Covid-19* because they are aware.

Based on the two previous studies was to discuss teachers` skill to develop teaching material, geographical conditions, teacher experience, and the willingness of teachers to accept technology and apply it in teaching. Meanwhile, the difference with this research is that the researcher wants to find out how the teacher prepares to develop English teaching materials especially procedure text in the implementation of study from home and the practical of English online learning using emergency curriculum. Researcher consider the teachers` readiness from two aspects there are teachers` readiness in developing English material and the practical of English material development in online learning. Therefore, it will be very important to conduct this research to see the actual situation whether the teachers are ready to develop teaching materials through online learning. This research important to be conducted because based from pre-research at school, the teachers were struggling to adapt with situation. Moreover, the researcher want to find out is there any development on the teachers itself while online learning after got a workshop about online learning from Sukoharjo district education office at the last semester in 2020.

Taken from school data when researcher did pre-research in SMP Negeri 1 Mojolaban, this school already has internet access, a source of

electricity, and sufficient electrical power for infrastructure. Report from hasilun.puspendik.kemdibud.go.id it is written that result of National Examination of SMP Negeri 1 Mojolabanin 2017 got range score 74.76, in 2018 got range score 74,15 and in 2019 got range score 75,29 then became top three in Sukoharjo after SMP Negeri 1 Sukoharjo and SMP Negeri 1 Kartasura. In conclusion this school became the best junior high school in Mojolaban. Moreover, from the results of student achievement which is quite superior to make researchers want to reveal how teachers teach material, especially when online learning is to students. Because, intelligent students are closely related to the way teachers provide material to their students. Another reason for choosing this school as a place to get research data because geographically of Mojolaban is an urban area. Mojolaban becomes the transitionarea of Solo City which has an impact on the development of a conventional village into a modern village that has fast growth dynamics. “Sukoharjo regency has four sub-districts directly adjacent to the city of Surakarta, namely Kartasura, Baki, Grogol and Mojolaban....,” (Mardiyansjah, Handayani, and Setyono: 2018). In 2010, Sukoharjo Regency was the district that had the highest level of urbanization, amounting to 76.7% (Mardiyansjah, Handayani, and Setyoonon: 2018). It can be said that Mojolaban can be an area whose development is quite advanced because it is a transitional area of the city and a buffer for the City of Solo. Mojolaban as a urban area hopefully it can support system education in online learning.

At the time of pre-research the teacher also explained compaction in the distance learning syllabus. Some of the materials that the students had to take in the first semester were the text of expressions in the form of hopes and prayers, procedure text, and narrative text. From this material, procedure text was chosen because the researcher got the two teachers who taught procedure text and just finished input students` score in ninth grader. Researcher want to find out is there any difference between urban areas and other urban or rural areas from the choice of tools for procedure text such as hoe, caping, etc. that the teacher chose in developing the procedure text material. Then from these

two teachers, the researcher wants to investigate is the difference in the development of procedure text teaching materials before distance learning and at the time of distance learning both two teachers then compare about the two teachers' preparation in developing English material in online learning. From the practice of activities that have been carried out by the teacher to develop the material, it will be seen that the teacher is ready or not yet to develop the teaching materials. Because self-readiness according to Slameto (2010) is a condition of someone who is ready to respond and answer in their own way to certain situations. From the explanation above the researcher is conducting research entitled "Teachers' Readiness in Developing English Material in Online Learning".

B. Identification of the Problems

Based on the background of the study, the researcher would like to identify some problems as follows:

1. The teachers' readiness in developing English material in online learning.
2. The teachers' readiness in practical English online learning
3. The differences learning between two teachers in developing English material in online learning.
4. The differences in developing English material before Covid-19 and during Covid-19.

C. Limitation of the Problems

Limitation of this study aims to avoid misunderstanding and to specify the object. It focused to investigate some English teachers who teach in ninth grade in SMP Negeri 1 Mojolaban in academic year 2020/2021. The writer take ninth grade because this class got the impact of *Covid-19* and it make the teacher easily to handle up because the companion teacher who assigned by school to help the researcher teach on ninth grade.

The data took from individual interview, and several documents which can support this study. This study also what teachers do to develop English materials in online learning, it can be viewed from their lesson plan and procedure text power point. Documents that will be analyzed by the researcher are lesson plan in emergency curriculum, and material about Procedure Text in the form of PPT. Procedure text become material that will be conducted by researcher because from the teacher`s advice in normal learning they usually make a practicum directly but in this pandemic the way will be different because process of learning by online therefore students do not practice directly in front of their friend.

The researcher want to analyze about daring lesson plan because it includes in daring system in new normal learning process during affected by *Covid-19* also almost of school in Indonesia use curriculum 2013. Procedure text is a text and explains how to make or use something it can be food, or things. In this study, how to teachers develop procedure text in online learning will be analyzed.

D. Problems Formulation

Regarding the identification of the problems, the researcher proposes the following problems:

1. How is the teachers` readiness in developing English material procedure text at the ninth grade in online learning at SMP Negeri 1 Mojolaban in the academic year of 2020/2021?"

E. The Objectives of the Study

Researcher hopes this study give some information about teacher readiness in prepare English material in online learning. This study has objective which include:

1. To find out what teacher do in developing English material procedure text in ninth grade in online learning at SMP Negeri 1 Mojolaban in the academic year 2020/2021.

2. To find out of the actions taken by the teacher in developing English material procedure text, can it be said that it is ready for implementation during online learning at SMP Negeri 1 Mojolaban in the academic year 2020/2021.
3. To find out what tools the teacher uses in developing English material procedure text in ninth grade in online learning at SMP Negeri 1 Mojolaban in the academic year 2020/2021.
4. To find out what is the difference in learning before *Covid-19* and while this situation in developing English material procedure text in ninth grade in online learning at SMP Negeri 1 Mojolaban in the academic year 2020/2021.

F. The Benefits of the Study

The researcher hopes this research may give some benefits in future, especially for English learning and it will give some information for other researchers who take the same focus. The benefits of the study those are:

1. Ther Researchers

This research may help the other researcher to find out the gaps between this research with another research. Then researcher hopes that it will give some important information which has same focus with other researcher.

2. The Reader

The researcher hopes that the reader can understand about the result of this research, so they will know about the finding then they can improve with their own research and more develop better research.

G. The Definition of Key Terms

By knowing the key term it makes easy for reader and other researcher to knowing this research and to avoid misunderstanding to interpret. Researcher defines some key terms as follow:

1. Readiness: Utami (2016), stated that readiness is the capacity of a person to improve his work ability which consists of knowledge and expertise and attitudes of a person.
2. Teaching Material: Teaching material means all things that will be used by teacher to conduct teaching learning activities, (Noviani:2014).
3. Procedure Text: Based on Ameliah, *et al* (2019:1) Procedure text is Procedure text is a text designed to describe how something is accomplished through a sequence of actions or steps.
4. LMS: An LMS provides the virtual platform for the e-learning by enabling the management, monitoring students, delivery, tracking of learning, testing, communication, registration process, and scheduling. (Nadire: 2015)

CHAPTER II

LITERATUREREVIEW

This chapter deals with the description of Interpreting, the description of errors, description of problems, and previous related study.

A. Theoretical Description

1. Theory of Teacher Readiness

a. Definition of Readiness

Readiness in each person has a different meaning. In this page the researcher will explain about the definition of readiness from various sources. Mahardika, *et al.*, (2019:262) stated that readiness is the level of human growth started from maturity and profitable to practice something. Slameto (2010) besides, stated that readiness is someone condition that makes ready to response and answer in own ways toward certain situation. Teachers` readiness also can be interpreted the condition of teachers to teach, physical condition, physics, and their emotion.

Readiness based on Halamik (2011:94), is a level or state to be accomplished in the process, individual development at the level mental, physical, social, and emotional growth. According to Kisanjara (2014), by knowing and integrating of technology and information, it will strengthen to build students more indepent. From the explanations above we can conclude that readiness is a condition of someone bravely to response that must be faced because maturity of the preparations that have been prepared.

b. Factors that Affecting Teacher Readiness

Teaching learning activity is a process which has linkages with a facilitator or a teacher. But, in the process it also needs a readiness from the teacher to explain the material well. Someone`s readiness affecting their own responses toward something that gave it bait to be followed up. Each person has different varies readiness, because it is influenced by several factors. Based on Mahardika *et al* (2019:263), someone`s readiness

affected by two factors there are internal and external. Internal factor comes from inside of each person. The instances are moral value, level of intelligence, talents, passion, knowledge, and physical condition. Then, external factor comes from outside of each individual. The examples are citizen, condition of social economic a country or region, social economic status, family affecting, family authority, associates, and status demand. In addition, he stated that someone`s readiness to become a teacher determined by mastery their scope, passion, talent, appropriate with the goal, and attitude while in their prophecy.

c. Teachers' Readiness Indicator

From the various factors that affect teacher`s readiness while in teaching learning process, the teacher also needs to prepare their readiness to follow current development in order to develop critical thinking of students. Larlen (2013), something new that needs to be prepared by a teacher in teaching learning process are:

- 1) Teacher use varied methods which are according to demand of learning material.
- 2) Teacher made the atmosphere in teaching learning process more fun, creative, and active.
- 3) Students get supporting facilities.
- 4) Teachers prepare their lesson plan well and conducive. They can use learning model in order to make the students are not saturated.

Based on (Heryani:2012), teacher`s readiness is basically reality action from the teacher or their practices while in process of teaching learning in a certain way which has more effective and efficient system. In other words, with teaching strategy is a politic or tactic which teacher use in carrying out teaching practices.

- 1) Teacher has a lesson plan in the form of activity or teaching learning process and strategy or method teaching.
- 2) Readiness personality that include physically readiness, mentality readiness, and basic competency.

- 3) Mastery in teaching material, diagnostic ability of students attitude, ability to carry out learning process, and ability to measure student learning outcomes.
- 4) Teacher uses a teaching approach (like as using teaching aids and practice module) or another effective and efficient way.

In summary readiness must be done by teacher in teaching learning process like as teachers prepare lesson plan which will be used, prepare the proper method of teaching, and prepare teaching aids to support learning.

d. Readiness in Using Technology

The changing of educational system from the old until the newest system makes teachers applying various methods to fulfill the students' needs according to the time. Right now, distance learning system or *daring* requires for teachers to use technology. Teachers utilize technology and community resources in order to facilitate both virtual and face-to-face conversations, Kerkhoff (2017:93).

In addition, teachers have been applied education 4.0 for their daily activity during distance learning system. Based on Mourtziset *al* (2018:130-131) stated that, it is important to upgrade traditional teaching factories and expand their contribution, adding emerging digital technologies. This education system aims to bring new and experienced workforce up to speed with the innovative proposals of Industry 4.0, creating a sustainable environment that will accelerate its adoption in manufacturing.

Then, in readiness of teacher using technology especially in distance learning system is same as with acceptance of technology. The successful of applied technology in teaching learning depend on their knowledge and skill about technology. Davis in Noh *et al* (2014:147), the lack of user acceptance has been an impediment to the success of new technology. Apart from teachers' knowledge and skill, there are several other studies that show teachers' belief is one determining factor in the

ability of teachers' intention in using the new technology in teaching and learning, Ramayah and Aafaqi in Noh *et al* (2014:147). The several factors cited from Hunt *et al* and Weston in Noh *et al* (2014:147), teachers' attitude such as inertia to change, lack of willingness to take risks, being afraid to deviate from the usual educational practices and lack of awareness on the benefits of new technology can be an impediment to the teacher to adopt the new technology. According to Schillewaert *et al.* (in Noh *et al*, 2014:147), personal innovativeness and computer self-efficacy are related to consumer's acceptance readiness. Personal innovativeness is a personal trait that greatly affects consumers' acceptance towards technology. Innovativeness can also be used to classify people into adopter categories because it is a continuous variable that can be partitioned into discrete categories. Hurt *et al* (in Noh *et al*, 2014:147), general innovativeness and personality construct may be interpreted as willingness to change and not the change itself. In addition, the concept of domain specific innovativeness reflects the tendency to learn about and adopt new products within a specific domain of interest, Goldsmith in Noh *et al* (2014:147).

Shortly, from the explanation above we can summarize that the readiness in using technology especially for teacher is about acceptance. The acceptance in different atmosphere to make it better and to fulfill demands of time and reduce things that make unsuccessful in acceptance of renewal for better.

e. Readiness in Developing Teaching Material

Based on Dick and Carey (Hamid:2008) which cited by the Royes and Zulkifli to measure teacher material developments need to see several things there are: a) Choose and collect the existing teaching material and its relevant to be used, b) compile the material which is accordance with the sequence of teaching activity, c) Identifying materials which have obtained or not from the book, d) Compile learning program.

2. Teaching Material

a. The Meaning of Teaching Material

Based on (Fitriyah:2015), teaching material is one of main component for teaching learning process continuity and teaching in classes that can help teachers and students. Based on Burkill and Eaton in Fitriyah (2015), stated that the teacher need to do is develop materials that move the learners from the low or bottom end of the ladder to the high or top no matter what their level of ability. It is mean that the quality of those materials directly impacts the quality of teaching.

Teaching material is an aid that teacher use to teach their students in learning process or in other words teaching material is an aid that teacher use when they give their material in a continual period of time. In short, teacher and teaching material are closely related and can be separated from one another.

b. The Role of Material

Richad and Rodger (in Rahayu 2014:21), authenticity of material is needed to introduce the learners with the real text or discourse in real life. In addition, Brinton *et al* (in Rahayu 2014:21), authentic materials are said as materials that were not originally produced for language teaching purposes. It means that English material actually complex material. Hence, in order to make sure that students can understand easily the material is created more compact. From the two explanations above we can conclude that the role of material are to developing students in real life with compact material in order to make them easily in absorbing the material.

c. Kinds of Teaching Material

In developing materials teachers need teaching material to help them organize learning well. The all components which help teachers to get the goals of the learning as we teaching materials are lesson plan, syllabus, handout, students worksheet, and media. Based on Ewito

(2012), stated that the kinds of teaching materials are syllabus, Lesson Plan, Handout, students worksheet, and media.

There are the explanations about the kinds of teaching material from various sources:

1) Syllabus

According to Widowson in Syaiful Anwar (2017: 33), syllabus is an idealized schematic construct, which serves as reference for teaching. Syaiful Anwar as quoted by Halliday (1965). The specification of syllabus correlates with two choices. Then Mulyasa in Syaiful Anwar (2017:33), Dealing with the content of syllabuses, that consist of standard competency, basic competency, materials, indicators, assessment, time allotment, and resources of teaching developed by each school and the ordering of what is to be taught. Briefly, syllabus is a framework and collection of learning material that has standard main point such as objectives, goals, standard competencies, indicator, assessment and etc which are systematically designed to facilities and guidelines the teachers for achieving the goals of each material being taught.

2) Lesson Plan

Anwar(2017), said that lesson plan is a set of plan describing the procedure and learning management in conducting the learning process. The components of lesson plan are competency standard, basic competency, instructional objectives, teaching materials, methods, the steps of learning conducted, the sources of learning and the technique of evaluation. Sudirman *et al* as quoted by Daryanto and Dwicahyono (2014:87), lesson plan is a form of learning management and procedure to achieve basic competences that have been defined in standard curriculum. Shortly, lesson plan is part of syllabus focuses on each material and have standard points which are designed systematically as teachers` guidelines in teaching learning.

The differences of lesson plan during *Covid-19* and before *Covid-19* lies on activities which use online learning devices. The example is from Aliyah (2020), the lesson plan of MTs NegeriTojoUnaUna were using WhatsApp in online absence.

3) Handout

Handout is book references that are used by teacher during the learning process that have been modified with students needed. Based on Rahmayaniet al (2015:48), The use of handout as teaching material can further empower of students in applying curriculum on the text book.

4) Worksheet

The aim of worksheet for students is to find out how they understand the material is. Teacher give explanation as facilitator then to assess how they know the material well, teacher give the worksheet that suitable with the material. Majid as quoted by Syaiful (2017:17), stated that worksheet is sheets containing the task to be done by learners. Student activity sheet is usually in the form of instructions, the steps to complete a task. A worksheet includes at least the criteria relating to achieve/absence of a basic competencies mastered by learners.

5) Media

Media is completing learning process, media can make students more understand the material. They can use it to practice. Media not only books, but also the teacher can use cards, power point, or teaching other media which suitable with the material. Based on Gerlach and Ely (in Syaiful, 2017:17), stated that if the media understood broadly are human, material or events that establish the conditions that enable the pupils to acquire knowledge. In this sense, teachers, textbooks, and school environment is a media.

Based on Tomlinson(in Pratiwi, 2013:14) material is anything which is used to help teaching language to the learners. It can be the

form of a textbook, a workbook, a cassette, a video, a newspaper, etc. It means that the term of materials is much broader than just a course book. Hence, it is a big mistake if a teacher teaches the students based on the course book only.

Then the kinds of teaching materials are:

1) Printed material: handout, book, module, students` worksheet, brochure, leaflet, wall chart.

The example of printed material not only book but also teachers can use brochure, leaflet, wall chart, students` worksheet, etc. In the other hand by using printed material students can learn physically because it can be affixed in the classroom to support learning process.

2) Audio: radio, cassette, CD audio.

In classroom students have different ways in learning. One of student`s characteristic is ability to understand the material with audio or they are excellent at listening. Media which is using by the teacher must be varied in order to reach all students to understand the material easily that presented in front of class. Audio has variety, there are radio, cassette, and CD audio.

3) Audio visual: video, film, VCD.

Audio visual is part of media in teaching learning. Audio visual is more complete than audio because it has two benefits there are in visual and sounds so that students with ability inlistening and visual can accept the material well.The examples for audio visual are video, film, VCD. That can be shown by LCD.

4) Visual: photo, picture.

We often see in the classroom there photos, picture of Indonesian national hero, president of Indonesia, and lesson picture. There are example of media in visual category.

5) Multimedia: internet.

Curriculum 2013 teacher as facilitator and the main actor is student itself. Right now, students can find learning material not only

in books but also from internet, or environment around us. Internet as multimedia in this era become a part of life education because without multimedia we can not follow the flow of scientific development.

In short, teaching material consist of syllabus, lesson plan, handout, worksheet, and media. Then, to support learning media can divided become printed media, audio, audio visual, visual, and multimedia.

d. The Principal of Teaching Material

Apart of being one of the main components in the learning process, teaching material should have principal while it is used in learning process. Based on Tomlinson (in Fitriyah:2015), mentioned that its principals has benefit or developing relevance teaching materials while in process, there are:

- 1) The material must have impact on students.
- 2) The material must make the students feel comfort to absorb the materials.
- 3) The material must help students develop their confident.
- 4) The material must help students to invest their interest.
- 5) The material help student more active in communication.
- 6) The material can take into account the positive effects of teaching.
- 7) The material must be able to take into account that each student has a different learning style.
- 8) The Material must pay attention that learners differ in affective terms.
- 9) The material must provide free time for students to talk and understand when they need free time.
- 10) The material is less dependent on controlled practice.
- 11) The material must have feedback opportunities.

In short, teaching material helps students and teacher to get the goals of learning in the continue time then, it must have some specification to make the materials more developing in the future of teaching learning process.

e. Standardization of Teaching Material

Cunningworth (in Richard, 2001:258) gives criteria as set of guidelines in making the materials such as:

- 1) The material must be suitable with students` need, and language goals.
- 2) They can become a reflection for now and future function. Then the book can help them to reach the goals of language.
- 3) They can` t imposing rigid method, but they can be their a facilitate in learning process.
- 4) They must have clear role between the target language and learner.

Standardization in teaching material focuses on students. So the goal to make students understand will be reached.

f. Ideas in Material

Tomlinson (in Rahayu 2014:23) gave the opinion about ideas that dealing in material are:

- 1) Materials can be informative. It informs the learner about the target language being learned.
- 2) Materials can be instructional. It guides the learner in the process of practicing the language.
- 3) Materials can be experiential. It provides experience of the language in use for the learners therefore if they face the same condition, they will be able to apply their knowledge.
- 4) Materials can be eliciting. Material can encourage the learners to use the language
- 5) Materials can be exploratory. Material helps the learner to make discoveries about the language and keep explore their competence in using language

g. Characteristics of Good Material

In order to reach the goals of teaching learning, the material should contain good characteristics. The good characteristics in material have explained by Tomlinson (in Rahayu 2014:23-24). These are:

- 1) Materials should achieve impact.
- 2) Materials should help learners to feel at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use
- 8) The learners attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the targetlanguage to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in learning styles.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.English language teaching materials should be flexible.

h. The Steps to Prepare English Material

This study discuss about teachers` preparation for their readiness in teaching online. The steps to prepare English material will be explained in this text below:

1) Need Analysis

According to Richard (in Rahayu 2014:12), needs analysis is an activity to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The steps what we can do are observing students` needs, make interview to search detail information. Conducting to do this needs analysis have some reasons. Richard (in Rahayu 2014:12) explained the reason into some parts:

- a) To determine the current levels of language learners.
- b) To determine how many learners who need language training.
- c) To identify learners` perceptions of language difficulties being faced.
- d) To ascertain the types of transactions will be performed in English.
- e) To determine the language characteristics of those transaction.
- f) To assess the extent to which learners` needs are met by currently available textbook and other sources.

2) Creating Syllabus

The other preparation is creating syllabus. Syllabus is part of curriculum that becomes part of lesson plan too. Hutchinson and Water (in Rahayu 2014:14) explained about reasons of having syllabus is that a syllabus provides a set of criteria for material selection and/or writing. A good syllabus maintain some characteristics.

Hutchinson and Water (in Rahayu 2014:14-15) devided the good characteristics of syllabus become these parts below:

- a) Consist of a comprehensive list of
 - content items (words, structures, topics)
 - process items (tasks, methods)
- b) It is ordered (easier, more essential item first)
- c) It has explicit objectives (usually expressed in introduction)
- d) It is a public document

- e) It may indicate time schedule
- f) It may indicate a preferred methodology or approach
- g) may recommend materials

3) Creating Lesson Plan

Gagne and Briggs (in Chrisyaraniet *al* 2018:60), good lesson plan "Should contain three components called anchor points, namely 1) teaching objectives; 2) subject matter or teaching materials, teaching approaches and methods, teaching media and learning experiences; 3) and evaluation of success ". Kenneth D. Moore (in Chrisyaraniet *al* 2018:60) strengthen that, "That the composition of the learning plan format includes components: a) topic of discussion, b) learning objectives (competence and competency indicators), c) subject matter, d) learning activities, e) tools or media needed, and, f) evaluation of learning outcomes. So that from the study of Chrisyaraniet *al* (2018) which entitled "*Training on Preparation of K13 Learning Devices at SDN Sudimoro 2, Bululawang District, MALANG Regency*", after they hold a training and explaining about curriculum 2013 and how to make the learning media especially curriculum 2013 lesson plan she found that while compiling curriculum 2013 lesson plan have to contain lesson identity, core competence, standard competence, indicator, material, time, method, learning activity that apply scientific approach, evaluation, assessment, media, and learning sources. It is to be note that while compiling the lesson plan all components must arranged coherently. This lesson plan is not only for one subject but also all subjects including English. Shortly, when teacher compile their lesson plan must noticed the arrangement, start from write the subject identity until learning sources.

i. Material Development

The development of teaching materials is an important thing in the educational process. According to Sugirin (2011:08), the development of teaching materials is not just collecting material to be taught. rather, it

must be through planning or experiential learning. Thus, in developing teaching materials must use principles and be in accordance with the learning methods that have been selected. The development steps must also be systematic. As well as following the assessment criteria that has been carried out.

Zulkifli and Royes (2017) stated that teaching material is a component which include knowledge, skill, and attitude that must be owned by students to fulfill standard competition which is already set. Therefore in this case, teachers has important role to help them. One of the actions is to develop material in order to make them understand easily the material and get the goals.

1) The steps of developing teaching material based on Dick and Care`s model in Hamid (Zulfikfi and Royes:2017) are:

- a) Choose and collect the existing teaching material and its relevant to be used.
- b) Compile the material which is accordance with sequence of teaching activity
- c) Identifying materials which have obtained or not from the book.
- d) Compile learning program.

2) The principles in developing English material by Tomlinson (2010)

Dick and Care`s model in Hamid (Zulfikfi and Royes:2017) have explained about the steps of developing teaching material. Then, when teachers develop their teaching material it has to fulfil several principles in its developments. Tomlinson (2010) in Basal (2013:10) wrote several principles in developing English material. The principles in developing English material by Tomlinson (2010) such as:

- a) Materials should contain enough spoken and written text.

On the journal entitled "*Principles and Procedures of Material Developments for Language Learning*" in 2011 by Tomlinson, explain that the usage of spoken and written text aims to provide

extensive experience of language being used in order to achieve outcome in various text or material which will face by students.

- b) Materials should include authentic language.

Tomlinson stated that task of authentic language aimed to involve the students` communication to achieve outcome. He also explained that authentic in language represents how the language is typically and effectivelly used.

- c) Language input in materials should be contextualized.

Material should be contextualized means, material should give clear explanation. Hence, students can understand material well.

- d) Learners should be exposed sufficient samples of language in authentic use.

Tomlinson also explained that giving adequate examples of a language will have a good impact on students. Moreover, the use of authentic language will provide a natural learning cycle.

- e) Materials should include activities that provide critical thinking and encourage learners to visualize.

Prioritizing the involvement of learners for affective and cognitive engagement is more important than just teaching. Teachers must also be able to take advantage of activities that make students think critically about what they have got. Then, the teacher must also be able to take advantage of activities that make students think and feel that students are using the target language to communicate.

- f) Materials should include interesting and engaging tasks.

Giving interesting material or assignments affects the student learning process. Interesting material can be stimulated through emotional responses such as the use of music, songs, literature and inviting students to actively provide comments before asking and analyzing a material.

- g) Materials should provide learners to produce the desired outcomes.
To achieve the desired outcomes, the teacher can give students the opportunity to produce language in order to achieve. However, this opportunity needs to be designed so that students can practice it in learning activities properly. Thus, the ability to communicate will be smooth, accurate, precise, and effective. Students` feedback also needs to be built in this context
- h) Materials should provide a link to other subject areas.
The goals that are clearly stated at the beginning of the material will produce coherence between the materials. And can clearly develop new learning objectives, so that there are opportunities for discussion and strengthening of previous material.

3) Teaching development by Basal

In *Covid-19* it will be a challenge for teacher to develop teaching material during distance learning. Lapada *et al* (2020) stated that, the length of teaching experience and specialization is very strongly correlated to readiness to distance learning education. This statement it is very important to know how to develop teaching material in distance learning. Furthermore, distance learning also uses online learning. Therefore teachers need guideline to develop their teaching material. Basal wrote in her journal about teaching development in online learning for English teacher (2013:10-11). The practical recommendations from Basal (2013) for teachers while developing English material such as:

a) Using text based material

He cited from (Senghayer:2001), that learning English using text based material not only by PDF or word but it can be easily understanding if the teacher mixing with virtual.

b) Linking with the material

Teacher is supporting students` material outside of the book by giving hyperlink for video, phrase, audio, or material for word to get more exploration.

c) Using web page from internet

Teacher can browse material from internet with give attention that the material has good quality which appropriate with students and fulfill the goals. Learning activity from internet can be integrated by teachers in the material with pay attention copyright issue.

d) Using video

Teacher should use video from many platforms which has been provided by media such as youtube.com, ted.com, schooltube.com, pelajar.org, etc. From that teacher can introduce the world to their students. Teacher should adding transition, comment, quizzes on the video in order to make them motivated and engaging with material. In addition, the video can not be too long or in duration 5 until 15 minutes. In addition, teacher can add hidden word to check the students still giving their attention.

e) Using authoring tools

Teacher should know how to use authoring tools to combine video, word, and audio. Hopefully, with using authoring tools teaching material can more develop and motivated students.

f) Using web 2.0 tools

In the internet, there are many tools that can be used freely and named web 2.0 tools to develop online material. Teacher should integrate these tools with material in order to develop their effectiveness. The tools can be listed as wallwisher, jogtheweb, and voxopop. This paper introduce four Web 2.0 tools; Blogger, Strip Generation, Go!Animate, and Google Form, these are free and to use, in effort to motivated teacher with low technological skill in integrating them to their instruction practices(Konstantinidis *et al*:2013).

g) Having knowledge about LMS

Learning Management system is requirement for online learning. Teacher should know about property of LMS which they use for, whether it is a freeware or software. LMS property has influence to material which developed by teacher to a great degree. Teacher can converse face to face being online course. The online course such as edmodo, ukiran, or schoology they can use it freely.

h) Using presentation tools

Teacher can use multimedia tools although in simple presentation. Teacher can add in presentation of powerpoint with using audio, video, and animation. It will be nice because it not only word which can make them feel bored.

i) Using communication tools

In education, communication can be delivered by online such as forum, message, chat, and discussion. Therefore, teacher can help students from these ways to make them more understand by using online to teach them.

j) Using video for virtual classroom

In virtual classroom, teacher can give them learning and feedback. This activity can be taken video by teacher for further teaching. Therefore, preparation before virtual meeting is important thing for teachers. Video is valuable material because it includes teacher and students interactions. Students can learn more by re-watch this video.

k) Using template

Template has function to make consistent, flexible, and structural in developing material.

Practically in developing teaching material in online learning depend on teachers` experiences. The practical recommendations for the development of online language teaching materials above depend on the researcher`s experiences in online teaching and material development for online English courses. Therefore, they can serve as practical guidelines

for language teachers in the material development process for online language courses, (Basal:11).

4) Teaching Materials Development Procedures

By using teaching materials developed in accordance with good principles, the teacher will feel more confident when presenting teaching materials, so that the delivery can take place well. If the learning activity is going well, it is expected that students will get good learning results too. Described in a book made by (Sdjati:2012) in the year entitled "*Teaching Materials Development*", the procedure for teaching teaching materials includes:

a) Analysis

The teacher can analyze the level of students' mastery of the subjects to be delivered. The level of students' ability to capture material is also related to age, language, origin, family background, etc. so, will greatly determine the type of teaching materials that will be developed by the teacher that is needed by students.

b) Design

Things that are done when designing is determining learning objectives, developing subject concepts, and developing an outline of the learning program.

c) Development

When developing teaching material, the teacher can choose one of the learning objectives, then complete the material, media, and strategy. Then, the teacher can start writing in text or narrative form and accompanied by guides, examples, assignments, and other supplements.

d) Evaluation and Revision

Evaluation is needed to see the effectiveness of the teaching materials being developed. There are 4 ways to evaluate it, namely review by material experts, one-on-one trials, small group trials, and field trials.

3. Curriculum 2013

a. The Meaning of Curriculum 2013

Curriculum 2013 is a curriculum as a substitute for curriculum 2006 or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Cited from (Suherdi and Nugraha:2017), the purpose of the 2013 Curriculum, as stated in Permendikbud (Regulation of Indonesia Ministry of Education and Culture) No 68/1/2013, is to prepare Indonesian people to have life skill competence as an individual and citizen who are faithful, productive, creative, and able to contribute to society, nation, and mankind life. Curriculum 2013 emphasizes on scientific approach start from elementary school until high school. Suherdi and Nugraha:2017 in (Abidin, 2014, p.17; Hosnan, 2014, p.39) stated that practically, this learning process will lead learners to do 'research' activity such as observing, experimenting, and associating. Those learning activities are then covered into a scientific-based process. It is claimed that scientific approach is "a more effective learning approach to reinforce students' learning outcomes; learner is an active subject of learning or learner is subject of learning process" (Permendikbud No.68, 2013. Suherdi and Nugraha:2017 (in Abidin:2014) states that "there are five steps of learning activity that must be conducted in learning process: (1) observing scientifically, (2) developing intellectual curiosity through questioning, (3) constructing critical thinking, (4) experimenting, and (5) communicating". In addition,). Azizah *et al* (2015:298) stated that, scientific approach is a referring approach on investigative techniques on one or some phenomena or symptoms, get new knowledge, or correct and mixing previous knowledge. The aims of scientific approach are build human resources more creative, productive, and innovative which appear from attitude, knowledge, and skills. Then, the steps of scientific approach are observing, questioning, associating, experimenting, and networking. Therefore, curriculum 2013 demands students to active during the learning process.

Moreover, the assessment has differences between curriculum 2013 and KTSP curriculum. In Permendikbud Number 66 of 2013, the assessment standard of curriculum 2013 include authentic assessment, self assessment, portopolio assessment, daily test, midterm test, final test, competencies test, exam quality level of competencies, and national examination. Retnawati(in Setiadi, 2015:168) one of aspects which being there sistance of implementation in curriculum 2013 is about the attitude assessment and spent more time to compile report.

b. Stages of Scientific Approach in Curriculum 2013

Nugraha and Suherdi (2017) in their journal entitled "*Scientific approach: an English learning-teaching (ELT) approach in the 2013 Curriculum*", discuss about stages of Scientific Approach in Curriculum 2013. In this discussion below, the researcher will describe stages of scientific approach from Nugraha and Suherdi (2017) in short.

1) Observing

Observing is one of important part in scientific approach. It can attract students` attention for the next learning process. In the observing process, students can imitate, and repeat the activity which they observe before. In addition, teachers can use videos for students` observation stage to support learning activities.

2) Questioning

In this second stage, students are questioning what has been observed at the observing stage. This question is useful for exploring students` knowledge, it can be in the form of class or individual discussions. The question that is built must have the following criteria:

- a) compact and clear
- b) Inspiring
- c) Focus on subject.
- d) Probing and divergent
- e) Valid

f) Increasing cognitive level

g) Increasing interaction

At this point “b” the concept of student understanding is built through group discussions. Because, they switch information between one student and other students

3) Experimenting

At this stage students are guided to find as much information as possible from various sources. In addition, at this stage students carry out direct practice such as site visits, interviews, or experiments. At this stage the teacher acts as a controller to plan and process experimenting activities on students.

4) Associating

At this stage the teacher and students conduct a joint analysis. After doing the observation, data collection, then at this stage the material that the students have obtained is analyzed together with the teacher to draw conclusions. Synchronize the different results of students' findings for solutions. The hope of this activity is that students can synchronize their findings with real conditions in everyday life.

5) Communicating

In this final stage, students communicate, demonstrate, or show their findings. The role of the teacher in this final stage is the teacher to provide feedback to students. So as a whole students have observed, looking for sources related to things being observed, analyzing, concluding, and telling the results of their findings.

c. Characteristics of Curriculum 2013

Based on a copy of attachment *Permendikbud* Number 59 of 2014 (in Khasanah, 2015:19) the characteristics of Curriculum 2013 are:

- a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.

- b. Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- c. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- d. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.

English lesson in Curriculum 2013 include in general course group which is a curricular program that aim to develop attitude competence, knowledge competence, and skill competence of students as a whole and strengthen the ability in social live. (*Permendikbud* Number 59 of 2014 article 5 paragraph 2).

d. Characteristics of English Lesson in Curriculum 2013

In addition in *Buku Guru Bahasa Inggris "When English Ring's a Bell"*(2017:2-3) there are characteristic of English lesson in Curriculum 2013:

1) Learn from example and exemplary.

Naturally, learning English does not begin with an explanation of the rules from parents or guardians, but immediately invited to speak English, little by little. To be able to tell stories in English, students often need to be read stories, guided to read stories, or watch stories. To be able to ask questions, students need to be frequently asked, they are required to be frequent ask questions, and get guided in doing so.

2) Observing Directly

Observing is not a passive act that involves only seeing, but it needs to be done actively by involving all senses and thought processes active. As long as students copy, the teacher directs the attention of students on important things in copying, including writing format,

structure text, vocabulary, phrases, sentences, speech, spelling, and grammar.

3) Questioning and Answering.

In a thorough and detailed observation process, learners will naturally discover things that are new or different to those knowing and understanding. Usually students will immediately ask or questioning things he doesn't understand. This is an opportunity best for the teacher to explain. But keep that in mind teacher explanations should not be too theoretical and pedantic.

4) Doing Directly by Their self

If the desire to be able to master a language action arises naturally, students will not linger waiting to try do it yourself. In the trial and error process, students, of course still going to have a lot of trouble and make a lot of mistakes. On at this stage teacher guidance and cooperation with friends will be very helpful.

5) Improve Reasoning by Using Teaching Materials from various other sources.

Experience using various spoken and written texts from various sources will open the minds of learners that different texts can have the same function and purpose, or vice versa. Learners will realize that variations in the form and content of the text are caused by the purpose and context different communication.

6) Doing Various Activities in English

Whatever we learn in the end must get the benefit for ourself nor other people. This can only be done if students are able communicate his work with his social environment. Even more so if what is learned is the communication tool itself, namely English.

4. Emergency Curriculum

a. The Meaning of Emergency Curriculum

Based on Kemendikbud.go.id, Emergency Curriculum is simplification of the basic competencies for each subject. Therefore, it focuses on essential competencies and competencies prerequisite for continuation of learning at the level next. The aim of making emergency curriculum is to reduce teachers' and students' workload in implementing national curriculum. The emergency curriculum contains the flexibility given by the education ministry to schools to choose a curriculum that suits the learning needs of students from home. The learning and assessment module is designed to support the implementation of the emergency curriculum. This aim is related with students' graduation.

In Indonesia uses emergency curriculum until right now. It written on adjustment of learning policies during Covid-19 Pandemic it was released by government in August 7 2020.

b. Emergency Curriculum is a Solution From Government

As reported (*kemendikbud.go.id* : 2020) daring system in this new normal makes many obstacles in the point of view from teachers, students, and parents. From that point, government makes solution as its obligation in adjustment of learning policies during the *Covid-19* pandemic. The obstacles and solutions are:

1) The Obstacle

a) Teachers' obstacles

- Teachers have difficulty managing *PJJ* (learning from home) and tend to focus on completion of the curriculum.
- Less learning time. Hence, the teacher might not meet the load hours teach.
- Teacher communication difficulties with parents as partners at home.

b) Parents` obstacles

- Not all parents can afford it and accompanying children studying at home because there is responsibility to other workplace. (work, business home, etc.).
- Parent difficulty in understand the lesson and motivate children when accompany studying at home.

c) Students` obstacles

- Students have difficulty concentrating learn from home and complained about its severity assignment of questions from the teacher.
- Increased stress and saturated due to insulation sustainable potential cause anxiety and depression for children.

Then the same obstacle from the three actors of education is Access to learning resources (either due to electricity / internet coverage problems), as well as funds for access.

2) Solution

- a) Sharing Teacher Program.
- b) Online Technical Guidance Series
- c) Webinar Series
- d) Free quota provision
- e) BOS & BOP relaxation
- f) PAUD & Friends Teacher Room Family
- g) "Learning From Home" on TVRI
- h) Studying at RRIRadio
- i) Study at Home
- j) Collaboration with online learning platform providers

c. Provision Emergency Curriculum

The implementation of the curriculum is valid until the end of the school year (still valid despite the conditions special is over). Education units can decide the curriculum based on:

- 1) Still use curriculum 2013

- 2) Use emergency curriculum
- 3) Simplify the curriculum independently.

Other provision of emergency curriculum quoted from Tirto.id and pgdiknas.kemdikbud.go.id, there are: 1) Emergency curriculum simplification of Curriculum 2013. Therefore, there is reduction on basic competence. Then, teacher can focus on essential competence and prerequisite competences that are a prerequisite for learning at the next level. The competence of each subject can be fulfilled even though it is constrained by distance in learning. That is the purpose of simplifying this curriculum. In short, emergency curriculum reducing basic competence for each lesson and focus to material that is considered the focus of the next level of competence or focus on essential competence. 2) Teachers are using diagnostic assessment. Diagnostic assessment is divided into two, namely cognitive and non-cognitive. Non-cognitive assessment is used to assess psychological starting from seeing the family, psychological and emotional conditions of students when doing distance learning. Meanwhile, cognitive assessment is used to measure students' ability to understand learning material. This is done so that the teacher can choose the method of giving remedials, questions, or materials that are suitable for students, especially students who are left behind.

d. Expectations of Implementing the Use of the Emergency Curriculum

As reported (*kemendikbud.go.id*: 2020), hopefully this emergency curriculum can make the teaching learning process from home easily for teachers, students, and parents.

- 1) Teachers
 - a) Availability of curriculum references as simple as can be done.
 - b) Less teaching load
 - c) Teachers can focus on education and learning which is essential and contextual.
 - d) Teachers' psychosocial well-being increased.

- 2) Students
 - a) Students are not burdened with demands to complete all curriculum achievements and can focus on essential and contextual education and learning.
 - b) The psychosocial well-being of students increases.
- 3) Parents
 - a) Make learning assistance easy at home.
 - b) The psychosocial well-being of parents increases.

Table 2.1 The Comparison Between Curriculum 2013 and Emergency Curriculum

Description	Curriculum 2013	Emergency Curriculum
Learning Process	-Scientific Approach -Interactive Learning	-Interactive Learning
Standart Competence Implementation	-Detail	-Core
Teachers` Target	-Face to face 24 hours a week	-Focus on interactive learning without catching up to the hour
Assessment	-Authentic assessment, is a process assessment. assess students' real abilities in everyday life (what children do and how it is done). It was cited on Regulation of the minister of education and culture Number	-Diagnostic sssessment. Diagnostic assessment is divided into two, namely cognitive and non-cognitive. Non-cognitive assessment is used to assess students`psychological and cognitive assessment is used to measure students' ability to understand learning material.

	66 of 2013	
Focus of Development	-Reducing the hours of subjects, reducing subjects, increasing the hours of lessons. In Puskur and bookkeeping of the Ministry of Culture of the Republic of Indonesia (Slameto:2015	-Essential Competence
Purpose	-Changes in character education, changes in literacy culture, training critical, creative, communicative skills and being able to collaborate	-Simplify the process of implementing learning from home for teachers, students, and parents. The competence of each subject can be fulfilled even though it is constrained by distance in learning

Reported from Kemdigbud.go.id based on director general of primary and secondary education:

Hamid Muhammad

5. Procedure Text

a. The Meaning and Parts of Procedure Text

Pardiyono (in Lestyaningsih 2017:35) stated that procedure text gives information about how something is accomplished through a sequence of actions or steps. This might include instructions for how to do something or how to make something. Based on English book for ninth grade entitled "*When English Ring's a Bell*" Procedure text is a text to use

and make recipes and manual. So, from two explanations above we can resume that procedure text is text that explain about the way to make recipe, or the way to use something and has a goal that is in order to make the readers understand how to use or how to make something clearly.

1) Things are contained in procedure text

Teachers' book "*Think Globally Act Locally*" (2018:85-86) explained about standard competences , main material, social function, text structure, linguistic elements, and topicof procedure text that will be explained by researcher below:

a) Standard competences:

- Comparing social functions, text structure, and several linguistic elements oral and written procedural texts by providing and requesting related information food / beverage recipes and short and simple manuals, according to the context of their use.
- Capturing the contextual meaning of social functions, text structures, and linguistic elements of oral and written procedural text, very short and simple, in prescription and manual form.

b) Main material:

- Procedural texts in the form of recipes and manuals, short and simple. Ability to understand recipes and manuals in English allows students to show responsibility as an educated teenager on whom the family could increasingly rely and society.

c) Social Function:

- Get the best results online effective and efficient, avoid damage, accidents, and waste.

d) Text Structures:

- Foods and drinks
- Tools, machines, materials, apparatus required.
- How to cookusing in form work steps sequentially.

e) Linguistic Elements:

- Related special vocabulary with the product.

- Nominal phrases for referring to objects.
- The conjunctions first, next, then, finally.
- Speech, word stress, intonation, spelling, punctuation, and handwriting.

f) Topic:

- Food/beverage recipes, equipment manuals related to the lives of students that can foster the behavior contained in main competence.

2) The Characteristics of Procedure Text

The characteristics of procedure text are:

- Use simple present tense.
- Use imperative sentence to give order. The examples are; don't cut, turn on, cut into, etc.
- Use connective sequence. The examples are: while, then, next, etc.
- Use numbering; first, second, third.
- Use action verb: cut, put, serve, etc.
- Use adverb; slowly, easily, etc.

3) The Generic Structure of Procedure Text

- Goal: Goal of procedure text lies on the title of procedure text itself.
- Ingredients: Mention the tools and ingredients that is needed in its process.
- Steps: Explain steps one by one to make or use something.

b. Procedure Text During the *Covid-19* Pandemic

In the distance learning syllabus the knowledge competency discussed is understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events. While the skill competency is trying, cultivating, and presenting in a concrete sense (using, unraveling, assembling, modifying, and make) and the realm of abstract (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources of the same perspective / theory. Then the basic written competencies for procedure text material in the ninth

grade syllabus during the *Covid-19* pandemic are basic competencies 3.2 which consists of comparing social functions, text structures, and linguistic elements of several oral and written procedures by giving and asking for information related to food / drink recipes and manual, short and simple, according to the context of its use. and basic competence 4.2 which contains capturing contextual meanings related to social functions, text structure, and linguistic elements of oral and written procedural texts, which are very short and simple in the form of recipes and manuals. In the ninth grade syllabus of the *Covid-19* pandemic, knowledge competence is included in core competency 3 and skills competency is included in core competency

6. Online Learning

a. The Theory of Online Learning

Online learning or e-learning based on (Saputra:2019) is learning system using electronic media with computer that connected to internet as an intermediary in delivering learning material. E-learning is a lot of teaching and learning that uses electronic circuits (LAN, WAN, or internet) in the delivery of learning content, interactions, and guidance (Jaya Kumar, 2012). In short we can say that online learning or internet learning is a learning that use internet as the media to support the material.

b. Teaching Media in Online Learning

In the Guide implementation of Learning Book published by the ministry of education and culture in the middle of April 2020 government has shown study at home program that broadcast through TVRI. The program contains educational shows as the alternative of study at home for educators, students, and parents.

Government support during system with these media as follow:

- 1) Home Education Ministry of Education and Culture with its link belajar.kemendikbud.go.id
- 2) TV Education Ministry of Education and Culture with its link tve.kemendikbud.go.id/live/

- 3) Digital learning with its link pustadin.webex.com
- 4) Face while Daring Program greeting of ambassador home learning Pusdatin
- 5) LMS SIAJAR with its link lms.seamolec.org
- 6) Daring application with its link setara.kemendikbud.go.id

B. Previous Related Studies

Some related studies have been taken to compare this research with other research. There are as follows: The first research conducted by Zulkifli and Nadjamuddin Royes in PGMI scientific Journal entitled “*Profesionalisme Guru dalam Mengembangkan Materi Ajar Bahasa Arab di MIN 1 Palembang*”. In this study, conducted in 2017 and the researchers used descriptive qualitative as its methodology. These researchers focused on teacher`s professionalism and how they develop teaching learning. It is different with this study which focuses on developing English material in online learning and not about teachers` professionalism. This first previous study obtained findings there were: teachers need the ability to master and design learning materials, select and collect materials as optimally as possible to help students achieve competency standards and basic competencies, arrange material according to the sequence of learning activities where the material is sorted based on existing standard competition and basic competition, identifying materials obtained and not obtained from books, developing teaching programs. Furthermore, the researcher also found several points in teachers` profesionalis such as: A teacher will be said professionalism if they have already guided by syllabus then develop their creativity with sharing with other teachers about their experience, utilize media, and develop their self through seminar also workshop. In this research also discuss about obstacle in developing material for teacher there are from teachers itself and infrastructure.

The second previous study conducted by Pusparini et alin 2018. The journal entitled “*An Investigation on Teachers` E-Learning Readiness toward E-Learning Implementation in Public Senior High School*”. This study

focused on teachers' readiness toward implementation of e-learning in English teaching learning in senior high school. Different subject and this method becomes the gap between this previous study and the researcher's study. This previous study used explanatory sequential design. The overall result of this study found that the teachers got score 3.99 from 5.00. Then the lowest readiness score got 3.40. This proved that English teachers have been ready in using e-learning for teaching learning process. However, they need some refinement.

The third previous study based on international journal in 2020 from Skhepheet *al* entitled "*Accounting Teachers' Readiness for E-Learning in the Fourth Industrial Revolution: A Case of Selected High Schools in Eastern Cape, South Africa*". This study focused on exploring accounting class which used qualitative approach and study case research design. The differences this previous study with the writers are the subject of study and the teachers material, this study is about accounting class while the writer is about English education class. The finds were accounting class was not design to support e-learning class, and teachers also not understand about e-learning class. So that, the summary was government must be discuss with university to service the teacher and advising them on how to use technologies inpractice.

The The last previous study was from Lapada A.A, Miguel F.F, Robledo D.A.R, and Alam Z.F who were conducting research with entitled "*Teachers' Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards Institutional Readiness and Challenges*" in 2020. This research took in Philipines in 2020. This study explore about teacher awareness about *Covid-19*, school's readiness and the teachers' response to challenge this condition. The result are there was no correlation between teachers' geographic condition and *Covid-19*, but there was correlation between teachers' experiences toward their readiness to challenge this pandemic condition in teaching learning. Furthermore, this previous study there was correlation between teachers' demographic location between their readiness adapt to distance learning. The differences are this research used

random sampling for the subject from the experience, this study also about teacher`s awareness of *Covid-19*, teachers` gender, and school level. Then, this research focuses on teachers` readiness in developing English material and its practical in online learning at nine grader junior high school.

Table 2.2 The Differences of Previous Study

Author	Title	Place and Year	Subject	Finding	The difference
Zulkifli and Nadjamuddin Roes	<i>Profesionalisme Guru dalam Mengembangkan Materi Ajar Bahasa Arab di MIN 1 Palembang</i>	Palembang 2017	Elementary school (MIN 1 Palembang)	skill of developing, mastering, designing, choosing, and collecting material are needed by teachers. Also, the more professional a teacher is, the easier it will be in developing the material	The differences between all the previous study and this study are: the researcher wants to find out how the teacher readiness to develop English teaching materials and teachers` practical in developing online
Puspriani et al	An Investigation on Teachers` E-Learning Readiness toward E-Learning Implementation in Public Senior High School	Bali 2018	English senior high school teacher	English teachers have been ready in using e-learning for teaching learning process. However, they need some refinement.	
Khepheet al	Accounting Teachers` Readiness for E-	South Africa 2020	Accounting Teachers in senior	The finds were accounting class was not design to support e-learning class, and	

	Learning in the Fourth Industrial Revolution: A Case of Selected High Schools in Eastern Cape, South Africa		high school	teachers also not understand about e-learning class. So that, the summary was government must be discuss with university to service the teacher and advising them on how to use technologies in practice.	English material in the implementation of study from home and using emergency curriculum which the curriculum, with the same gender both two teachers in the nine grader junior high school.
Lapada A.A, Miguel F.F, Robledo D.A.R, and Alam Z.F	Teachers' Covid-19 Awareness, Distance Learning Experiences and Perceptions towards Institutional Readiness and Challenges	Philippines 2020	Random sampling teachers in Philippines	The result are there was no correlation between teachers' geographic condition and Covid-19, but there was correlation between teachers' experiences toward their readiness to challenge this pandemic condition in teaching learning. Furthermore there was correlation between teachers' demographic location between their readiness adapt to distance learning.	

CHAPTER III

RESEARCH METHOD

A. Research Method

The design of this research is descriptive with qualitative approach. The researcher raised this theme because of a phenomenon which has been going on until this day. Neergaard *et al* (in Chen *et al* 2020:82) stated that, descriptive qualitative is employed when a research study aims to discover and describe a process, a phenomenon, or the perspectives and views of the participants. Based on Sandelowski (in Chen *et al* 2020:82), a qualitative descriptive study design offers comprehensive information about an event. The phenomenon in this research discusses about a circumstance that happens about education in the moment of spreading *Covid-19*. This qualitative research describes about the teachers' experience in developing English material during a pandemic.

Sandelowski (in Chen *et al* 2020:82) strengthens that a qualitative descriptive design allows for an understanding of their experience. This data is taken as naturalistic as possible, because descriptive qualitative data comes from a social event which is taken by the researcher to be analyzed for the truth. Qualitative descriptive studies employ the principles of naturalistic enquiry or investigate a phenomenon in its natural state as much as possible, Vaismoradi *et al* (in Chen *et al* 2020:82). In addition, to make sure that this research accords with prevailing rules in descriptive qualitative research. Tong *et al* (in Chen *et al* 2020:82) stated that, in terms of quality assurance, the reporting of this study was consistent with the consolidated criteria for reporting qualitative research.

B. Setting of the Study

The researcher takes the place in an urban area. The urban area is not a city but more modern than a village and becomes the best junior high school in the sub-district of Mojolaban. From the result of National Examination in 2017 SMP Negeri 1 Mojolaban got a range score of 74.76, in 2018 got a range score

74.15 , and in 2019 got range score 75.29 then became top three in Sukoharjo District after SMP Negeri 1 Sukoharjo and SMP Negeri 1 Kartasura (hasilun.puspendik.kemdibud.go.id). Therefore the researcher resume that this school becomes the best junior high school in Mojolaban based on the data. In short, the researcher want to know how was the teachers` readiness in developing English material in online learning and what are the obstacles

1. Setting of Place

This school is taken by the researcher because the school becomes one of the schools that affected by *Covid-19*. Hence, the school implements daring or online learning system. In addition, this school located in urban area that can be researched about teachers` readiness use technological sophistication learning tools when they are implementing online learning system. This research takes place at SMP Negeri 1 Mojolaban. It is located at Jl. Mayor Achmadi No. 191, Klumpit, Kec. Mojolaban, Kab. Sukoharjo, Jawa Tengah (0271) 611536, Website: www.smpn1mojolaban.sch.id.

2. Setting of Time

This research is started from last June Schedule of research as follows:

Table 3.1 Research Schedule

Activities	Month
Pre-research	22 nd June 2020
Desining proposal	30 nd June – 26 th October 2020
Arranging thr permission letter	14 th September 2020
Observation	23 rd September 2020
Interview	23 rd January 2021
Collecting data	24 th – 30 th January 2021
Analysis data	1 st – 14 th February 2021
Submitting Report	23 rd February 2021

C. Subjects of the Study

The subjects of this research are English teacher at ninth grade of SMP Negeri 1 Mojolaban in academic year 2020/2021. The two English teachers at ninth grade become the respondents in this research to interview. The subjects are listed in the table below:

Table 3.2 Respondents` Name

No	Teacher`s Name	Class	Teachers` teaching Experience
1.	Dra. Siti Marwiyatun	9A, 9B, 9C, 9D	The total of year that she has spent for teaching is around 28 years. The details are as follow: <ul style="list-style-type: none">• GTT for 4 years.• Junior high school in Magelang for 4 years.• Junior high school in BuluSukoharjo for 17 years.• Junior high school in Mojolaban, Sukoharjo for 3 years.
2.	Sumanti, S.Pd	9E, 9F, 9G, 9H	The total of year that she has spent for teaching is around 23 years. The details are as follow: <ul style="list-style-type: none">• SMP Negeri 3 Polokarto.• SMP PGRI Sukoharjo• SMP 1 Kasatriyan Solo.• SMP Negeri 3 Mojolaban.• SMP Negeri 1 Mojolaban.

D. Technique of Collecting Data

The researcher use observation, interview, and documentation as the technique of collecting data.

1. Observation

Observation becomes one of the techniques of collecting data in this research. The researcher came to SMP Negeri 1 Mojolaban on Saturday, 23 September 2020 at 08.30 – 10.00 WIB to observe the teachers who become the subject of this research. Observation is a data

collection technique that is required. The researchers went to the field to observe matters relating to space, place, 64 actors, events, objects, time, events, goals and feelings (Ghony&Almansyur, 2014: 165).

On 24 September 2020, the researcher came to junior high school and gave the observation letter at 11 A.M. Then, on the next day the researcher got permission to do observation. After got the teacher's number from administrator unit employee, the researcher made a meeting on 23 September 2020 with the teacher. On that day at 09.00 A.M the researcher met teacher and asked about the school's condition during *Covid-19* then asked about English teacher faced this incident. Teachers told that they got support from government to develop the things which needed by teacher like as wifi and workshop about developing online learning. This government support and workshop addressed to schools in Sukoharjo. But, the workshop just holding in once and the other side teacher still got confuse at that time. Hence, the teacher who will be the subject, asked with other teachers to help her. In addition, she recommended to take procedure text as my subject lesson because the lesson she has been done and has the students' assessment. In addition, in normal learning they usually make a practicum directly but in this pandemic the way will be different because process of learning by online therefore students do not practice directly in front of their friend.

This teacher also being a homeroom teacher in ninth grade, so she also recommended to take her class in order to more easily when take the data. Accidentally the teacher who handle in nine class only two teachers, so it make more flexible when take the data and interview. The last, the researcher got the teachers' data and made appointment with the two teachersthenat a later time will make an interview.

The data which be the researcher need are, first is personal data such as phone number, background experience as teacher, address, name of class. Then the second is about teaching learning story during *Covid-19*. In short, from the data which the researcher wants to take from the results

of observations by researchers are teachers' personal data, school data, things that the teacher prepares during online learning, actions taken by schools and also the government, then teachers' experiences regarding online learning. When the researcher asked about the implementation of online learning, the teacher explained that during distance learning the school used the school's personal website, so that the assessment system provided material, and accessing all learning activities through the school website.

2. Interview

According to Faizah(2016:46) cited in Cohen (2005:269), interview is two persons conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by the interviewer on content specific by research objective of systematic, description, prediction, and explanation.

This interview was conducted by the researcher to find out from the respondents directly related to the problem under study. Before conducting the interview, the researcher prepares a list of questions as a guide so as not to get out of the problem being researched. In time of pandemic, the researcher did the interview by door to door. After get the data of English teacher who teach in ninth grader at SMP Negeri 1 Mojolaban, the researcher went to teachers' home to hold the interview. All the activities did by Covid-19 protocol. The teachers and the researcher wear mask and keep the distance for about one meter. The teachers who will be interviewed by researcher are Mrs. Marwi S.Pd who handles in class 9A until 9D and Teacher two, S.Pd who handles in class 9E until 9H. The interview will be hold after researcher done in seminar proposal. Then, the question that will be asked by researcher are about background experience, readiness when teaching in this pandemic situation, the obstacle, about preparation before teach such as the application which use by teachers, procedure text, the assessment, and about their feeling. In short they will tell about their experience during *Covid-19* that impact on their readiness.

3. Document

Sukmadinata (in Agwin 2015:66), stated that document the technique of document is needed in documentation by the researcher. In the qualitative research, documentation is important to collect the data. The researcher needs to collect the data such as lesson plan (RPP) about procedure text and power point as its material to find out about teachers` readiness in developing English material in online learning.

In this research, the researcher wants to find out material about procedure text in the lesson plan. The aim is to collect the data from lesson plan as document to proof whether the teachers have prepared English material in accordance with daring system. As the example of lesson plan from Awaliyah, S.Pd. The teacher is from MTs Negeri Tojo UnaUna, then the lesson plan created in Mei 2020 and available on Kemdigbud website. The lesson plan has used daring system. The lesson plan has loaded online presence, using media social like as WhatsApp group, and collection of assignment through media online as the activity steps. In addition the assessment use online media, the example is attendance discipline through media social which used by the teacher. In the example before, teacher used WhatsApp group because this is assessed the easiest way to conduct learning. From WA group teacher can easily upload PPT, or other material because everyone has WA. But, in this study it will be better if the subject use additional application to conduct learning. This indicates that teacher able to use other media to support e-learning and this indicate that they ready to use technology while e-learning.

E. Technique of Data Analysis

The researcher has finished collecting the data, then in analyzing data the researcher used qualitative research which use data reduction, data display, and conclusion to arrange and present the data.

Based on Miles and Huberman (in Sari, 2018), they state that qualitative data analysis consists of “three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification”.

1. Data Reduction

Data reduction is the process of selecting data that appropriate the theme, and reducing things that are felt to be out of the discussion. The purpose of data reduction is to make it easier for researchers and to clarify research so that they can then retrieve more accurate data. The data will be reduced about the result of interview about the obstacle in developing English material during study at home use online learning, have the teachers ready in developing English material while online learning, then what are they prepared while online learning to teach English lesson. The result of interview section will be changed in text script. In addition, the researcher also uses data reduction to find out the lesson plan which relate with daring system, such as using social media, and online attendance.

2. Data Display

Data display is an effort to organize data that has been analyzed so that it is easy to understand and then easy to draw conclusions. The most frequently used in the presentation of qualitative research is the text that is narrative. Data from interview section and that is been through data reduction will be process on data display.

3. Drawing conclusion/verification

The research data is presented gradually starting from words and sentences that are coherent and well, the analysis is carried out in stages based on research questions to get a clear narrative about the problems raised by the researcher.

F. Trustworthiness

In study case raised by researchers, used qualitative methods then to find out whether the research is credible or not, in trustworthiness data, researchers use triangulation.

Moleong (in Agwin, 2015:69) stated that triangulation is a technique checks the validity of the data that utilizes something else, outside of that data for the purposes of checking or comparison data toward it.

The kinds of triangulation are follows:

1. Triangulation Source.

Triangulation source is comparing the results of observations and interviews, comparing what people say in public and comparing them in private. After comparing, you will get the same views and thoughts then, the truth will be seen from the comparison of several sources.

2. Triangulation methods.

Check the trusting level of the data obtained by several techniques at the time of data collection.

3. Triangulation by utilizing other researcher.

The aim is to re-check the reliability level of the data by comparing by utilizing other researcher.

4. Triangulation theory

That is discussing the research using more than one theory.

In this study, researchers used triangulation by utilizing other researcher. This activity is using forum group discussion. The participants who will be included in the FGD are Ms.Innes Elita Fahma, S.Pd and Ms. Unaizatus Zulfa, S.Pd.

Trustworthiness data that will be carried out by the researcher, the results of the interview will be matched with documents, such as a compare the interview with teacher` lesson plan also teachers` power point, as well as a source of theory on English material development. Then, checking all of document through forum group discussion with two other researchers .

In qualitative research, checking the trustworthiness of the data is necessary to avoid invalid data. It is intended to avoid their answers and dishonest information. In this study, to testing the validity of the data is using triangulation techniques. Triangulation technique is the technique of testing the validity of the data by using something that out of the existing data or as a comparison of existing data. Triangulation conducted and used to check the validity of data that consists of sources, methods, theory and time.

In this research, There were four kinds to testing the validity of the data namely triangulation sources, triangulation techniques, triangulation theory and triangulation of time.

1. The triangulation sources were done by comparing and re-checking the information and the confidence level of the informant.
2. The triangulation technique was done by comparing the results of interpreting test with the data from interviews, so the researcher can get the valid data in this research.
3. The triangulation theory was gained by asking another researcher as a validator to proofread the results of the research. In this research, researcher asked Miss Lilik Istoqomah M. Hum. to validate the errors data finding. The validation of the theory and data are in order to make data stronger and valid.
4. The triangulation of time was done by checking the interviews and interpreting test in a different time to produce valid data in the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research finding and discusses the answer of the research problems that have been formulated before in problem statement on chapter 1.

A. Research Findings

The analysis of teaching material focuses on developing English material. In addition, the researcher wants to find out how the teachers develop English material in e-learning while distance learning in pandemic *Covid-19*. This research had participants, they were two English teachers in SMP Negeri 1 Mojolaban who taught in ninth grade with the material was procedure text. Then, this material was taught by teachers in semester one at last October 2020.

English material development had already been described by Tomlinson in his book entitled “Principles of Effective Materials Development in (2013:10), the principles are: material should contain enough spoken and written text; materials should include authentic language; language input in materials should be contextualized; learner should be exposed sufficient samples of language in authentic use; materials should include activities that provide critical thinking and encourage learner to visualize; materials should include interesting and engaging tasks; material should provide learners to produce the desired outcome; materials should provide a link to other subject areas. Then, while English teachers develop their English material, Basal (2013:10-11) gave some recommendation for teachers to develop in e-learning. Those recommendations are such as using text based material, linking within material, using web pages on internet, using videos, using authoring tools, using web 2.0 tools, having knowledge about LMS, using presentation tools, using communication tools, using videos from virtual classroom, using a template.

From these theories, the researcher conducted the analysis by interview to ensure what the teachers do in developing English material in online learning,. Then, the researcher put codes on interview record to make the data more clearly. Codes are defined as ‘tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study’ (Miles and Huberman 1994:56). In addition, Fereday and Muir-Cochrane 2006 stated that, “Qualitative researchers often discuss the use of a codebook as one of the initial, and arguably the most critical, steps in the interview analysis process”. In this chapter, researcher used codes in analyzing interview with participants. In order to read this research easier, the codes are explained in this table below:

Table 4.1 Data Code Explanation

Code	Explanation
1	As numerical sign the analysis still in first discussion about English developing material.
/	As separator between number and alphabet.
a	Sub title explains first point entitled “Material should contain enough spoken and written text”.
b	Sub title explains second point entitled “Material should include authentic language”.
c	Sub title explains third point entitled “Language input in material should be contextualized”
d	Sub title explains fourth point entitled “Learner should be exposed sufficient samples of language in authentic use.”
e	Sub title explains fifth point entitled “Materials should include activities that provide critical thinking and encourage learner to visualize.”
f	Sub title explains sixth point entitled “Material should include interesting and engaging tasks.”
g	Sub title explains seventh point entitled “Material should provide learners to procedure the desired outcome.”
h	Sub title explains eighth point entitled “Materials should provide a link to other subject areas.”
II	As roman number to explain the second additional discussion in the same topic.
III	As roman number to explain the third additional discussion in the same topic.
IV	As roman number to explain the fourth additional discussion in the same topic

2	As numerical sign the analysis still in second discussion about English material development practices in online learning
A	Sub title explains first point entitled “Using text-based material.”
B	Sub title explains second point entitled “Linking within the material”
C	Sub title explains third point entitled “Using web pages on the Internet”
D	Sub title explains fourth point entitled “Using videos”
E	Sub title explains fifth point entitled “Using authoring tools”
F	Sub title explains sixth point entitled “Using Web 2.0 tools”
G	Sub title explains seventh point entitled “Having knowledge about LMS”
H	Sub title explains eighth point entitled “Using Presentation Tools”
I	Sub title explains ninth point entitled “Using Communication Tools”
J	Sub title explains tenth point entitled “Using Videos from Virtual Classroom”
K	Sub title explains eleventh point entitled “Using Template”
S.M	First teacher`s initial
S	Second teacher`s initial
P	Initial for picture

In this part, after explaining about codes which researcher used in coding interview`s record now there were some analysis between result of interview and theories. The first theory discussed about English material development by Tomlinson. Then, the second discussion was about online English material development practice recommendations by theory from Basal (2013).

1. The Finding of Teachers` Readiness in Developing English Material

a. Material should contain enough spoken and written text

On the journal entitled “*Principles and Procedures of Material Developments for Language Learning*” in 2011 by Tomlinson, explained that the usage of spoken and written text is to provide extensive experience of language being used in order to achieve outcome in various texts or materials which will be faced by students.

Before teaching the material, teachers gave a story or read the text and discussed it with their students. This activity purposed to enrich students` knowledge but teachers should know that spoken and written text which they gave to their students were enough in material.

1) Developing English material by giving enough spoken and written text by teacher one.

The first participant is Teacher one, Spd., as English teacher in class 9A, B, C, D at SMP Negeri 1 Mojolaban. The aim of this first point of interview is to find out did the teacher mix well in containing spokern and written text. This written record is explained below.

“Kalau Bahasa Inggris itu ada spoken dan written, jadi penilaian itu juga termasuk penilaian spoken itu kita bisa lihat dari teks-teks itu biasanya berupa teks percakapan. Kemudian juga teks question-answer tanya jawab itu anak sudah berkomunikasi menjawab secara tertulis tapi berupa percakapan itu termasuk juga sudah spoken. Sementara kalau written itu kebanyakan yang kami berikan itu siswa menjawab pertanyaan berdasarkan teks bacaan, kemudian dia menjawab sesuai berdasarkan teks tersebut. Selain itu, written itu juga bisa anak menciptakan sesuatu entah itu berupa surat, short message, dan sebagainya”. (1/a/ S.M).

(English consists of spoken and written text, so the assessments of these are done by conversation text. Then, on question answer text, students have already communicated through answering the conversation questions and write down on text. Meanwhile, mostly written text that we give to them is reading text, and students answer it. In addition, they also made a letter, short message, etc).

In the first point she said that students answered conversation text although, they did the task in writing. Then about written, she explained that students could answer the question in reading text or they could make some short message such as letter, memo, and etc. In addition, Teacher one also explained about spoken in written text on her presentation in this PPT below.

Bagaimana menyampaikan langkah-langkah/ method/ steps secara lisan/spoken ?	
Here are the actions or the steps to make Novel Apple Pudding	
Written	Spoken
1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.	First, Place the apple in a heat-proof dish. Place the flour in a bowl. Rub in margarine with a spatula
2. Stir in sugar and water (mixture should be lumpy). Pour over apples.	Then, Stir in sugar and water . The mixture should be lumpy After that, pour over the apples.
3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream	Next, Bake it at one hundred and eighty degrees for one hour or until it is syrupy and golden. Finally, Serve warm with cream or ice cream.

Figure 4.1 First Teacher`s Lesson Plan Related to Procedure Text Lesson (P/1/a/S.M)

This picture was taken from PPT which teacher gave to students. In this PPT teacher put written and spoken material in procedure text. The material is formed in table. On the right side there was spoken. In spoken table, teacher used sign such as first, second, then, next, and etc to point the steps in spoken through written way. Then, in left side, teacher used number to point each step. This is written text through written way.

- 2) Developing English material by giving enough spoken and written text by teacher two

The second participant was English teacher in clas 9 E, F, G, and H at SMP Negeri 1 Mojolaban. She explained that if students succeed in spoken or written text, the teacher considered this was enough in material.

“Setelah mengerjakan latihan-latihan, dan saya memakai metode written text kok hasilnya bagus, ya kalau sudah bagus memakai metode itu ya saya nyatakan sudah berhasil. Tapi kalau belum,

misalkan spoken text hasilnya kurang ya pakai written text dan keduanya saling menutup.”(1/a/S).

(After students doing the task, when I use written text method and students get better result, I can say that this method is success. But, if it is not success yet, like the spoken text result is lower, then we use written text and both methods cover up each other).

Explanation from that interview, Teacher two saw the successful of a method by students` score or result. Then, she thought that every method had their own weakness.Nothing was perfect and complements each other. In addition, to find out the result, the students had to do the task based on the method. Researcher took a picture from Teacher two`s lesson plan in this part below to make sure that teacher had already given written text in learning process.

2. Kegiatan Inti

- a. Guru menyampaikan materi PPT melalui Google Meet
- b. Guru menyampaikan tambahan materi pembelajaran melalui tayangan video tentang procedure text.
- c. Dengan bimbingan guru, siswa mengerjakan contoh latihan soal tertulis dan membacanya
- d. Guru membagikan tugas melalui web smp

Figure 4.2Second Teacher`s Lesson Plan Related to Procedure Text

Lesson(P/1/a/S)

This picture was taken from second teacher`s lesson plan on main activity. The main activity divided into several points, such as teacher explained material from PPT through Google Meet, Teacher explained additional procedure text material through PPT video slide, with teacher`s guidance students were doing example written task and read it, teacher gave students` task in school website. From that several points, the point of discussion about giving written and spoken task are on the third point of this main activity.

From that interview in material that teachers created before, those had already contained enough spoken and written text. Moreover, the teachers had designed to test the students` material whether already

contained enough spoken and written text or not. Although between two teachers had different ways in delivering material, but they realized that material must contain these kinds of text. In developing material, especially in spoken or written text in each material indeed the way of teacher delivered of their material became a point. Based on the two teachers said, the spoken and written text was contained in final test and from conversation on process of learning. Teacher observed from students` utterance and students` writing task.

b. Materials should include authentic language

Tomlinson stated that task of authentic language aimed to involve the students` communication to achieve outcome. He also explained that authentic in language represents how the language is typically and effectively used.

Teaching foreign language, students should know about vocabulary and how to pronounce it. Therefore teachers should understand how to give understanding for their students. Furthermore, students must listen directly from the native.

1) Developing English Materials with including authentic language by teacher one.

In this interview the first teacher said that during e-learning or before that, the teacher used video in teaching learning process. She put video which used bilingual in its delivery in order to make it more easily especially when teacher taught about grammar, social function, etc. Then to make it clearly that students also used English, teacher command the students to repeat the text or video in English. But, if they had difficulty teacher provide Cambridge Dictionary. Therefore, students also learned from native. In addition, teacher used guide book from *Kemdigbud* and others which use English at all.

“Kami selama tatap muka maupun e-learning, kami menggunakan medianya itu ada video. Kalau video itu berupa video

pembelajaran meskipun pelajaran Bahasa Inggris tetap ada Bahasa Indonesianya, untuk mempermudah menjelaskan suatu materi, karena suatu teks itu yang dijelaskan banyak sekali ada struktur bahasa, fungsi sosial, dan sebagainya. Kemudian kalau buku semua berbahasa Inggris”. (1/b/S.M)

(While offline learning or online learning, we have already used this media like a video. If the learning video is about English lesson, we also put Bahasa on it. It is in order to make easily in explaining material. Because each text has many explanations such as grammar, social function, etc. Then, the book we used English book as language instruction).

The source was important to enrich material. In foreign language mixing language was needed by teacher to ensure that students understand. Here, researcher gave a picture from Teacher one`s lesson plan in using source that used English or mixing language in teaching learning.

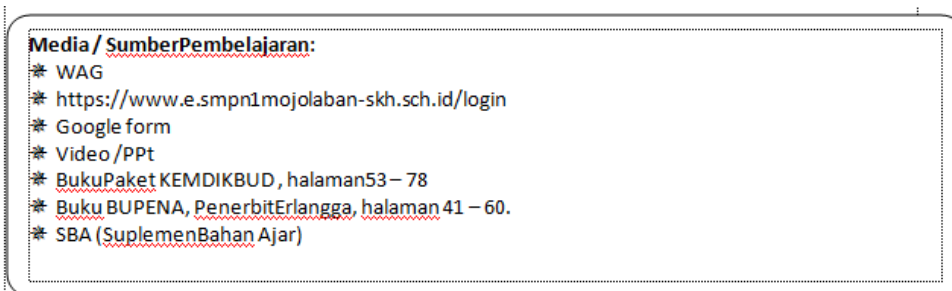


Figure 4.3 First Teacher`s Lesson Plan Related to Procedure Text. (P/1/B/S.M)

In explanation of interview with first participants, she said that she used video in learning. On that picture, teacher wrote video/ppt in teaching. She also used English book that include authentic language such as Buku Paket KEMDIKBUD, pages 53-78, BIPENA from Erlangga pages 41-60, SBA (Suplemen Bahan Ajar).

- 2) Developing English Materials with including authentic language by teacher two

The second teacher`s explanation was the same with teacher one. She was giving addition that the current and old SMP Negeri 1 Mojolaban had differences. Some years ago, students could catch what

teacher said although she said in English directly, but right now because of zoning policy teacher had difficulty if she used English directly for the introduction. Every student had different capacity to catch English material, she added.

“Cara penyampaiannya untuk tingkat SMP ya harus campuran. Kalau SMP 1 Mojolaban masa-masa pandemi dan zonasi seperti saat ini berbeda dengan masa dulu sebelum pakai zonasi. Dahulu kita pakai pengantar Bahasa Inggris anak-anak bisa mengikuti, tapi kalau sekarang pakai zonasi otomatis tidak semua anak kemampuannya diatas rata-rata jadi kita pakai bahasa campuran. Kalau sumbernya kita referensinya kita juga campuran. Kadang anak juga kita suruh cari referensi yang menurut mereka mudah, sampai paham betul.” (1/b/S)

(The way to explain a material in stage of junior high school must use bilingual. SMP Negeri 1 Mojolaban in this pandemic and zone policy is different with in the previous time before zone policy. Several years ago, we used English for language instruction. But now, in zone policy some students do not have average intelligence. So, we used mixing language. For the source, we use bilingual also. Sometimes, we ask them to search reference which they think it is easy, until they understand).

Teachers had already given some efforts to teach the students about foreign language at the best. Even though they must use bilingual but they still used the authentic source for their students. From that interview, we know that teacher used the book from kemdibud that used English as the base language, then also video which used bilingual as the base language. Teaching foreign language was not as easy as in imagination, but with the effort that they did to develop English material by using many sources and still including authentic language from that source, this was appraisalment itself in distance learning. Moreover, the students that did material searching by them self could be better in understanding.

c. Language input in materials should be contextualized.

Material should be contextualized means, material should give clear explanation. Hence, students can understand material well. It is a challenge for teacher to make the students understand which should be appropriate with the context. Teacher must be able to explain the material. How they can contextualize clearly. A material can be easily understood by students if teacher gives some examples or connects it with activity, event, or thing around students. Hence, the material should be contextualized.

1) Developing contextualized English material by teacher one.

The first participant gave her opinion to make the material contextualized. She explained in this interview below:

Teacher one said. *“Kalau materi yang ada hubungannya dengan yang sudah berlalu, kita tetap ulang dulu untuk mengingat materi yang sudah.” (1/c/S.M)*

(“If the material has connection with the other material in past, we are repeating again in short to keep them remembering it”).

Teacher one connected the material with past event if the material had correlation with the past event that she did in her classroom. When students watched the procedure text in video about how to make food or drink, they were interest with the material. Then, Mrs. Marwiyatun added that she developed it with asking students about action verb from the video which they paid attention before, because procedure text contained many action verbs. From that, teacher gave a sign in procedure text whenever it had action verb and it was always in introduction before command sentence. Teacher emphasized students to remember procedure text by the sign.

2) Developing contextualized English material by teacher two.

While teacher one used past event as an example to make material contextual, teacher two had different way. This is the interview`s record with teacher two:

Then, teacher two said, “*Misalnya ada video, ada gambar, biasanya saya menanyakan tentang apa yang siswa peroleh dari gambar itu dan saya suruh untuk menjelaskan dalam Bahasa Inggris. Misalnya anak menjawab macam-macam, nah keunikan itu nanti kita satukan dan mengarahkan kepada materi itu.*” (1/c/S)

(“If there is video or picture within the material, I usually give question to students about what they get from that picture then I ask them to explain it in English. Then, if they answer with various opinions, we got that uniqueness. From that we can conclude and direct them to the core of material itself”).

Teachers have different ways in explaining English language which is foreign language. Teacher two gave a video. Then, asked students` opinion and gave feedback. Then summarize the material which was learned by students especially in procedure text. Teacher two gave them a video for introduction. This learning process had been written on teacher`s two lesson plan. The lesson plan is in above:

- C. Kegiatan Pembelajaran
1. Kegiatan pendahuluan:
 - a. Guru mengucapkan salam dan berdoa.
 - b. Guru memberikan motivasi dan apresiasi.
 - c. Kegiatan absensi
 - d. Guru menginformasikan sekilas materi pembelajaran dengan memutar video.

Figure 4.4Second Teacher`s Lesson Plan Related to Procedure Text Lesson (P/1/c/S).

In order to make students understand the given material, it can be done in various ways. If the first teacher used an event to make it easy for students to remember, the second teacher used videos or pictures. In the lesson above, the second teacher preliminary activity displayed a video. In this preliminary activity, giving a video was located at point four after the teacher greeted and prayed, provided motivation, and checked

attendance. Then, by responding through the video students provided an opinion. Hence, the material was easier to understand. In short, both two teachers had already used contextual principle in developing English material, because they also connected it with our life with video as the developing.

d. Learner should be exposed sufficient samples of language in authentic use.

Tomlinson also explained that giving adequate examples of a language will have a good impact on students. Moreover, the use of authentic language will provide a natural learning cycle. Foreign language is different with target language. Therefore, both teachers and students should understand how the samples of language in authentic use. This is in order to make students more fluent especially in speaking. Both two teachers were strongly agree if they should give students example in pronouncing vocabulary, also they can learn from native by internet. Here, the researcher wants to describe the result of interview start from Teacher one, then Teacher two.

1) Developing English material with giving language in authentic use by teacher one.

Describing from Mrs. Marwiyatun, to make it clear that students also used English, teacher commanded the students to repeat the text or video in English. But, if they had difficulty, teacher provided Cambridge Dictionary. Therefore, students also learned from native.

“Untuk mengetahui mereka berbahasa Inggris juga, di video itu ada contoh percakapan, mereka juga diminta untuk menirukan. Jadi menirukan dari sumber aslinya. Tapi kadang kalau mereka menemukan kosakata yang sulit, kami juga menyediakan aplikasi dari Kamus Cambridge, itu kan cara pengucapannya juga malah pilih versi Inggris atau Amerika juga ada. Terus kalau di power point biasanya saya juga selipi suara dan selama e-learning sudah kami terapkan. Materi yang membutuhkan contoh pengucapan kami usahakan kami berikan seperti itu.” (1/d/S.M)

(To know whether they are using English or not, in video which I give to them there is an example of conversation, I also ask them to imitate from the original sources or native speaker. But sometimes they also find hard vocabulary. We also provide Cambridge dictionary, the pronunciation in English or American accent are available in this application. Then, if in power point I am inserting voice. During online learning, this activity had already been implemented by us. We try to give them the pronunciation on the material that needs examples about how to pronounce it).

The teacher one used mixing between Cambridge dictionary, books, and video which was contained authentic use. This activity was written on her lesson plan as follow.

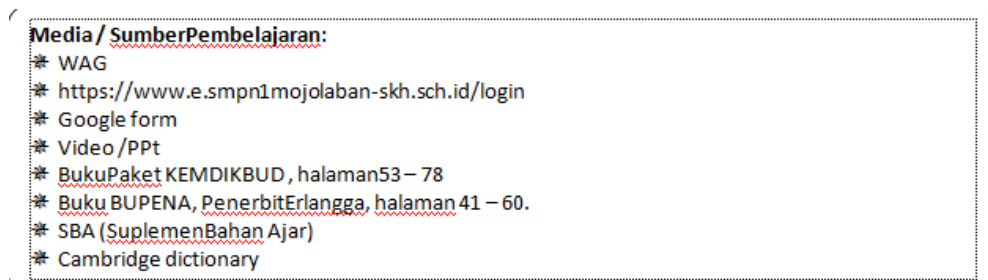


Figure 4.5 First Teacher`s Lesson Plan Explains Related to Procedure Text Lesson (P/1/d/S.M)

That lesson plan above mentions the sources that teacher has explained in her interview. Within eight media, only three media used authentic language such as video, books, and dictionary.

2) Developing English material with giving language in authentic use by teacher two.

Different with teacher one`s strategy, Teacher two gave them reward for students who are right in their pronunciation. Before Teacher two gave her learning, students searched by their self before. Then, Teacher two gave feedback. She thought it could make them be more independent.

“Kadang anak disuruh cari sendiri terlebih dahulu, kalau kita harus mengartikan terus dan pronunsiannya harus kita tuntun terus kan juga enggak. Mereka perlu pancingan, siapa yang bisa ini

nanti ada reward. Jadi anak itu ada gregetnya, nikmatnya mencari sesuatu yang sulit. Agar berarti untuk mereka dan jika itu dari usaha mereka sendiri mereka akan mudah mengingat itu". (1/d/S)

(Sometimes, we asked students to search by themselves about the material. If we always search the meaning and material of all for them, I think it is not a good idea. They need trigger, whoever can answer the question we appreciate it. So, they get the feeling. They feel something hard and this is the sensation in study. It is in order to if they work hard to get knowledge, this is also not easy to lose it in their mind).

Teachers had already exposed sufficient samples of language in authentic use. Beside examples that teachers offer to the students, the students also must be independent in collecting more examples that they need. Teachers gave the example from application and it was expected to increase their knowledge in producing English. In addition, it was to make sure that the language that they used was in the right way. Moreover, they could explore both the teachers' said and from the authentic source. It could make them understand more by studying by them self in searching the similar word from the teacher or other source. As we know, all of the the books from government use English language.

e. Materials should include activities that provide critical thinking and encourage learner to visualize.

The Critical Thinking Foundation (Hawskin, Palu, and Elder, 2010) in (Susan: 2021) described that critical thinking is intellectual discipline that involved thought elements such as purpose and problem identification, concept clarification, discovery of assumption, consideration of points of view, detection of implications, validation of evidence, and reflection.

Liang & Fung (2020) in (Kuhn: 1991) stated that critical thinking has five skills: (1) understanding between opinion and evidence; (2) supporting one's stance with sufficient evidence; (3) thinking from alternative perspective and justifying them with evidence; (4) using evidence that simultaneously support one's own opinions and refutes those

of others; (5) judging the credibility of evidence. Here we know that building critical thinking needs some elements.

Through that elements which teacher knows, critical thinking can be developed easily. Hence, if teacher can manage activity that can develop it, they have already developed their material. This explanation below discussed about activities that provide critical thinking and encourage learner to visualize from Teacher one then Teacher two.

1) Developing English material with including activities that provide critical thinking and encourage to visualize by teacher one.

Critical thinking can be build up with many ways. It depends on the teacher. Every teacher had their own way. This interview below explained about activities that provide critical thinking and encourage learner to visualize from Teacher one.

Teacher one said: *“Setelah berdoa kita tidak langsung menerangkan, tetapi diberi tayangan dahulu. Setelah itu minta pendapat anak-anak. Mereka berpendapat apapun kita tampung, setelah itu baru disimpulkan bahwa materi yang diberikan adalah procedure text”*. (1/e/S.M)

(After we pray, teacher doesn't explain material all at once. But, teacher gives video. Then ask their comment. Whatever their opinion, we accept it. If the students have finished with their opinion we give the conclusion and the point about procedure text right way).

The explanation from Teacher one on the last interview, she used learning steps in curriculum 2013. It can be seen on the steps started from teacher gave a trigger from video, and asked them to be more active. The last, in order to make students visualize the material, the students made conclusion from their opinion. That the way of Teacher one's way. In addition, researcher put a picture from teacher's lesson plan which explained that teacher also prepared the steps in her lesson plan.

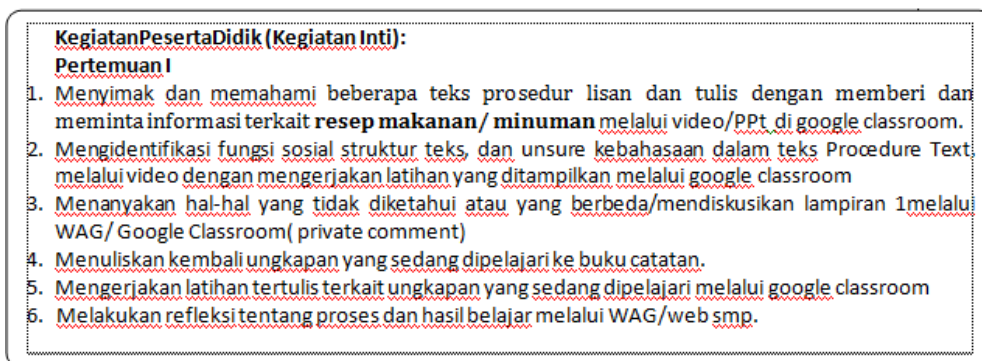


Figure 4.6 First Teacher`s Lesson Plan Related to Procedure Text Lesson
(P/1/e/S.M)

Teacher explained the same with her lesson plan. In the lesson plan of the first meeting, firstly she asked her students to listen and understand a video about food recipe. In the interview she told that she accepted all students` feedback and discussed it together. This explanation was same with point number 2 and point number 3. The last was drawing conclusion. It was on the point number 6. Then, in this page below it was teacher two`s interview.

2) Developing English material with including activities that provide critical thinking and encourage visualizing by teacher two.

In this line, researcher wants to explain how teacher two built up critical thinking and encouraged learner to visualize.

Teacher two, said “*Caranya ya dengan kita kasih pujian ke anak itu, jangan sampai menjatuhkan anak ya misalkan kamu kurang pandai gitu enggak. Semua anak kita pancing dengan kalimat-kalimat yang membangkitkan semangat mereka, juga untuk kemandirian mereka agar mereka bisa menyampaikan pendapat-pendapatnya, bisa menyampaikan hasil karyanya. Yang penting mereka PD dulu, setelah itu kita baru membenahan-pembenahan*”.(1/e/S).

(We give them compliment, and do not judge anything that can make them feel down. The example is you are fool or etc, we do not do this. We build their passion with positive words. This also has the same function to make them be more independent. So, they can share their creation and opinion bravely. The point is tp make

them feel comfortable and confident. After that we make correction.”)

The materials are made by teacher to make students more active in giving opinion or feedback each other in class. Therefore, teachers should give stimulant. In this case, teacher two gave motivation at first. The aim was to make students feel confident to give their opinion from their critical thinking. After that, teacher gave correction. Moreover, teacher two also wrote in her lesson plan about giving motivation and compliment as in this lesson plan below.

- C. Kegiatan Pembelajaran
1. Kegiatan pendahuluan:
 - a. Guru mengucapkan salam dan berdoa.
 - b. Guru memberikan motivasi dan apresiasi.
 - c. Kegiatan absensi
 - d. Guru menginformasikan sekilas materi pembelajaran dengan memutar video.

Figure 4.7 Secon Teacher`s Lesson Plan Related to Procedure Text Lesson (P/1/e/S)

On that picture of lesson plan above there was learning activity. Learning activity had three points such as preliminary activity, main activity, and closing. Giving compliment and motivation were on the preliminary activity number two. This activity was after greeting-praying, then before check list attendance, and playing video. Teacher was giving motivation and appreciation in order to build students` confident. Therefore, this activity placed on the preliminary activity.

Teacher one and teacher two used curriculum method in learning process to create students` critical thinking and made them brave to give their opinion. Although, in distance learning they still did the same thing. It was one of English development material from curriculum 2013 and the newest curriculum that mixing e-learning and scientific method.

f. Materials should include interesting and engaging tasks.

Giving interesting material or assignments affects the student learning process. Interesting material can be stimulated through emotional responses such as the use of music, songs, literature and inviting students to actively provide comments before asking and analyzing a material.

Teacher should make interesting material and engage one material and others. Interesting material makes students maintain the focus of their attention. Hence, important a material made as attractive as possible. Not only interesting, a material should engage with other material. Therefore, material is continuity and clarity. To find out how teachers make material interesting and engage with the task, the result of interview and lesson plan on this page below:

- 1) Developing English material with including interesting and engaging tasks by teacher one.

Based on interview with Teacher one, she used video to make students interested. Here is the written copy of interview recording.

“Kalau PPT biasanya saya kasih suara, kalau tidak suara guru ya biasanya saya iringi lagu. Biar membaca materi tidak terburu-buru dan enjoy, kemudian bisa diulang-ulang.” (1/f/S.M)

(For PPT I usually give a voice, if not the teacher's voice, I also put in a song. So, when students are reads the material they are not in a hurry and can enjoy it).

Several people feel comfortable with situation if they relax in that time. Hence, teacher one wanted her students in comfort zone during online learning. In order to make them keep watching the video and they were not bored when they must repeat the video in understanding. The song which she used in learning was soft song. She put in the PPT. The researcher gave the picture of PPT which shows teacher was slipping voice into video although can not play it.

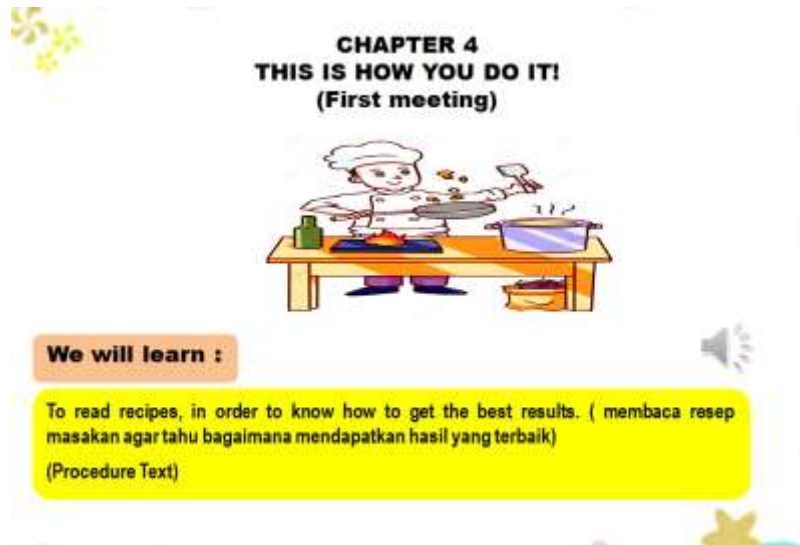


Figure 4.8First Teacher`s Procedure Text PPT (P/1/f/S.M)

The PPT picture showed that there was a speaker shaped sign. This indicated that the PPT contained voice and could be listened if press the speaker sign. Researcher also listened to the PPT song. The song was comfortable as we paid attention on it. The song was not disturbing the learning. Then, the researcher wants to analyze how the second participants made her material interesting and engaging the task.

2) Developing English material with including interesting and engaging tasks by teacher two.

If teacher one was using video to make her material interesting and have sound on it. Teacher two had her own side. She connected material procedure text with our environment, media around us, or scientific approach. The example was using children`s toys such as rice cooker, or knife to get students` interest as in real life.

“Kita harus menghubungkan sesuatu dengan lingkungan kita, scientific. Jadi kita hubungkan dengan media-media di sekeliling kita. Misalkan pada procedure text, cooking by the rice cooker kita bisa langsung pakai mainan anak-anak, pakai beras, pakai air gitu. Ya pertama-tama kita sebutkan dulu medianya terus praktik. Tapi selama PJJ ini saya pakai media itu terus saya video sendiri jadi anak bisa lihat.”(1/f/S)

(We have to relate something to our environment, use scientific method. So, we relate with media around us. The example in procedure text like as cooking uses rice cooker. We can use child toys. We can take some rice, and water. First of all we mention all the media then continue in practice. But, while distance learning, I still use all the media that I mention it before then I make video by my self. So, students can watch it).

Students whatever regardless their age actually interested in moving picture than just sentence text. In order to make the students comfortable with the learning, teachers must be innovative and creative. Then, researcher provided the picture of second teacher's lesson plan which relate with the interview.

- B. Media Pembelajaran, Alat dan Sumber Belajar
1. Media Pembelajaran:
 - a. Google Meet
 - b. Web smp link: <https://www.e.smpn1mojolaban-skh.sch.id/login>
 - c. PPT,/Video
 - d. WA group
 2. Alat : HP, laptop, dan mainan anak-anak.
 3. Sumber Belajar :
 - a. Blogger
 - b. Facebook
 - c. Buku Paket KEMDIKBUD
 - d. Youtube link : <https://www.youtube.com/watch?v=b1zbnDSbZbI>

Figure 4.9 Second Teacher's Lesson Plan Explains About Media, Tools, and Learning Sources. (P/1/f/S)

When teacher created her video to support procedure text material, she said that she used toys or equipments in her home which could relate with the theme of menu in procedure text. The lesson plan above was evidence that teacher used it. At the point of media, tools and source for learning, the equipment or tools which is intended by teacher is on the number two. The tools are phone, laptop, and toys. The use of the toy was intended for students to see the real item even though only through video. Hence, they could imagine the steps in the procedure text.

In distance learning because of *Covid-19*, the two teachers in SMP Negeri 1 Mojolaban produced video by themselves. If they did not do this, they downloaded the video of procedure text and gave it to students. From that interview, they were creative and still kept going to make students understood with the material and interested in.

g. Material should provide learners to produce the desired outcome.

To achieve the desired outcomes, the teacher can give students the opportunity to produce language in order to achieve. However, this opportunity needs to be designed so that students can practice it in learning activities properly. Thus, the ability to communicate will be smooth, accurate, precise, and effective. Students' feedback also needs to be built in this context

Lesson plan has purpose or goal in order to a material which taught by teacher to produce better students outcome. Therefore each teacher has their own way to make it reached. Hence, there were results of interview with two teachers.

- 1) Developing English material with provide learners to produce the desired outcome by teacher one.

“Saya selama PJJ ini tetap memantau perkembangan mereka. Melalui buku catatan mereka, melalui WA. Jadi kadang juga saya japri. Bahkan kita bisa melihat anak itu aktif tidak dari cara mereka mengontak saya. Ada yang bertanya kalau mereka belum faham dan japri saya. Tapi ada juga yang masa bodoh.”(1/g/S.M)

(In this distance learning, I keep track on their progress through their notes and text. Sometimes, I send a text first. Even, we can see students' activity from their way to text me. Some students ask to me that they have not understood yet by text. Some students ignore it).

This was one example of teacher efforts. After studying, teacher gave tasks. Then, teacher monitored students as well. In addition, teacher also did reflection on last meeting. This can be seen from Teacher one's lesson plan below:

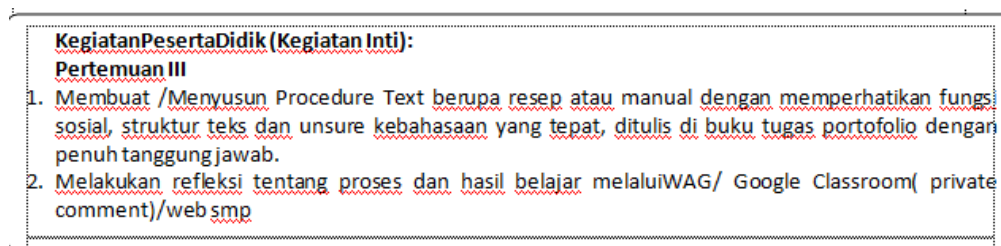


Figure 4.10 First Teacher's Lesson Plan Explain About Third Meeting in Procedure Text Lesson. (P/1/g/S.M)

In that picture, teacher wrote in third meeting the activities were: creating or compiling a procedure text in the form of a recipe or manual by paying attention to social functions, text structure and appropriate linguistic elements, written in a portfolio assignment book with full responsibility; reflecting on the learning process and outcomes through WAG / Google Classroom (private comment) / web junior high school. The first point, teacher checked students' book portpolio to know their progress and make sure that teacher success or not in building students outcome at the reflection. This was also done by teacher two in this interview record below:

2) Developing English material with provide learners to produce the desired outcome by teacher two.

Assessment or task is usually used to measure students's competence. To know how was succesfull teacher's teaching to produce students outcome teacher two also used drilling method. As in the explanation in the following interview bwlow:

“Agar menghasilkan hasil yang baik dari sebuah pembelajaran terutama ini kan procedure text ya dengan pengenalan dulu. Misalnya lewat video, PPT, setelah itu kita kasih soal-soal. Karena soal-soal itu kok ternyata nanti hasilnya yang jelek lebih dari separo, kita ya harus ngulangi lagi. Kalau belum bisa ya saya videokan lagi melalui grup WA terus diberi soal lagi sampai bisa.”(1/g/S).

(In order to produce good results from a lesson, especially this is procedure text; I usually give an introduction first. For example, through video, PPT, after that we give questions. After we are giving the task and the score is worst more than a half, we have to

repeat it again and I'll make video again through the WA group and keep giving more questions until they can).

Teacher two was using all the tools that she used to push students knowledge such as PPT, video, and exercises. Then she gave task for students. Teacher has prepared it according to the lesson plan.

- C. Kegiatan Pembelajaran
1. Kegiatan pendahuluan:
 - a. Guru mengucapkan salam dan berdoa.
 - b. Guru memberikan motivasi dan apresiasi.
 - c. Kegiatan absensi
 - d. Guru menginformasikan sekilas materi pembelajaran dengan memutar video.
 2. Kegiatan Inti
 - a. Guru menyampaikan materi PPT melalui Google Meet
 - b. Guru menyampaikan tambahan materi pembelajaran melalui tayangan video tentang procedure text.
 - c. Dengan bimbingan guru, siswa mengerjakan contoh latihan soal tertulis dan membacanya.
 - d. Guru membagikan tugas melalui web smp.
 3. Kegiatan Penutup
 - a. Guru beserta siswa membuat kesimpulan singkat tentang materi memberi dan meminta informasi terkait procedure text
 - b. Guru mengakhiri pembelajaran dengan refleksi hasil belajardan member kesimpulan materi

Figure 4.11 Second Teacher`s Lesson Plan Explain About Learning Activity in the Procedure Text. (P/1/g/S)

The explanation of interview above is summary from that lesson plan. Learning activity started from introducing the material for students. These were greeting-praying, giving motivation-appreciation, checking attendance, and introducing material through video. At first the teacher did these preliminary activities. Then she said that teacher also gave task to find out students ability. This action was on the main activity. Main activity divided into four sections. First, teacher explained the material through PPT which shared on Google Meet. Second, teacher gave additional material from video about procedure text. Third, students did the tasks and read it. Fourth, teacher gave task through school website. Then closing activity is about reflection and drawing conclusion.

The result obtained from interview explained that teacher hope the students understand about material that she taught for. Therefore she exerts her capability in mastering e-learning tools to support learning. She wants to really make sure that her students understand procedure text, she make drilling task to reach the outcome.

i. Materials should provide a link to other subject areas.

As we know that language is used by every people in their activity. The activity include when they are accounting, when they are learning biology, even when they do sport activity. Language is flexible when we realized it. Accordingly is not possible if we say that language definitely provide a link to other subject areas, in that language itself or outside it. The goals that are clearly stated at the beginning of the material will produce coherence between the materials. And can clearly develop new learning objectives, so that there are opportunities for discussion and strengthening of previous material. Therefore, at first researcher wrote the respond of teacher one of this discussion.

1) Developing English material with provide a link to other subject areas by teacher one.

“Kalau saya menghubungkannya dengan penggunaan grammarnya, mungkin tensisnya. Misalkan procedure text, descriptive text, dan report text cenderung memakai present. Kemudian narrative dan recount pakainya past tense, jadi pasti semua berhubungan. Jadi setiap satu materi ke materi yang lain bisa dihubungkan”. (1/h/S.M)

("In my opinion, I relate the material with grammar usage, maybe the tense. For example, procedure text, descriptive text, and report text tend to use the present. Then the narrative and recount use the past tense, so it must be all related. So every one material to another material can be linked).

From the interview above, teacher one stated that to give coherence a topic material and other with engaged with grammar. She gave opinion that language in every sentence uses grammar. It made easy to connect each others. Then teacher two in this interview below stated that in every

single part of knowledge actually had connectivity then we can search the connection.

2) Developing English material with provide a link to other subject areas by teacher two.

“Bahasa itu saling berkaitan, dan tidak bisa lepas dari itu. Misalnya kemarin saya membahas nah ini topik A, nah pasti muncul lagi dalam text lainnya, dan pasti muncul lagi. Jadi kita mencari titik temunya”. (1/h/S)

(Language is interrelated, and cannot be separated from it. For example, yesterday I discussed about topic A, now it will appear again in another text, and it will definitely appear again. So we are looking for a meeting point).

Teacher two searched the connectivity in language with elaborated every single part of sentences. But, when the context was outside of language, she believed that language can be the connector in other subject areas. No matter what was the subject, if the knowledge was communicating with language certainly it connected each others. In addition, she also added about this discussion in the line below:

“Bahasa Inggris berhubungan terus dengan materi lain entah itu di luar Bahasa Inggris atau sesama Bahasa Inggris yang beda materi, pasti berkaitan. Kalau dalam kalimat bahasa inggris kalau kita jabarkan itu pasti ketemu titik temunya dan pasti rentetannya ada terus. Misalnya preposisi pasti ada terus dan tidak bisa lepas itu.”(1/h/S/II)

(English always relates with other materials, whether it's outside English or fellow English with different material, it must be related. If it is in English sentences, and we we describe it, we will definitely find a point of contact and the sequence will continue. For example, the preposition must continue and cannot be separated).

The one example that she gave in this interview is about sentence. Sentence can be a link all the activities that we do. Therefore, Teacher

two talked that with language certainly there is a connection because language is flexible.

Interview with two teachers and their response seems that they already developed English material as well and fulfill the principles of English material development. Even more they struggling to develop it in e-learning with using new media, new tools that they don't use before. In short, result from that point is teachers are connecting the material with grammar usage.

The researcher drew the summary of differences between two teachers when developing English material.

Table 4.2The Differences Between Two Teachers in Developing English Material

Description	Teacher one	Teacher two
Materials should contain enough spoken and written text.	Conversation text, making short message	Students` assessment
Materials should include authentic language.	- (Bilingual method)	- (Bilingual method)
Language input in materials should be contextualized.	Review the last material	Using video to make make students more active in giving argument
Learners should be exposed sufficient samples of language in authentic use.	Imitate video in speaking English Using Cambridge dictionary	Ask students search by them self then giving example
Materials should include activities that provide critical thinking and encourage learners to visualize.	Giving video, ask their opinion, draw conclusion	Giving compliment to students
Materials should include interesting and engaging tasks.	Insert song and voice in PPT or video	Create a video using toys or kitchen equipments

Materials should provide learners to produce the desired outcomes.	Monitoring students understanding via Whatsapp	Scientific approach, and drilling method
Materials should provide a link to other subject areas.	- (using grammar)	- (using grammar)

Based on the table which conclude from (Tomlinson: 2010) in his book entitled “*Principles of Effective Material Development*” in Basal (2013) about its principal, the researcher can conclude that between two participants already follow the principles of teaching material development. From the eight principals only two principals which participants have equations.

2. The Finding of Teachers` Readiness in Practicing Developing English Online Material

Distance learning which have to do for teachers and students make them use IT technology completely. Hence, teachers only have to adapt with situation but also develop their self to learn in online learning for interesting learning in order to students can catch the material. Based on Basal (2013), he recommend for developing English material in online learning as follows:

a. Using text-based material

According to Seghayer (2001), in Basal (2013:10), he said that online material is not only limited in text that can be PDF or word but teacher can develop with visual and multimedia elements which make students interest in and increase positive influence of students` performance. In addition, interesting material can increase positive influence for students` performance. Therefore, researcher must be checked are the teachers did this recommendation well about developing English online learning. Firstly, in this part the researcher wrote the interview with teacher one, then teacher two.

- 1) Practical English online material development using text-based material by teacher one.

“Ada ringkasan materi tentang procedure text (teori) bisa dalam bentuk Word, PDF, atau PPT.” (2/a/S.M)

(There is a summary of material on procedure text (theory) in Word, PDF, or PPT).

Before pandemic *Covid-19*, teachers can summarize by dictating and students can write down on their book. Moreover, teacher can write in whiteboard or shared the summary in the form of paper. Right now, because of distance learning teacher can share their summary of a lesson in the form of PDF, Microsoft word, or PPT. Moreover, they can share it when teachers did presentation. Hence, when teacher did their explanation this summary can be shown in their application which their used as zoom or Google meet. Teacher one also wrote in her lesson plan the media which she used to share her summary of procedure text.

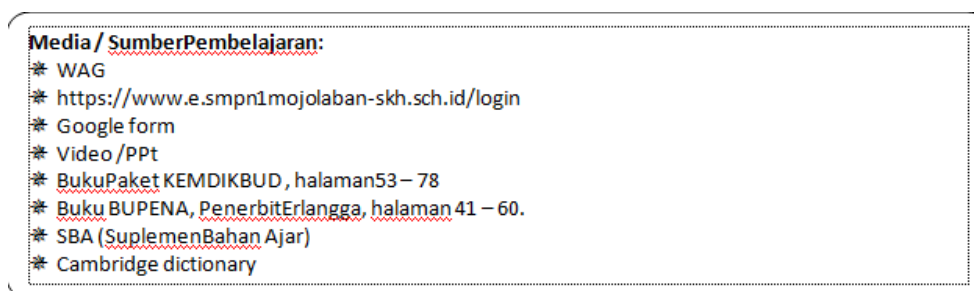


Figure 4.12 First Teacher's Lesson Plan Explains About Media or Learning Sources (P/2/a/S.M)

In this lesson plan above there were several media or learning sources which teacher one used to teach procedure text lesson. The media such as Whatsapp group, school website, Google Form, video/PPT, books, and dictionary application. When interview, teacher one said that she used PDF, word, or PPT to give her students summary. In the picture above as a proof that teacher one used PPT to write her summary of procedure text. Each teacher has their own way to create learning while still following the rule. Moreover they can develop the material by them self. If teacher one using text based material by PPT we can analyze how teacher two develops her material using text based material.

2) Practical English online material development using text-based material by teacher two

Based on Teacher one, she gave procedure text summaries in PPT for her learning activity. Then about teacher two she also did the same way with Teacher one. To make more clearly, the written record shown below.

“Kita juga memberikan siswa materi di PDF lalu ditampilkan pada power point.” (2/a/S)

(We also give students material in PDF and then display it on a power point).

Teacher gave material for students using text based material which include PDF, even than can be combine not only just word but also adding the PDF to power point. The evidence will be shown below.

B. Media Pembelajaran, Alat dan Sumber Belajar

1. Media Pembelajaran:
 - a. Google Meet
 - b. Web smp link: <https://www.e.smpn1mojolaban-skh.sch.id/login>
 - c. PPT/Video
 - d. WA group
2. Alat: HP, laptop, dan mainan anak-anak.
3. Sumber Belajar :
 - a. Blogger
 - b. Facebook
 - c. Buku Paket KEMDIKBUD
 - d. Youtube link : <https://www.youtube.com/watch?v=b1zbmDSbZbI>

Figure 4.13 Second Teacher`s Lesson Plan Explains About Media, Tools, and Learning Sources. (P/2/a/S).

Learning media, tools, and learning sources on the point B explained again in detail. If teacher two said that she used PDF and showed in PPT it is on the point learning media part three. It was written PPT/video.

Based on interview with teacher one and teacher two on last 23 Januari 2020 they already used PDF as text based material. Indeed, they emphasize in video and PPT in this procedure text material than text on

Ms. Word. It was proof that two teacher has develop their text-based material from word or PDF to material which include media or using visualization. Online material was not only limited in text that can be PDF or word but teacher can develop with visual and multimedia elements which made students interest in and increase positive influence of students` performance, (Seghayer:2001) in Basal (2013:10).

b. Linking within the material

Linking within the material has function to enrich material itself. Therefore, it can make easily for teacher and students in learning process. Linking within the material not limited just in one source but, teacher can explore as much as she can if it appropriates with the material.

- 1) Practical English online material development by linking within the material by teacher one.

*“Kami biasa mencari dari youtube lalu kami link kan ke siswa.”
(2/b/S.M)*

(We usually search on youtube then link it to students)

In that interview below teacher one chose Youtube application for her main source video and linked it to her students. Teacher two also did the same thing with Teacher one.

Then, picture in code P/2/b/S.M, here there is evidence that teacher shared the video which she got to the students. The video can be form a link or video originally.

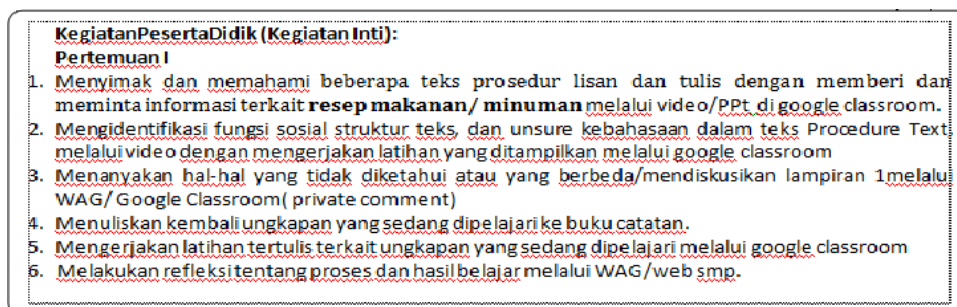


Figure 4.14First Teacher`s Lesson Plan Explains About Activity in First Meeting.(P/2/b/S.M)

Students activity in first meeting describe as listening and understanding about procedure text through video in Google Classroom at the beginning. The second activity was identifying social function in procedure text. Third activity was doing question and answer. Fourth activity was rewrite utterance that already studied in note book. First activity was doing writing exercise. Then, the last one was doing reflection. From these activities the most relate with discussion about linking with material was activity number one because, teacher shares video. In other word when teacher shared a video, she linked the video to another learning digital platform. Teachers gave link to their students. It indicated that teacher able using a tool. Then, it also gave enrich the material because teacher has many source from that link. They try to give as the best as they can do to enrich the material and always follows e-learning progress. Researcher put the screen shoot of video which teacher one linked to her students.



Figure 4.15Picture of First Teacher`S Procedure Text Video (P/2/b/S.M/II).

This picture was screen shoot from video entitled “How to Make Fried Rice”. The teacher gave this video to the researcher to be analyzed. The video was using full English in its explanation. Although teacher one didn’t put Youtube video the link to her sources learning in the lesson plan, she put school website link on it. Hence, it already proofed that this

teacher linking within the material. Then, did teachers two do the same action with teacher one?

- 2) Practical English online material development by linking within the material by teacher two.

“Terus memakai link itu selalu, kita kasih ke grup WA.” (2/b/S)

(We always use link then share on WA group

In that interview above, Teacher two said that she also used link to share her video to students. The link which teacher used when gave its material also written on her lesson plan as follow.

B. Media Pembelajaran, Alat dan Sumber Belajar

1. Media Pembelajaran:
 - a. Google Meet
 - b. Web smp link: <https://www.e.smpn1mojolaban-skh.sch.id/login>
 - c. PPT, Video
 - d. WA group
2. Alat : HP, laptop, dan mainan anak-anak
3. Sumber Belajar :
 - a. Blogger
 - b. Facebook
 - c. Buku Paket KEMDIKBUD
 - d. Youtube link : <https://www.youtube.com/watch?v=b1zbnDSbZbI>

Figure 4.16 Second Teacher`s Lesson Plan (P/2/b/S)

The links which teacher gave in her lesson plan are school website and link for access another procedure text video on Youtube. The first link was on the learning media. Then, the second link was on the sources. These two links are used by teacher when taught procedure text and copied these links to their students.

It means these interviews show that two teachers always used link to share material in their study activity. Right now copy a link and share to inform other people was common activity. Even more in this online learning which everyday used internet in daily activity include school activity.

c. Using web pages on internet

Before make a lesson plan, teachers searched the material which was felt appropriate with material. It can be from book, or web pages. During e-learning because of *Covid-19*, teacher used internet for searching material from web. Sometimes, teachers want to their students searched as many as they can to learn material from any sources in order to widening their knowledge. In addition, more sources that teacher used, it shows that the teacher also has widening knowledge in IT. Besides from the book, when teacher browed material on internet they got good quality which was appropriate with the lesson. From internet teacher can find video, learning exercise, that can be integrated with teachers` material.

In this line below researcher showed the result of interview about web page usage by two participants from English teacher at SMP Negeri 1 Mojolaban.

1) Practical English online material development using web pages on internet by teacher one.

“Video bisa kita cari dari youtube, itu nanti saya selipi setiap slide, saya isi dengan suara, video, nah itu sudah kami praktikkan selama e-learning.”(2/c/S.M)

(We can search video from youtube then, I am filling the video with voice notes in each slide. This activity already practiced by us while e-learning).

Teacher one used Youtube page as her reference while search video for each material which she needs. Youtube web is popular website site for downloading many kinds of video. In addition, in distance learning susing web pages is surely used by teachers in Indonesia to develop their material. Then, in this interview below will explain what is the another web page which teacher one open while online learning.

“Terkadang saya juga buka di halaman web kemdigbud, guru lainnya juga mencantumkan refereninya disana, jadi kita bisa memakainya juga untuk pembelajaran kita.”(2/c/S.M/II)

(Sometimes I also open it on the Kemdibud web page, other teachers also include their references there, so we can use them for our learning too)

This is interview with teacher one. Right now we know that using web pages already used while online learning. The website that teachers use depends on learning needs. Therefore the website can not be equated. In the main point, using web pages useful for enrich teacher`s material. As in the first interview with teacher one, she used Youtube we pages on internet as her references. She searched the video which appropriate with the lesson. In addition, teacher two also used web pages while developing her online material. This interview below will strengthen that using web pages will enrich material.

2) Practical English online material development using web pages on internet by teacher two.

Teacher two: *“Ya saya mencari referensinya dari mana-mana, dari media sosial, youtube, blogger. Soalnya semakin banyak referensi semakin gamblang dan semakin jelas.”(2/c/S)*

(I search the reference from many sources such as social media, youtube, and blogger. As much reference which we use, it more clear the material itself)

Teacher two used many sources to enrich her material. Although, the materials perhaps have a little different in some parts. In Mrs.Sumanti`s opinion it will not affect the material itself as much. In other hand it will more gives information about material itsel. The second teacher used blogger also to enrich her material. It strengthen on her lesson plan as follow.

3. Sumber Belajar :
- a. Blogger
- b. Facebook
- c. Buku Paket KEMDIKBUD
- d. Youtube link : <https://www.youtube.com/watch?v=b1zbnDSbZbI>

Figure 4.17 Second Teacher`s Lesson Plan Explains About Learning Sources.
(P/2/c/S)

The sources which teacher used in procedure text are blogger, facebook, KEMDIKBUD`s book, and youtube. But, in her lesson plan the second teacher didn`t give the link of web pages.

The researcher wants to find out are the teachers already used web pages on their teaching learning activity. Based on this interview in this point, researcher wants to conclude that English teachers in SMP Negeri 1 Mojolaban was using web pages on internet in this e-learning or distance learning.

d. Using Video

Teachers should prepare video from source that they use to make this material more clearly. Video help them in understanding material because, they can look the real visual example at the video, listen the audio, and observe in the video. In addition teacher has to make it more innovative with gives sound or quiz to make sure that students keep giving attention.

In process of making video, teacher can produce by herself or can take from online sources. Teacher can take video from online source then add supporting item to make the video more attractive. Teacher can produce video with simple material which teacher has in her home. Even more, teacher must pay attention the suitability of video with material.

This interview below will explain how teacher develop video by their own way. Researcher want to find out are the teacher has developed the video or not.

- 1) Practical English online material development using video by teacher one.

Teacher one: *“Karena kita kan tidak ketemu, maka anak akan lebih bisa menerima kalau mungkin mendengarkan suatu suara bahkan gambar, jadi kami usahakan setiap PJJ kami berikan satu video. Terlebih lagi pembelajaran procedure text, kami tetap beri tayangan vide. Karena di procedure text ini banyak sekali video yang menayangkan langkah-langkah pembuatan makanan atau minuman dan mereka melihat video itu” (2/d/S.M)*

(Because we can meet in distance learning, students can accept easily the lesson if they listen a voice or give them attention in a picture while studying a lesson. So that, we always try to give a video in each material while distance learning. Moreover in teaching learning procedure text, we still give video shows. Because, in this text procedure there are a lot of videos showing the steps for making food or drinks and they watch the video).

An effort from an English teacher to make her students keep understand although the situation not really condussive for normal learning activity already describe in interview below. Other teacher`s struggle in this distance learning will be explained in the second argument from teacher one as English teacher. The disandvantage in online learning is about internet data. In addition, the main livelihood in Mojolaban is farmer. Mojolaban is not a big city. Hence, teacher had initiative to download English material by her self to facilitate her students in order to economiseze students` internet data.

“Saya tidak menyuruh anak-anak untuk membuat video, soalnya terus terang ini membutuhkan banyak kuota, jadi mereka saya beri suatu kertas terus saya buat structure genericnya, materialnya, stepnya, nah terus anak mengisikan praktik seperti itu, kemudian mereka ditulis, kemudian difoto kemudian dikirim. Jadi procedure text yang saya tugaskan kesiswa itu written”. (2/d/S.M/II)

(I don't ask them to make a video because honestly it expands internet data. So, I give them paper them I write its generic structure, its material, and its steps. Then, students are filling the blank of the exercise. After students write the answer, they can send it to me by photos document via text. So, the procedure text in written from is like this).

The explanation of interview above was about technical when teacher distributes video and mixing with students` exercise. Because of this material was about procedure text, the teacher prepare the material with created the framework at first as generic structure and steps in procedure text. This was in order to make students understand about their task. Teacher one also added her argument by interview in this line below

“Tapi setiap pembelajaran memang saya beri video. Kalau video kami bisa merekam pakai suara kami sendiri, kami juga bisa mencari dari youtube. Apalagi di procedure text ini saya tetap memberikan video untuk anak-anak, saya yang mendownload kan kasihan nanti kalau anak-anak sendiri yang mendownload banyak .” (2/d/S.M/III)

(But, in every learning indeed I give them video. Talking about video, we can record through our voice, we also can search it on youtube. Moreover, in procedure text I keep giving my students learning video. I am downloading video, because if I ask them to download it all the time. How`s pity they are).

In every topic of English learning created by teacher one, she was epreparing a learning video. It is because, students can not see directly teacher`s explanation, to help them learn easily, teacher should gave video. Giving video in distance learning activites was necessary for get students understanding. From that video, they can view the steps of making something and can practice by themselves. Moreover, teacher can select several videos from various video in interntet.

Using video to support distance learning already prepared by teacher. This can be seen in teacher`s lesson plan. Researcher showed the picture below:

Media / Sumber Pembelajaran:

- ✳ WAG
- ✳ <https://www.e.smpn1mojolaban-skh.sch.id/login>
- ✳ Google form
- ✳ Video/Ppt
- ✳ [Buku Paket KEMDIKBUD, halaman 53 – 78](#)
- ✳ [Buku BUPENA, Penerbit Erlangga, halaman 41 – 60.](#)
- ✳ [SBA \(Suplemen Bahan Ajar\)](#)

Figure 4.18 First Teacher`s Lesson Plan Explains About Media or Learning Sources. (P/2/d/S.M)

Media or learning sources which first participant used are Whatsapp Group, school website, Google Form, Video/Power point, Book from Ministry Education and Culture pages 53-78, BUPENA from Erlangga publisher pages 41-60, and SBA. From these media and learning sources the point in number four already proved that this teacher used video in her learning activity.

Made learning video can increase teacher`s creativism. They can increase their innovation by creating video in this English material. Each teacher had their own method and characteristic. If teacher one took her voice notes and song in her video, Teacher two used tools around of her, such as toys or kitchen tools.

- 2) Practical English online material development using video by teacher two.

Sintetic tools can be used by teachers to help them in creater learning video. Teacher can use tools around of them. Simply tool and friendly usage was one of good choosing.

Teacher two: *“Saya kalau procedure text pakai video, bisa saya video sendiri ada hp, kamera, ya saya pakai alat itu agar anak bisa lihat atau cari dari youtube, pakai spidol warna juga mana yang preposisi, verb, terus saya video.” (2/d/S)*

(Based on me, I use video while I teach procedure text. I usually create the video by myself. It can create from my phone, camera, and I use tools in my home in order to clearly visible to them. Sometime, I also search on youtube. Then, I also use colorful boardmarker to poit the preposition, verb, and finnaly I record it).

From that interview both two teacher already used video. Then, to keep their attention the teacher checked about vocabulary which becomes sign in procedure text. That was action verb. Teacher gave quiz and students point what the action verb and translate the vocabulary.

e. Using authoring tools

Teacher should know how to use authoring tools to create material more effective and innovative with combining more than just one tool such as audio, video, written text, etc. The using of authoring tools is expected to motivated teachers to keep created innovative material and facilitated them in following this e-learning progress.

Based on interview with two teachers above, we now how they using authoring tools in developing English material in online learning. The first participant explained about authoring tools usage then teacher two as second participant also adding her statement about using authoring tools in developing online material.

1) Practical English material development using authoring tools by teacher one.

Teacher one: *“Video bisa kita cari dari youtube, bisa dari power point, itu nanti saya selipi setiap slide, saya isi dengan suara, video, nah itu sudah kami praktikkan selama e-learning.” (2/e/S.M)*

(We can search for videos from YouTube, we can use PowerPoint, I will insert this video each slide of PPT, I fill it with sound, video, now we have practiced it during e-learning)

The usage of authoring tools was to combine the audio, video, and picture to make online material more interest. Teacher one chose to use authoring tools to combine audio, text, and visual in the form of PPT. The researcher gave other additional comments from teacher one about using authoring tools. This interview below proved that teacher already used authoring tools in her material of procedure text.

“PPT biasanya juga bisa diisi suara guru, kalau tidak biasanya saya iringi lagu, biar anak membaca materi tidak terburu-buru dan enjoy, selain itu bisa diulang-ulang materinya.” (2/e/S.M/II)

(PPT usually can also be filled with the voice of the teacher, otherwise I usually copy the songs on it, so that the children read the material not in a hurry and enjoy it, besides that the material can be repeated)

In this discussion, the researcher also gave the evidence from PPT that teacher created before. This picture to ensure that teacher can already use the device component in simple way to support distance learning.

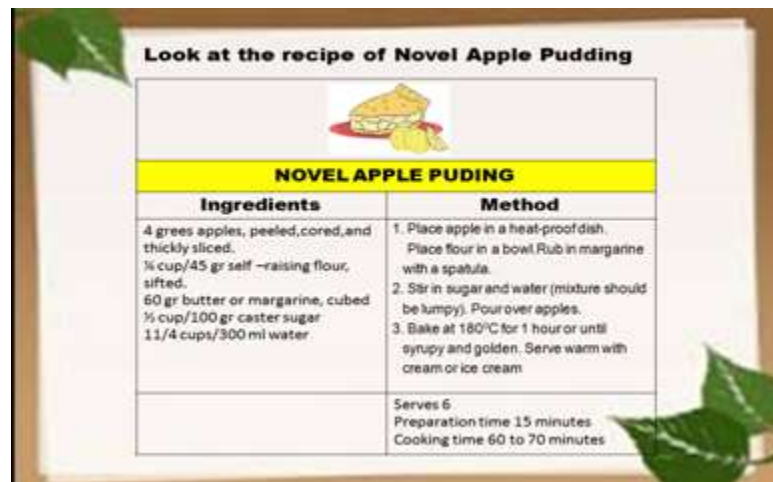


Figure 4.19 First Teacher`s Lesson Plan Explains About an Example of Recipe. (P/2/e/S.M)

This picture shown that teacher uses picture, table, background, and different color to make her presentation more attractive. In addition, researcher listen the song which teacher insert on that PPT.

Online learning demands teacher became more creative with tools around them to support material. It was not restricted with special authoring tools. The goals were make effective and teacher knew to develop material also theirsself. In addition, with authoring tool around them and they became an expert on it. It surprisingly that teachers in SMP Negeri 1 Mojolaban can stand up in this distance learning. If

teacher one explained about her combination items in her PPT, teacher two explained about her combination item when making video for procedure text as this record of interview below:

2) Practical English material development using authoring tools by teacher two.

Teacher two: *“Saya kalau procedure text pakai video, bisa saya video sendiri ada hp, kamera, ya saya pakai alat itu agar anak bisa lihat.” (2/e/S)*

(For the procedure text, I use video, I can video myself, there is a cellphone, camera, I use these tools so that the children can see).

From that interview, teachers already used authoring tools to combined material become more effective. Then from PPT that teacher sent to researcher, it was amazing because it same with what teacher say. The purpose of created the material with mixing existing element can make students comfort in studying this material. When researcher read, the researcher felt that it increased the passion because teacher combine the element such as video, audio, and text using authoring tools well. The researcher showed PPT from teacher two also to evidence this teacher also used authoring tools in developing online English material beside from videos.



Figure 4.20Second Teacher`s Lesson Plan Explains About Kind of Procedure Text. (P/2/e/S)

Based on this PPT that researcher was screen shot before, teacher combined between writing, and art. It was interesting PPT. In addition, teacher did not gives theory to much. Hence, students are not tired easily when read the material. Color combination also makes more attractive this power point. When teacher combines all properties in that picture, is needed skill in using authoring tools.

f. Using web 2.0 tools

Teacher can develop their English material with using web 2.0 which provided by Internet freely. The examples of web 2.0 are blogger, facebook, youtube, etc. When teachers develop English material they can use web 2.0 which appropriate with the material. Therefore, they must be a good observer to adjust the material which they found in web 2.0 with material which they will teach.

In this research to find out what were websites 2.0 which teachers used in developing English material in online learning is by identified from their interview. The first interview is from teacher one:

- 1) Practical English online material development using web 2.0 by teacher one.

Teacher one: *“PJJ seperti ini menggunakan WA, Google classroom, tapi kalau kami kan menggunakan aplikasi dari sekolah, jadi kita lebih banyak mengeksplor, jadi kita mencari media dan cara bagaimana anak itu bisa belajar mandiri dengan melihat yang kita berikan. Ya seperti itu tadi, video, ppt, dan diisi suara.”(2/f/S.M)*

(In this distance learning I use WA, and Google Classroom, but right now we use applications from schools, so we can explore more than before. In this case we look for media and ways how children can learn independently by seeing what we provide. Yes, like that, video, ppt, and filled with voice).

Before teacher shared the material to students, they actually searched correlate material it first. This interview below showed that in procedure text teacher must includes video to support this topic. After got the material, then teacher share it into Whatsapp.

Another Teacher one, here the second participant also used web 2.0 as her supporting item in developing English material in online learning. The interview is shown below.

2) Practical English online material development using web 2.0 by teacher one.

Teacher two: *“Misalnya kalau procedure text ya saya buat ppt yang ada videonya harus dicantumkan itu. Terus saya lewatkan group WA” (2/f/S)*

(For example, for the procedure text, I made a ppt with a video that must be included. Then I send to WA group)

The sources of material got through web 2.0 which was easy by teacher to use it. On that interview teacher said that she included the video on PPT. In her PPT researcher doesn't find video in PPT, but the video was in outside of PP. In this second interview the teacher two mentioned some web 2.0 that she used. Teacher two also added her argument in this line below.

“Ya saya mencari referensinya dari mana-mana, dari media sosial, youtube, blogger. Soalnya semakin banyak referensi semakin gamblang dan semakin jelas.” (2/f/S/II)

(Yes, I look for references from everywhere, from social media, YouTube, blogger. Because, the more the references are clearer and clearer).

Then, from this interview, teacher already practiced using web 2.0. Teacher also asked the students to observe material by them self if they don't understand material yet. Therefore, they will be independent.

g. Having knowledge about LMS

An LMS provides the virtual platform for the e-learning by enabling the management, monitoring students, delivery, tracking of learning, testing, communication, registration process, and scheduling. (Nadire: 2015)

Edmodo, engrade, schoology, Ruang Guru, Quipper, Zenius, and Microsoft are examples of LMS that can use in this distance learning. From that example, they had own uniqueness. Teacher be expected when choosing LMS for learning because, property of LMS have influence on material developed by teacher. Big classes also become easily if teacher organized well with using LMS. Here, the researcher described about having knowledge about LMS from English teacher in SMP Negeri 1 Mojolaban by interview.

- 1) Practical English online material development having knowledge about LMS by teacher one.

Teacher one: *“PJJ seperti ini menggunakan WA, Google classroom, tapi kalau kami kan menggunakan aplikasi dari sekolah, jadi kita lebih banyak mengeksplor.” (2/g/S.M)*

(In distance learning like this I use WA, Google classroom, but in this moment we use school's website, so we can explore more again about it)

In that interview, all teachers in SMP Negeri 1 Mojolaban already used their own website school since distance learning, although in last semester they used other LSM as Google Classroom. From the interview can be seen that the headmaster also did the action to supply the learning activities and made it more friendly usable for teachers and students. Researcher showed the teacher's lesson plan which written that this teacher use school's website

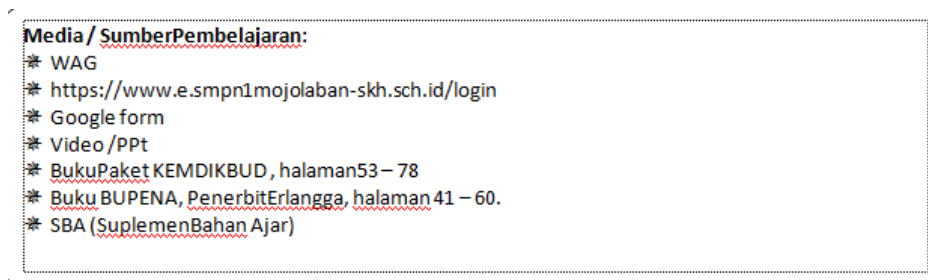


Figure 4.21 Second Teacher`s Lesson Plan Explains About Media or Learning Sources. (P/2/g/S.M)

Point number two indicates that teacher before did her action, she created material and will upload it in schools`s website. This website can be seen all teachers and students appropriate with the teacher`s lesson. Material, students` task, students`s exercise, students`s raport also can be seen in this website. Other evidences that teacher used LSM showed in the second picture.

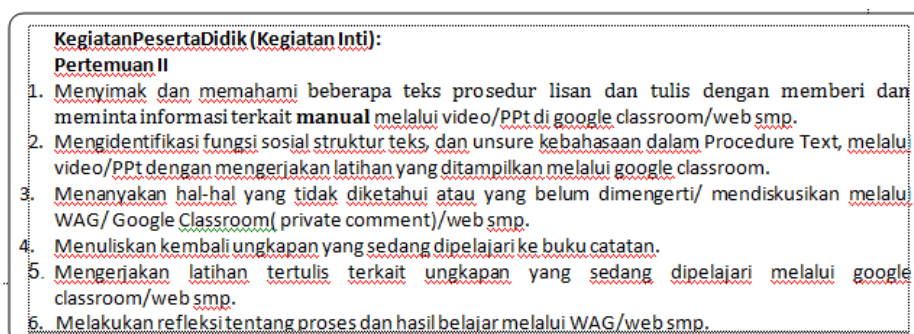


Figure 4.22 First Teacher`s Lesson Plan on Third Meeting (P/2/g/S.M/II)

The picture number one, teachers were using Google Classroom and web from that school to organized distance learning. School`s website include one of LMS in distance learning. From teacher`s statement above SMP Negeri 1 Mojolaban already used their own website to support online learning. In the other hand, Teacher two also said in the same topic that she also ever used Google Classroom as in this interview below.

- 2) Practical English online material development having knowledge about LMS by teacher two.

“Kalau semester kemarin pakai google classroom.” (2/g/S.M/II)

(Last semester, we used google classroom)

In Indonesia, teachers mostly using WA group to communicate with their students. Daily usage makes Whatsapp easier platform for Indonesian. Puryanto (2021) as speaker in Training of Trainers in SEAMEO stated that actually Whatsapp is not LMS, because messages which receive will be more easily to sink and other platforms more friendly usage with its benefit in e-learning than Whatsapp.

Mrs Sumanti: *“Kalau kita ada web dari sekolah dan dipantau terus sama bapak sekolah, lalu kalau untuk pembelajaran Bahasa Inggris saya juga lewatkan WA group.” (2/g/S)*

(Right now, we have a website from the school and it is continuously monitored by the school fathers, then for learning English I also miss the WA group)

The second teacher wrote the school website on her lesson plan below:

B. Media Pembelajaran, Alat dan Sumber Belajar

1. Media Pembelajaran:

- a. Google Meet
- b. Web smp link: <https://www.e.smpn1mojolaban-skh.sch.id/login>
- c. PPT, Video
- d. WA group

Figure 4.23 Second Teacher`s Lesson Plan on Learning Sources (P/2/g/S)

The function of school website is same with other LMS such as edmodo, Microsoft office, or Google Classroom.

In this case, teachers in SMP Negeri 1 Mojolaban were using web from their school. Researcher looks that this school support distance learning with using school`s application for learning. It facilitates students and teacher in that process, because reported from students` task automatically can be seen by all participants on there.

h. Using presentation tools

Although a simple presentation, teachers should give some additional on their presentation. This way makes students more motivated because not only text that contained in that material. The presentation tools that can be added by teachers are audio, picture, or animation. In this procedure text material, teachers also made video by their self with used supporting equipment around of them.

- 1) English online material development using presentation tools by teacher one.

Teacher one: *“Bisa dari power point, itu nanti saya selipi setiap slide, saya isi dengan suara, video, nah itu sudah kami praktikkan selama e-learning.” (2/h/S.M)*

(It can be from power points, I will insert each slide later, I fill it with sound, video, now we have practiced it during e-learning)

Making a power point with its combination such as audio, table and, or picture needed simply mastery that teacher must know how to use it. Although teachers are not IT technician, they have to know about mastering computer in basic to support online learning. By looking the teaching material, we knew about teachers` mastery in using presentation tools. Here, the PPT which first participants made.



Figure 4.24 First Teacher Procedure Text Power Point Existing Picture of Kitchen Tool (P/2/h/S.M)

This picture taken from teacher`s PPT include picture and audio. Teacher also added different color in her presentation. According to teacher one`statement, she already used presentation tools to support her material in developing English material in e-learning. Beside she practiced in her PPT, this had also been implemented during in online learning. Researcher very appreciated about teachers`s struggle and did to make school activity running well.

2) English online material development using presentation tools by teacher two.

The teacher who can use presentation well can be seen from her design of power point. The more interesting presentation she made, the more she mastery presentation tools. In this line below was the example of power point from teacher two.

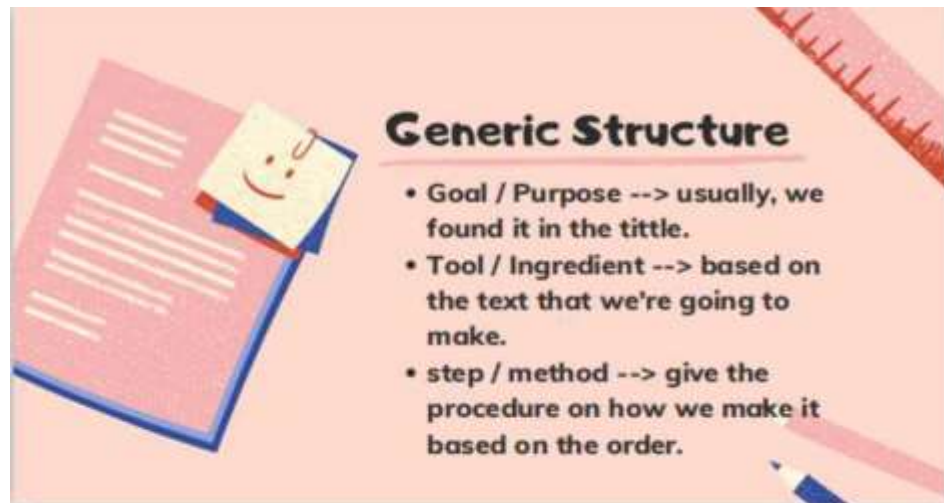


Figure 4.25 Second Teacher`s Procedure Text PPT Explains About Generic Sturture with its Beautiful Colors. (P/2/h/S)

Teacher can download template of PPT or its supporting item to make power point more interesting. The good choise of supporting item such as background, arts, type of font, and color was the main point when teacher used presentation tools.

i. Using communication tools

While distance learning, between students and teachers can't meet directly. Therefore, teachers should prepare material and use online tools to help students in understanding material. In addition, teachers should provide oversight to students about their understanding in that material. Each teacher in using communication tools has their own management style. Some of them are checking one by one through Whatsapp chat. Some of them are checking through Whatsapp group or in big vorum. Here the two managing style using communication tools by two respondets.

1) Practical English online material development by using youtube by teacher one.

Teacher one: *“Kita pakai aplikasi khusus di SMP ini, kalau semester kemarin pakai Google Classroom, pakai auto WA biar langsung terjawab otomatis. Saya setiap jadwal pelajaran itu WA satu-satu anak, menanyakan yang belum mengumpulkan alasannya kenapa. Tapi kita bisa lihat siswa yang kompeten dari keaktifan*

mereka menanggapi, ada yang WA saya bu belum faham materi ini, gitu.” (2/i/S.M)

(We use own application in this junior high school. Last semester we used Google Classroom, also use auto WA so that it will be answered automatically. In my lesson schedule, I always checking my students and text them one by one at a time, and ask to them who haven't collected the task and ask the reasons. In the other hand we can see competent students from their activeness responding, a students text to me and ask me queantion that they don't understand yet).

In that interview, teacher said that during online learning they used Whatsapp application to keep communicate with their students even it still adding other application to support online learning as Google Classroom and school website. But, whatsapp became the main communication tool for them because in daily activity Indonesian society also using this application to communicate. To prove that Whatsapp became the main communication tool, researcher show the teacher`s lesson plan that she entered Whatsapp in teaching learning activity.

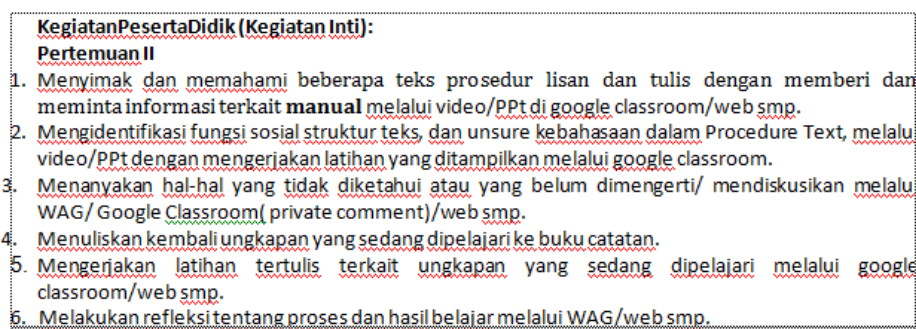


Figure 4.26 First Teacher`s Lesson Plan at Second Meeting (P/2/i/S.M)

On the picture code P/2/i/S.M seen on point number 2 and 6 explained that teacher used communication tool to maintain the achievement of learning purpose. This picture of lesson plan evidences that teachers used communication tools. In addition, to know is the second participant also using Whatsapp for main communication tools beside of school website that has it function to collect the task, researcher wrote the result of interview below.

2) English online material development using presentation tools by teacher two.

As homeroom teacher, teacher two also managed her class as well. She kept monitoring her class although it was not her subject. In order to cooperate with other teachers to get better distance learning.

Teacher two: *“Bapak ibu guru yang mengajar di kelas 9F saya masukkan di grup, jadi misalkan ada tagihan ini belum mengerjakan, ini belum mengerjakan dia langsung umumkan di grup itu sendiri.” (2/i/S)*

(I put the teacher who teaches in class 9F in the group, so suppose there is a task that hasn't done it yet, this student hasn't done it, he will immediately announce it in the group itself)

Seen from what teacher did while distance learning, they still provided oversight to their students. The teachers' effort is an example to reach the purpose of learning. Even, they sent text to their students one by one to keep their students on track. In this e-learning English lesson in the schedule is provided by school two hours in one week. Then, in that schedule school is offering 24 hour to give material and collect the task. It was more flexible to students and teacher to hold teaching learning activity.

j. Using video from virtual classroom

As a substitute learning face to face, a virtual classroom becomes optional for teacher who wants to hold direct interaction. In virtual classroom, there is a feedback directly and students can give their response without waiting in a while. Teacher can record the virtual classroom and gives it to their students. Then, students can learn again about the material from virtual classroom. These are responds from two teachers about using video from virtual classroom in their learning activity during distance learning.

- 1) Practical English online material development using virtual class room by teacher one.

Teacher one: *“Kita semester kemarin sempat mengadakan kelas virtual tapi hanya satu kali, pakainya Google Meet”.* (2/j/S.M)

(We held a virtual class last semester but only once, and I use Google Meet).

Although in the interview English teachers in SMP Negeri 1 Mojolaban just holding once virtual classroom but, they have done virtual classroom as well. Once application that they used was Google Meet.

- 2) Practical English online material development using virtual class room by teacher two.

Teacher two: *“Pernah dulu sekali pakai Google Meet, lainnya itu belum.”* (2/j/S)

(I have used Google Meet at once, but for other applications that have not been tried)

From these two interviews both two teachers only twice hold a virtual classroom and they did using same application that is Google Meet. Until right now, they haven't held virtual meeting yet.

k. Using a template

Basal (2013:11) said that, “In online material development, teachers should develop a template, allowing consistence between the materials they develop. This template may have flexibility to some extent in order not to bore the students. It may also help teachers speed up the material development process with its structured appearance.”

Template has many various, by using template it can be more easily for teacher in managing her classroom for an activity. The one of template that usually uses by people or can be a teacher is power point template, or lesson

plan template. In this point, researcher drew the response of template usage by the teachers.

1) Practical English online material development using template by teacher one.

Teacher one: *“Kita semua rencana pembelajaran memakai softfile, jadi langsung dikirim ke web sekolah. Tapi kami juga menyiapkan hardfilenya nanti sewaktu-waktu dikumpulkan berkasnya.” (2/k/S.M)*

(We all use softfile lesson plans, so they are sent directly to the school website. But we also prepare the hard file later when the files are collected)

Teachers while pandemic did their assignment. They collected the softfile of lesson plan template to headmaster by online way and prepare the hardfile also. This applies not only for English teacher in this school, but also all teachers. The researcher showed the teacher lesson plan template above.

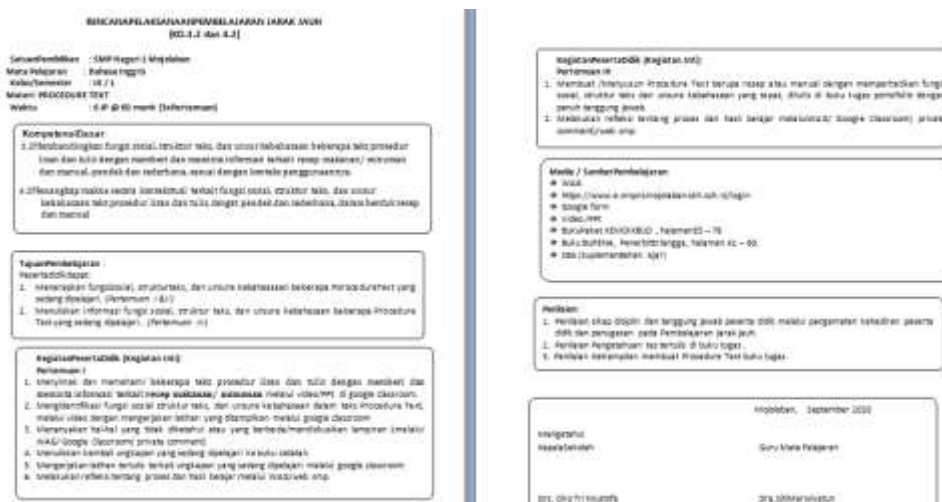


Figure 4.27 First Teacher`s Lesson Plan (P/2/k/S.M)

This is one of example that teacher made. Teacher can create template appropriate with their need. If the first participants made lesson plan template, the researcher shared power point template that second participants made. This was only as an example that template can be various things.

2) Practical English online material development using template by teacher two.



Figure 4.28 Second Teacher`s Procedure Text Power Point (P/2/k/S).

The picture above was an example of power point template that second participant used when she gave procedure text material in her online presentation. Even though, she also explained about the same thing with first participants about collecting lesson plan in two forms these are by onlie and offline to be submitted to headmaster. The explanation will be written below.

Teacher two: *“Kita pakai online semua, tapi kita juga menyiapkan bukti fisiknya nanti kalau sewaktu-waktu diminta dari dinas.”*
(2/k/S)

(We collect it all by online, but we also provide physical evidence later if at any time it is requested from the education authorities).

Template had function for teacher to make learning more organized. It meant that template also as guide for them to make material more structural. In this case teachers used lesson plan to make it more structural and can change in each material with different development. They always report their lesson plan to headmaster through school`s application and headmaster always monitoring teachers` task on there.

On the interview with the two teachers they were also revealing about the differences when learning in classroom and while online learning.

The first teacher said that government mapped curriculum and school allowed to choose the curriculum they use. In emergency curriculum, school is gave flexibility by government to chose curriculum that appropriate with students` needs. (Guide book policy adjustment learning in the time *Covid-19* pandemic: 2020). Then, she added that this emergency curriculum only took essential material and Curriculum 2013 more detail and covered all. Government gave easily for teachers while in pandemic. Teachers can learn and explore about IT. The second teacher said that this distance learning teach them to be more independent. Each method of learning has strength and weakness. When they were on face to face, material can be more complex and cover a lot. This online learning teaches them in manage the time. The diligent students can stay in than the lazy students. In addition, about procedure text both two teachers when in classroom they make a practicum to make something and create a group but right now, students can do by video from teachers.

From the explanation above, the researcher can conclude that English teachers have experience to explore and learn about IT while online learning curriculum 2013 more complete than emergency curriculum. But, they can adapt with this condition well. It seen from, they can fulfill the characteristic in developing English material as explained by Tomlinson (2001) in eight aspects. In addition, the two teachers also conducted the practical recommendations teachers while developing online materials as explained by Basal (2013). Here, the writer wanted to conclude on the table about interview on practical recommendation teachers while developing online material as explained by Basal (2013).

Table 4.3 Practical Developing Online Material

Practical	Theacher One	Teacher two	Description
Using text based material	✓	✓	
Linking within material	✓	✓	
Using web page on internet	✓	✓	
Using video	✓	✓	
Using authoring tools	✓	✓	
Linking web 2.0	✓	✓	Social media, blogger, youtube
Having knowledge about LMS	✓	✓	Website from school
Using presentation tool	✓	✓	Power point
Using communication tools	✓	✓	whatsapp gorup
Videos virtual classroom	✓	✓	Google Meet
Using Template	✓	✓	Softfile and hardfile

The table above is summary teacher in practical while developing online material. From elevent recommendation, teacher already used all the online tools although the tools only one or two in the implementation. In this line below, researcher will conclude about the application of the principals developing English material by teachers and the practical of English material development in online learning.

Table 4.4The Application and Practical of English Material Development in Online Learning

	A2		B2		C2		D2		E2		F2		G2		H2		I2		J2		K2	
	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2	T 1	T 2
A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
E1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
F1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
G1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
H1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 4.5Table Code Information of the Application and Practical of English Material Development in Online Learning.

Code	Description
A1	Materials should contain enough spoken and written text.
B1	Materials should include authentic language.
C1	Language input in materials should be contextualized.
D1	Learners should be exposed sufficient samples of language in authentic use.

E1	Materials should include activities that provide critical thinking and encourage learners to visualize.
F1	Materials should include interesting and engaging tasks
G1	Material should provide learners to produce the desired outcomes.
H1	Materials should provide a link to other subject areas.
A2	Using text based material
B2	Linking within material
C2	Using web page on internet
D2	Using video
E2	Using authoring tools
F2	Using web 2.0 tools
G2	Having knowledge about LMS
H2	Using presentation tools
I2	Using communication tools
J2	Using videos from virtual classroom
K2	Using template
T1	Teacher one
T2	Teacher two

The table above is summary of developing English material and teacher practice developing material in online learning. From that summary it can be conclude that teacher have developed their English material and practicing in online material using emergency curriculum.

Moreover teachers has adapted with the online learning with these all supporting program of software to develop their material in online learning. These teachers` action in developing English material shows that is already more advanced in using supporting online learning than junior high school in village especially in developing school website. But, there is still minimum application which teachers used in online learning such as in using LMS the two teachers only used school website mostly in learning activy and Google Classroom. On the recommendation about virtual classroom they also only hold in once time used Google Meet. Moreover, from the material itself there is no differences between junior high in other areas. It can be seen from the usage of teachers` examples of props for procedure text. Both two teachers named the example of property not reffering to village such as *Pacul*, *Caping*, or *Arit*. Here are the reasons why researcher wants to find out this junior high school from the side of urban area apart from being seen in terms of achievements.

B. Discussions

The discussions are employed based on data analysis before this chapter. The purpose of this discussion is to answer the question research. Thus, the data analysis consists of characteristics of developing English material and practical developing English online learning. In addition, in this discussion will compare the result of findings, theory, and previous study to answer the question research.

The researcher found several things that were obtained from the results of the interview analysis and documentations of lesson plan and teacher`s procedure text maretial these are: 1) Teachers have prepared English material in spoken text using conversation text and written text using exercise then write down on students` book. In addition, to know are the students mastering

both of spoken or written text is from their result of task assessment; 2) When teachers explain procedure text, they are mixing English and Bahasa. Bahasa is used in introduction then mix them well. The video used by the teacher is in English but sometimes written Indonesian explanations are inserted in it but the book uses English in overall; 3) In order to students can explain again the explanation from their teacher, teacher related the past event with the lesson if the lesson has related with the event and still review the last material. Moreover, teacher usually gives video and asks students arguments; 4) To find out are the students speak English well, teacher asks them to imitate English from video which teacher has provided and try to pronounce by them self then teacher gives the feedback; 5) The teachers way to develop critical thinking are from giving video then students give their opinion in the last teacher and students drawing conclusion; 6) Teacher used video and inserted video or song to make material more interesting. Furthermore when teacher is creating video, she uses toys or kitchen tools to make real atmosphere in developing procedure text material; 7) Teacher always monitoring students understanding from consultancy through Whatsapp, the result of assessment, and drilling method; 8) Teachers connected procedure text with other subject through grammar in language; 9) Teachers used PPT, PDF, and also document word when giving English material; 10) Teachers linked every material which they got into Whatsapp group and school website application; 11) Teachers search the supporting material from Youtube, social media, and website blog to enrich their material; 12) Teachers were downloading the procedure text video from youtube. Teachers were creating video by them self also; 13) Teachers mixed between audio and visual for their material; 14) Teachers used Facebook, blogger, Youtube when they exploring internet to develop English online material; 15) Teachers used Google Classroom and school website when taught procedure text in the last semester; 16) Teachers used power point and combining between picture, table, and artistic font to make their presentation more interesting; 17) Teachers used Whatsapp group to communicate with students and parents; 18) Teachers hold once virtual

meeting via Google Meet in the last semester; 19) Teachers used lesson plan template and power point template in prepare and develop their material.

These are the findings in this study. Then researcher will write down about teaching material development from previous study. The first previous study is from Zulkilfi and Royes a PGMI Scientific Journal entitled “*Profesionalisme Guru dalam Mengembangkan Materi Ajar Bahasa Arab di MIN 1 Pablembang*”. The researcher focuses on its material development and how the teachers develop it. The several points in preparing to develop teaching material from this research which took theory from Dick and Care in Hamid (Zulkifli and Royes: 2017) explained that in steps of preparing teaching material are choose and collect the existing teaching material and its relevant to be used; compile the material which is accordance with sequence of teaching activity; Identifying materials which have obtained or not from the book; compile learning program. Then, researcher will discuss between findings from the data and theory from previous study:

1. Before teachers give procedure text video, they are searching from Youtube first then give it to students. Teachers collect the material from online sources and book from ministry education and culture. It already fulfilled the first step, because teacher searched the video which appropriate with the lesson, then they collect it. It can be seen from the sources which teacher used not only one sources
2. The technique which teachers used in compiling material in teaching activity started from giving video, then asks students opinion, then drawing conclusion from the lesson. The last teachers give exercises. The second step is compiling learning activity. Teachers is using emergency curriculum but researcher found that both two teacher applied scientific approach in curriculum 2013. Both in interview or lesson plan, teachers give general description as introduction before they conclude by their self about the material.
3. The support material which teachers use in procedure text are the book from ministry of education and culture pages 53-78, the book from

Erlangga publisher (BUPENA) pages 41-60, teaching material suplemen (Suplemen Bahan Ajar/ SBA), Youtube, Blogger, and Facebook. The supporting material which have obtained or not from the book use to enrich teaching material. The step number three teachers also already fulfilled this step, because when teachers need to analyze it first before they create the power point as their presentation.

4. When compile learning program teachers created lesson plan firstly, then to develop teaching material especially procedure text teachers prepare the tools which is needed in making video. The last step also has done by the teachers. After the tools and sources are ready to be created into material, teachers compile learning program in their lesson plan. Their lesson plan will be shown in the appendix in completely. From the explanation above there are the correlations between this theory in previous study and finding on this research.

Moreover, researcher had discussed between findings of the data and theory from (Tomlinson: 2010) in his book entitled “Principles of Effective Material Development” in Basal (2013). English teachers in SMP Negeri 1 Mojolaban, especially in ninth grader already applied the principals of material development. First, teachers` material has enough spoken and written material by using conversation text, note book, and exercise. Second, authentic language which teacher used its from dictionary voice, and applied bilingual method. Third, using event to make material contextualized for students and drawing conclusion from students` opinion to make material contextualized for students. Fourth, video which will be imitated the pronunciation by students, and giving example of pronunciation also fulfills the four principals about authentic language usage and students exposed sufficient samples. Fifth, critical thinking build by giving video and compliment. Sixth, interesting task that teacher used is put a song or voice to PPT, make the PPT more colorful, and used equipment in our home for video. Hence, they can feel the reality atmosphere. Seventh, teachers procedure desire outcome by monitoring

their understanding from Whatsapp and scientific approach usage then monitoring the result of exercise. Eight, link with other material using grammar both two teacher become their way. All the principals above have done by teacher with their own way. In addition it is relate with this theory.

Then in this online learning because of Pandemic Covid-19, teachers have to adapt with technology in distance learning. Basal (2013) wrote in his Journal entitled “ELT Teachers as Online Material Developers” about practical recommendation to the teachers while developing online material. He wrote eleven recommendation and the two English teachers as participant already done the recommendation when online learning. But in linking with material both two teachers didn’t write the link on their lesson plan. Then, in using LMS the two teachers only used school website mostly in learning activities and Google Classroom. On the recommendation about virtual classroom they also only hold in once time used Google Meet. The most prominent thing in using online learning at procedure text from that data is video and school website.

This study has to go through trustworthiness data in order to guarantee the trust. Hence, this trustworthiness data has done by two analyzes there were Innes Elita Fahma, S.Pd and Unaizatus Zulfa, S.Pd on Tuesday 23 February 2021 by forum group discussion. The data validation will be shown in the appendix in completely.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion provides to answer the research question based on analysis in chapter IV that have done by interview with the participants. Based on analysis of this research can conclude that in developing English material in online learning, it needed teachers` ability in mastering English material and mastering supporting technology to make a progress in online learning. This is in order to help students understanding material although while online learning. The more teachers learn something new and try to adapt with this situation of Pandemic *Covid-19* it make them easier to make purpose of learning objective can be reached. The two English teachers in SMP Negeri 1 Mojolaban indicated that they try to learn developing English online learning. It can be seen from they are fulfill the principles of developing English material, and do the recommendation to develop English in online learning. They are ready to develop English material in online learning.

B. Suggestion

Based on analysis of teachers` readiness developing English material in online learning the researcher proposed some suggestions for the readers as follows:

1. For the government, by giving once workshop for teacher, indeed they feel confuse to adapt this situation. Teacher stand up by learning IT fellow teachers peer and teacher can develop well. Moreover, if government gives workshop again.
2. Then the differences in teaching procedure text based on two teachers in normal activity and this distance learning are: material compaction based on emergency curriculum; before online learning teacher asked students to make groups and to do demonstration about procedure text in front of class

but right now teacher have to make video for the students, and time management. In this issue video become important thing in this procedure text. Hence, teacher can develop again their self in creating video.

3. For other researcher, researcher expects to conduct this research in other analysis which relate with this study and develop it in better way. For other researcher, can use this study as reference for conducting similar theme with expanding the study.

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APPENDICES

Appendix 1 Circular Number 4 of 2020

“The Implementation of Education Policies in the Term of Preventing the Spread of *CORONAVIRUS DISEASE (COVID-19)*”.



MENTRI PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

SURAT EDARAN
NOMOR 4 TAHUN 2020
TENTANG
PELAKSANAAN KEBIJAKAN PENDIDIKAN DALAM MASA DARURAT
PENYEBARAN *CORONAVIRUS DISEASE (COVID-19)*

Yth.
1. Gubernur;
2. Bupati/Walikota,
di seluruh Indonesia.

Berkenaan dengan penyebaran *Coronavirus Disease (Covid-19)* yang semakin meningkat maka kesehatan lahir dan batin siswa, guru, kepala sekolah dan seluruh warga sekolah menjadi pertimbangan utama dalam pelaksanaan kebijakan pendidikan.

Sehubungan dengan hal tersebut kami sampaikan kepada Saudara hal-hal sebagai berikut:

1. Ujian Nasional (UN):
 - a. UN Tahun 2020 dibatalkan, termasuk Uji Kompetensi Keahlian 2020 bagi Sekolah Menengah Kejuruan;
 - b. Dengan dibatalkannya UN Tahun 2020 maka keikutsertaan UN tidak menjadi syarat kelulusan atau seleksi masuk jenjang pendidikan yang lebih tinggi;
 - c. Dengan dibatalkannya UN Tahun 2020 maka proses penyetaraan bagi lulusan program Paket A, program Paket B, dan program Paket C akan ditentukan kemudian.
2. Proses Belajar dari Rumah dilaksanakan dengan ketentuan sebagai berikut:
 - a. Belajar dari Rumah melalui pembelajaran daring/jarak jauh dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi siswa, tanpa terbebani tuntutan menuntaskan seluruh capaian kurikulum untuk kenaikan kelas maupun kelulusan;
 - b. Belajar dari Rumah dapat difokuskan pada pendidikan kecakapan hidup antara lain mengenai pandemi Covid-19;
 - c. Aktivitas dan tugas pembelajaran Belajar dari Rumah dapat bervariasi antar siswa, sesuai minat dan kondisi masing-masing, termasuk mempertimbangkan kesenjangan akses/fasilitas belajar di rumah;
 - d. Bukti atau produk aktivitas Belajar dari Rumah diberi umpan balik yang bersifat kualitatif dan berguna dari guru, tanpa diharuskan memberi skor/nilai kuantitatif.

3. Ujian Sekolah untuk kelulusan dilaksanakan dengan ketentuan sebagai berikut:
 - a. Ujian Sekolah untuk kelulusan dalam bentuk tes yang mengumpulkan siswa tidak boleh dilakukan, kecuali yang telah dilaksanakan sebelum terbitnya surat edaran ini;
 - b. Ujian Sekolah dapat dilakukan dalam bentuk portofolio nilai rapor dan prestasi yang diperoleh sebelumnya, penugasan, tes daring, dan/atau bentuk asesmen jarak jauh lainnya;
 - c. Ujian Sekolah dirancang untuk mendorong aktivitas belajar yang bermakna, dan tidak perlu mengukur ketuntasan capaian kurikulum secara menyeluruh;
 - d. Sekolah yang telah melaksanakan Ujian Sekolah dapat menggunakan nilai Ujian Sekolah untuk menentukan kelulusan siswa. Bagi sekolah yang belum melaksanakan Ujian Sekolah berlaku ketentuan sebagai berikut:
 - 1) kelulusan Sekolah Dasar (SD)/ sederajat ditentukan berdasarkan nilai lima semester terakhir (kelas 4, kelas 5, dan kelas 6 semester gasal). Nilai semester genap kelas 6 dapat digunakan sebagai tambahan nilai kelulusan;
 - 2) kelulusan Sekolah Menengah Pertama (SMP)/sederajat dan Sekolah Menengah Atas (SMA) /sederajat ditentukan berdasarkan nilai lima semester terakhir. Nilai semester genap kelas 9 dan kelas 12 dapat digunakan sebagai tambahan nilai kelulusan; dan
 - 3) kelulusan Sekolah Menengah Kejuruan (SMK)/sederajat ditentukan berdasarkan nilai rapor, praktik kerja lapangan, portofolio dan nilai praktik selama lima semester terakhir. Nilai semester genap tahun terakhir dapat digunakan sebagai tambahan nilai kelulusan.
4. Kenaikan Kelas dilaksanakan dengan ketentuan sebagai berikut:
 - a. Ujian akhir semester untuk Kenaikan Kelas dalam bentuk tes yang mengumpulkan siswa tidak boleh dilakukan, kecuali yang telah dilaksanakan sebelum terbitnya Surat Edaran ini;
 - b. Ujian akhir semester untuk Kenaikan Kelas dapat dilakukan dalam bentuk portofolio nilai rapor dan prestasi yang diperoleh sebelumnya, penugasan, tes daring, dan/atau bentuk asesmen jarak jauh lainnya;
 - c. Ujian akhir semester untuk Kenaikan Kelas dirancang untuk mendorong aktivitas belajar yang bermakna, dan tidak perlu mengukur ketuntasan capaian kurikulum secara menyeluruh.
5. Penerimaan Peserta Didik Baru (PPDB) dilaksanakan dengan ketentuan sebagai berikut:
 - a. Dinas Pendidikan dan sekolah diminta menyiapkan mekanisme PPDB yang mengikuti protokol kesehatan untuk mencegah penyebaran Covid-19, termasuk mencegah berkumpulnya siswa dan orangtua secara fisik di sekolah;
 - b. PPDB pada Jalur Prestasi dilaksanakan berdasarkan:
 - 1) akumulasi nilai rapor ditentukan berdasarkan nilai lima semester terakhir; dan/atau
 - 2) prestasi akademik dan non-akademik di luar rapor sekolah;

Appendix 2 Letter of Secretary General Circular No. 15 in 2020

“Guidelines for Organizing Learning From Home in the Emergency Period of the Spread of *CORONA VIRUS DISEASE* (COVID-19)”.



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Jalan Jenderal Sudirman, Senayan, Jakarta 10270
Telepon (021) 5711144
Laman www.kemdikbud.go.id

**SURAT EDARAN
NOMOR 15 TAHUN 2020
TENTANG**

**PEDOMAN PENYELENGGARAAN BELAJAR DARI RUMAH
DALAM MASA DARURAT PENYEBARAN *CORONA VIRUS DISEASE* (COVID-19)**

Yth.

1. Gubernur; dan
2. Bupati/Walikota,
di seluruh Indonesia.

Dasar Hukum

1. Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan sebagaimana telah diubah dengan Peraturan Pemerintah Nomor 66 Tahun 2010 tentang Perubahan atas Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan; dan
2. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 33 Tahun 2019 tentang Satuan Pendidikan Aman Bencana.

Dalam rangka pemenuhan hak peserta didik untuk mendapatkan layanan pendidikan selama darurat penyebaran *Corona Virus Disease* (COVID-19) melalui penyelenggaraan Belajar dari Rumah sebagaimana tercantum dalam Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *Corona Virus Disease* (COVID-19), dengan hormat kami sampaikan hal-hal sebagai berikut:

1. Belajar dari Rumah selama darurat penyebaran *Corona Virus Disease* (COVID-19) dilaksanakan dengan tetap memperhatikan protokol penanganan COVID-19; dan
2. Belajar dari Rumah melalui pembelajaran jarak jauh daring dan/atau luring dilaksanakan sesuai dengan pedoman penyelenggaraan Belajar dari Rumah sebagaimana tercantum dalam Lampiran Surat Edaran ini.

Demikian disampaikan untuk menjadi perhatian dan dilaksanakan sebagaimana mestinya.

Jakarta, 18 Mei 2020
Sekretaris Jenderal,

Ainun Na'im
NIP. 196012041986011001

Tembusan:

1. Menteri Pendidikan dan Kebudayaan;
2. Inspektur Jenderal Kementerian Pendidikan dan Kebudayaan; dan
3. plt. Direktur Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan.

LAMPIRAN
SURAT EDARAN
NOMOR 15 TAHUN 2020
TENTANG
PEDOMAN PENYELENGGARAAN BELAJAR DARI
RUMAH DALAM MASA DARURAT PENYEBARAN
CORONA VIRUS DISEASE (COVID-19)

BAB I
TUJUAN, PRINSIP, METODE DAN MEDIA PELAKSANAAN BELAJAR DARI
RUMAH

- A. Tujuan Pelaksanaan Belajar Dari Rumah
Pelaksanaan Belajar Dari Rumah (BDR) selama darurat COVID-19 bertujuan untuk:
1. memastikan pemenuhan hak peserta didik untuk mendapatkan layanan pendidikan selama darurat COVID-19;
 2. melindungi warga satuan pendidikan dari dampak buruk COVID-19;
 3. mencegah penyebaran dan penularan COVID-19 di satuan pendidikan; dan
 4. memastikan pemenuhan dukungan psikososial bagi pendidik, peserta didik dan orang tua/wali.
- B. Prinsip Pelaksanaan Belajar Dari Rumah
BDR dilaksanakan sesuai dengan prinsip-prinsip yang tertuang dalam Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *Corona Virus Disease* (COVID 19), yaitu:
1. keselamatan dan kesehatan lahir batin peserta didik, pendidik, kepala satuan pendidikan dan seluruh warga satuan pendidikan menjadi pertimbangan utama dalam pelaksanaan BDR;
 2. kegiatan BDR dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi peserta didik, tanpa terbebani tuntutan menuntaskan seluruh capaian kurikulum;
 3. BDR dapat difokuskan pada pendidikan kecakapan hidup, antara lain mengenai pandemi COVID-19;
 4. materi pembelajaran bersifat inklusif sesuai dengan usia dan jenjang pendidikan, konteks budaya, karakter dan jenis kekhususan peserta didik;
 5. aktivitas dan penugasan selama BDR dapat bervariasi antar daerah, satuan pendidikan dan Peserta Didik sesuai minat dan kondisi masing-masing, termasuk mempertimbangkan kesenjangan akses terhadap fasilitas BDR;
 6. hasil belajar peserta didik selama BDR diberi umpan balik yang bersifat kualitatif dan berguna dari guru tanpa diharuskan memberi skor/nilai kuantitatif; dan

7. mengedepankan pola interaksi dan komunikasi yang positif antara guru dengan orang tua/wali.

C. Metode dan Media Pelaksanaan Belajar Dari Rumah

BDR dilaksanakan dengan Pembelajaran Jarak Jauh (PJJ) yang dibagi ke dalam 2 (dua) pendekatan:

1. pembelajaran jarak jauh dalam jaringan (daring)
2. pembelajaran jarak jauh luar jaringan (luring)

Dalam pelaksanaan PJJ, satuan pendidikan dapat memilih pendekatan (daring atau luring atau kombinasi keduanya) sesuai dengan ketersediaan dan kesiapan sarana dan prasarana.

1. Media dan Sumber Belajar Pembelajaran Jarak Jauh Daring

Pembelajaran di rumah secara daring dapat menggunakan gawai (*gadget*) maupun laptop melalui beberapa portal dan aplikasi pembelajaran daring, diantaranya:

a. Informasi terkait COVID-19

NO.	SUMBER INFORMASI	TAUTAN
1.	Informasi penanganan COVID-19 oleh Gugus Tugas Percepatan Penanganan COVID-19	https://covid19.go.id/
2.	Portal informasi pendidikan Kemendikbud selama COVID-19	http://bersamahadapikorona.kemdikbud.go.id/

b. Media Pembelajaran Daring

NO.	SUMBER DAN MEDIA	TAUTAN
1.	Rumah Belajar oleh Pusdatin Kemendikbud.	https://belajar.kemdikbud.go.id
2.	TV edukasi Kemendikbud.	https://tve.kemdikbud.go.id/live/
3.	Pembelajaran Digital oleh Pusdatin dan SEAMOLEC. Kemendikbud.	http://rumahbelajar.id
4.	Tatap muka daring program sapa duta rumah belajar Pusdatin Kemendikbud.	pusdatin.webex.com.
5.	LMS SIAJAR oleh SEAMOLEC, Kemendikbud.	http://lms.seamolec.org
6.	Aplikasi daring untuk paket A,B,C.	http://setara.kemdikbud.go.id/
7.	Guru berbagi	http://guruberbagi.kemdikbud.go.id
8.	Membaca digital	http://aksi.puspendik.kemdikbud.go.id/membacadigital/
9.	Video pembelajaran	http://video.kemdikbud.go.id/
10.	Suara edukasi Kemendikbud	https://suaraedukasi.kemdikbud.go.id/
11.	Radio edukasi Kemendikbud	https://radioedukasi.kemdikbud.go.id/

NO.	SUMBER DAN MEDIA	TAUTAN
12.	Sahabat keluarga -- Sumber Informasi dan bahan ajar pengasuhan dan pendidikan keluarga	https://sahabatkeluarga.kemdikbud.go.id/laman/
13.	Ruang guru PAUD Kemendikbud	http://anggunpaud.kemdikbud.go.id/
14.	Buku sekolah elektronik	https://bse.kemdikbud.go.id/
15.	Mobile edukasi - Bahan ajar multimedia	https://m-edukasi.kemdikbud.go.id/medukasi/
16.	Modul Pendidikan Kesetaraan	https://emodul.kemdikbud.go.id/
17.	Sumber bahan ajar siswa SD, SMP, SMA, dan SMK.	https://sumberbelajar.seamolec.org/
18.	Kursus daring untuk Guru dari SEAMOLEC.	http://mooc.seamolec.org/
19.	Kelas daring untuk siswa dan Mahasiswa	http://elearning.seamolec.org/
20.	Repositori Institusi Kemendikbud	http://repositori.kemdikbud.go.id

D. Aplikasi Pemantauan Kesehatan dan Risiko COVID-19.

Berikut beberapa aplikasi yang dapat digunakan untuk memantau kondisi COVID-19:

NO.	NAMA	DESKRIPSI	TAUTAN
1.	PeduliLindungi	Aplikasi pemantauan COVID-19. Dikelola oleh Gugus Tugas Percepatan COVID-19.	https://www.pedulilindungi.id/
2.	InaRISK dan Inarisk personal (aplikasi <i>mobile</i>)	aplikasi untuk mengetahui bahaya kebencanaan disekitar kita serta upaya yang dapat kita lakukan secara mandiri. Dikeluarkan oleh Badan Nasional Penanggulangan Bencana	http://inarisk.bnppb.go.id/ dan http://inarisk.bnppb.go.id/apps/inarisk.apk
3.	SehatPedia	Aplikasi layanan dan konsultasi kesehatan secara daring (<i>telemedicine</i>). Dikeluarkan oleh Kementerian Kesehatan	https://s.id/SehatPedia

BAB II PANDUAN PELAKSANAAN BELAJAR DARI RUMAH

A. Pelaksanaan Belajar Dari Rumah oleh Dinas Pendidikan

Selama masa darurat COVID-19, dinas pendidikan dapat melakukan langkah-langkah pelaksanaan BDR sebagai berikut.

1. Membentuk Pos Pendidikan

Dinas Pendidikan dalam masa darurat COVID-19 dapat membentuk Pos Pendidikan. Pos Pendidikan ini bertugas sebagai sekretariat penanganan darurat COVID-19 bidang pendidikan. Keanggotaan Pos Pendidikan terdiri dari unsur pemerintah, organisasi kemasyarakatan, lembaga usaha dan media. Pos pendidikan ini merupakan bagian dari Gugus Tugas COVID-19 di daerah.

Dalam melaksanakan tugasnya, Pos Pendidikan melakukan koordinasi secara daring di daerah dengan:

- a. gugus tugas penanganan COVID-19 setempat untuk menggordinasikan penanganan COVID-19;
 - b. dinas kesehatan setempat untuk menggordinasikan penanganan kesehatan termasuk ada/tidaknya peserta didik, pendidik, dan tenaga kependidikan yang terpapar COVID-19 (menjadi ODP, PDP, atau terkonfirmasi positif);
 - c. badan penanggulangan bencana daerah setempat: untuk menggordinasikan penyelenggaraan penanggulangan bencana;
 - d. dinas sosial setempat untuk pengupayaan saluran layanan dukungan psikososial di tingkat daerah dan satuan pendidikan, memastikan keamanan situasi dan kondisi pendidik, tenaga pendidikan, dan peserta didik secara fisik dan mental, dan pemenuhan kebutuhan pendampingan psikososial bagi pendidik, tenaga kependidikan, dan peserta didik;
 - e. dinas komunikasi dan informatika untuk menggordinasikan ketersediaan akses komunikasi dan jaringan telekomunikasi untuk pelaksanaan BDR;
 - f. organisasi masyarakat, komunitas, media dan dunia usaha yang dapat membantu dalam proses penyelenggaraan pendidikan selama masa darurat bencana.
2. Melakukan koordinasi secara daring dengan Kemendikbud melalui Sekretariat Nasional Satuan Pendidikan Aman Bencana (Seknas SPAB), Lembaga Penjaminan Mutu Pendidikan (LPMP) dan Pusat Pengembangan/Balai Pengembangan Pendidikan Anak Usia Dini dan Pendidikan Masyarakat (PP/BP-PAUD Dikmas) terkait pelaksanaan kebijakan BDR.
 3. Melakukan pendataan di daerah
Pemerintah daerah wajib melakukan pendataan pelaksanaan BDR sesuai dengan format yang disediakan Kemendikbud melalui tautan <http://data.spab.kemdikbud.go.id>. Pendataan mencakup antara lain:

- b. akses terhadap internet dan listrik;
 - c. kondisi, kesiapan dan kebutuhan belajar peserta didik selama BDR:
 - 1) jumlah dan sebaran peserta didik yang tinggal di lingkungan pengasuhan alternatif seperti panti asuhan, asrama.
 - 2) jumlah dan sebaran peserta didik yang terdampak bencana lain seperti banjir, tinggal pengungsian (hunian sementara), atau tempat tinggal yang tidak layak.
 - 3) jumlah dan sebaran peserta didik yang tidak memiliki akses sarana pembelajaran daring maupun luring.
 - d. pemetaan lembaga baik pemerintah, organisasi masyarakat, media, dunia usaha yang memiliki sumberdaya dan inisiatif untuk mendukung kegiatan BDR (siapa melakukan apa dimana dan kapan serta sumberdaya yang dimiliki masing-masing lembaga).
4. Menyusun dan menetapkan kebijakan pendidikan selama masa darurat COVID-19 di daerahnya dalam hal:
- a. program, kegiatan dan anggaran untuk melaksanakan kebijakan pendidikan selama masa darurat COVID-19;
 - b. durasi waktu pelaksanaan kebijakan BDR;
 - c. mekanisme penerimaan peserta didik baru yang mengikuti protokol kesehatan untuk mencegah penyebaran COVID-19, termasuk
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- d. mekanisme pelaksanaan ujian satuan pendidikan, kenaikan tingkat, dan kelulusan peserta didik; dan
 - e. pembukaan kembali pembelajaran di satuan pendidikan.
5. Memfasilitasi pembelajaran daring dan/atau luring
- a. memaksimalkan media pembelajaran daring yang dimiliki masing-masing daerah;
 - b. melakukan bimbingan teknis dan pelatihan untuk guru dan tenaga kependidikan yang membutuhkan pendampingan terkait pembelajaran jarak jauh;
 - c. mendorong dan memfasilitasi partisipasi masyarakat dalam proses BDR;
 - d. kerja sama dengan perpustakaan daerah, taman bacaan masyarakat, organisasi pemerintah dan non pemerintah lainnya untuk penyediaan modul mandiri dan buku untuk pembelajaran luring di daerah yang tidak ada listrik;
 - e. kerja sama dengan televisi dan radio daerah untuk pembelajaran luring di daerah yang ada listrik, melalui:
 - 1) televisiPenyampaian materi dapat disampaikan oleh penyiar atau guru dan tenaga pendidikan yang telah ditentukan. Dalam prosesnya perlu memperhatikan:
 - a) penyampaian materi pelajaran mudah dipahami dan inklusif dengan menggunakan berbagai media interaktif seperti videografis, infografis, demonstrasi, menggunakan alat

- peraga, mempromosikan permainan dan kuis interaktif (via telepon/SMS)
- b) siarkan dan buat program tersebut dalam siaran ulang agar bisa diikuti apabila ada yang tertinggal.
 - c) pelajaran harus se-interaktif mungkin, dimungkinkan bagi peserta didik untuk tampil di program.
 - d) mempertimbangkan kebutuhan untuk peserta didik, khususnya penyandang disabilitas (disediakan pengantar bahasa isyarat).
- 2) radio
- Materi dapat disampaikan oleh penyiar atau oleh guru yang telah ditentukan. Dalam penyiaran memperhatikan hal berikut ini:
- a) membagikan secara luas jadwal program dengan berbagai cara agar diketahui masyarakat dan orang tua/wali;
 - b) melakukan siaran langsung secara interaktif, misalnya menggunakan kuis atau mempromosikan permainan;
 - c) mendukung peserta didik untuk berinteraksi melalui telepon (jika memungkinkan);
 - d) materi pembelajaran dipilih sesuai kebutuhan seperti pendidikan karakter dan kecakapan hidup, keagamaan, pola hidup sehat, pencegahan penvebaran penvakit COVID-19, dan
 - e) dalam hal pengembangan materi pembelajaran melalui radio, dinas pendidikan dapat berkoordinasi dengan pengelola:
 - 1) Radio edukasi Kemendikbud
<https://radioedukasi.kemdikbud.go.id/>
 - 2) Radio suaraedukasi AM 1440 Khz Kemendikbud melalui surel suaraedukasi@kemdikbud.go.id dan laman <https://suaraedukasi.kemdikbud.go.id/>
6. Melakukan penyebaran informasi dan edukasi pencegahan COVID-19 melalui grup media daring, radio, pengumuman keliling, serta menginformasikan perkembangan penanganan darurat COVID-19 bidang pendidikan kepada masyarakat.
7. Melaksanakan pemantauan dan evaluasi pelaksanaan BDR oleh satuan pendidikan.
8. Melaporkan perkembangan pelaksanaan kebijakan BDR kepada Kemendikbud dan menginformasikan perkembangan BDR kepada masyarakat secara rutin.
- B. Pelaksanaan Belajar Dari Rumah oleh Kepala Satuan Pendidikan
- Selama masa darurat COVID-19, kepala satuan pendidikan melakukan langkah-langkah pelaksanaan BDR sebagai berikut.
1. Menetapkan model pengelolaan satuan pendidikan selama BDR, diantaranya:
 - a. bekerja dan mengajar dari rumah bagi guru dan tenaga kependidikan.

- b. menentukan jadwal piket apabila diperlukan. Dalam hal dilakukan piket hendaknya berkoordinasi dengan dinas pendidikan dan gugus tugas penanganan COVID-19 setempat.
2. Memastikan sistem pembelajaran yang terjangkau bagi semua peserta didik termasuk peserta didik penyandang disabilitas.
3. Membuat rencana keberlanjutan pembelajaran. Jika masa darurat COVID-19 dan kegiatan BDR diperpanjang maka perlu mengoordinir para guru untuk berkreasi dengan menggunakan bahan ajar yang terdiri dari:
 - a. instruksi dan materi pembelajaran daring dengan menggunakan media dan sumber belajar daring.
 - b. instruksi dan materi pembelajaran luring dengan menggunakan televisi, radio, buku, dan modul pembelajaran mandiri peserta didik.
 - c. intruksi untuk melakukan adaptasi materi pembelajaran untuk peserta didik penyandang disabilitas.
4. Melakukan pembinaan dan pemantauan kepada guru melalui laporan pembelajaran yang dikumpulkan setiap minggu
 - a. memastikan guru memfasilitasi pembelajaran jarak jauh baik secara daring maupun luring;
 - b. memastikan rencana pelaksanaan pembelajaran menerapkan pembelajaran bermakna, kegiatan kecakapan hidup dan aktivitas
 - c. memastikan adanya materi edukasi untuk orang tua/wali peserta didik terkait pencegahan COVID-19 dan menerapkan pola perilaku hidup bersih di rumah.
5. Memastikan ketersediaan sarana dan prasarana yang dimiliki guru dalam memfasilitasi pembelajaran jarak jauh baik secara daring maupun luring selama darurat COVID-19.
 - a. Ketersediaan gawai/komputer/laptop untuk fasilitas pembelajaran daring.
 - b. Akses ke media pembelajaran daring dan luring.
 - c. Distribusi sarana pembelajaran luring dan alat peraga ke rumah peserta didik termasuk alat peraga pendidikan bagi peserta didik penyandang disabilitas (bagi yang tidak memiliki akses ke pembelajaran daring).
 - d. Berkoordinasi dengan dinas pendidikan, dan/atau dinas sosial, dan/atau dinas pemberdayaan perempuan dan perlindungan anak untuk pengupayaan adanya layanan dukungan psikososial bagi pendidik, orang tua/wali, dan peserta didik. Layanan psikososial dapat menggunakan berbagai saluran, diantaranya:
 - 1) layanan psikososial yang disediakan oleh Gugus Tugas Nasional Percepatan Penanganan COVID-19 melalui pusat panggilan atau call center 119 extention 8;
 - 2) layanan psikososial oleh Himpunan Psikologi Indonesia melalui <http://bit.ly/bantuanpsikologi>;
 - 3) layanan psikososial oleh Perhimpunan Dokter Spesialis Kesehatan Jiwa Indonesia <http://www.pdskji.org/>; dan/atau

- 4) layanan psikososial oleh pekerja sosial, hubungi dinas sosial setempat.
 6. Membuat program pengasuhan untuk mendukung orang tua/wali dalam mendampingi peserta didik belajar, minimal satu kali dalam satu minggu. Materi tentang pengasuhan dapat dilihat pada laman <https://sahabatkeluarga.kemdikbud.go.id/laman/>
 7. Membentuk tim siaga darurat untuk penanganan COVID-19 di satuan pendidikan, memberikan pembekalan mengenai tugas dan tanggung jawab kepada tim, dan berkoordinasi dengan dinas pendidikan dan/atau
 8. Memberikan laporan secara berkala kepada dinas pendidikan dan/atau pos pendidikan daerah terkait:
 - a. kondisi kesehatan warga satuan pendidikan;
 - b. metode pembelajaran jarak jauh yang digunakan (daring/luring/kombinasi daring dan luring);
 - c. jumlah peserta didik yang belum bisa terlayani;
 - d. kendala pelaksanaan BDR; dan
 - e. praktik baik dan capaian hasil belajar peserta didik.
- C. Pelaksanaan Belajar Dari Rumah oleh Guru
- Guru memfasilitasi pelaksanaan PJJ secara daring, luring, maupun kombinasi keduanya sesuai kondisi dan ketersediaan sarana pembelajaran.
1. Menyiapkan rencana pelaksanaan pembelajaran jarak jauh
Referensi perencanaan PJJ baik secara daring maupun luring dapat dilihat pada portal Guru Berbagi <https://guruberbagi.kemdikbud.go.id/>. Dalam menyiapkan pembelajaran, guru perlu memastikan beberapa hal berikut:
 - a. memastikan kompetensi pembelajaran yang ingin dicapai. dilarang memaksakan penuntasan kurikulum dan fokus pada pendidikan kecakapan hidup.
 - b. menyiapkan materi pembelajaran. Dalam pelaksanaan BDR, materi dapat difokuskan pada:
 - 1) literasi dan numerasi;
 - 2) pencegahan dan penanganan pandemi COVID-19;
 - 3) Perilaku Hidup Bersih dan Sehat (PHBS) dan Gerakan Masyarakat Sehat (Germas);
 - 4) kegiatan rekreasi dan aktivitas fisik;
 - 5) spiritual keagamaan; dan/atau
 - 6) penguatan karakter dan budaya.
 - c. menentukan metode dan interaksi yang dipakai dalam penyampaian pembelajaran melalui daring, luring, atau kombinasi keduanya.
 - d. menentukan jenis media pembelajaran, seperti format teks, audio/video simulasi, multimedia, alat peraga, dan sebagainya yang sesuai dengan metode pembelajaran yang digunakan; dan
 - e. guru perlu meningkatkan kapasitas dengan mengikuti pelatihan daring yang disediakan oleh pemerintah maupun lembaga

nonpemerintah guna mendukung keterampilan menyelenggarakan PJJ pada situasi darurat COVID-19.

2. Fasilitasi pembelajaran jarak jauh daring

Waktu pembelajaran daring sepanjang hari menyesuaikan ketersediaan waktu, kondisi, dan kesepakatan peserta didik dan orangtua/walinya.

Proses pembelajaran daring terdiri atas:

- a. tatap muka Virtual melalui *video conference*, *teleconference*, dan/atau diskusi dalam group di media sosial atau aplikasi pesan. Dalam tatap muka virtual memastikan adanya interaksi secara langsung antara guru dengan peserta didik.
- b. *Learning Management System* (LMS). LMS merupakan sistem pengelolaan pembelajaran terintegrasi secara daring melalui aplikasi. Aktivitas pembelajaran dalam LMS antara lain pendaftaran dan pengelolaan akun, penguasaan materi, penyelesaian tugas, pemantauan capaian hasil belajar, terlibat dalam forum diskusi, konsultasi dan ujian/penilaian. Contoh LMS antara lain kelas maya rumah belajar, google classroom, ruang guru, zenius, edmodo, moodle, siajar LMS seamolec, dan lain sebagainya.

Berikut langkah-langkah pelaksanaan PJJ daring oleh pendidik:

Pra pembelajaran	Saat pembelajaran		Usai pembelajaran
	Tatap muka virtual	LMS	
<p>1. Siapkan nomor telepon orang tua/wali peserta didik atau peserta didik dan buat grup <i>WhatsApp</i> (atau aplikasi komunikasi lainnya) sebagai media interaksi dan komunikasi.</p> <p>2. Diskusikan dengan orang tua/wali peserta didik atau peserta didik:</p> <ol style="list-style-type: none"> a. ketersediaan gawai/laptop/komputer dan akses internet; b. aplikasi media pembelajaran daring yang 	<ol style="list-style-type: none"> 1. Periksa kehadiran peserta didik dan pastikan peserta didik siap mengikuti pembelajaran. 2. Mengajak peserta didik berdoa sebelum dan sesudah pembelajaran. 3. Penyampaian materi sesuai dengan metode yang digunakan. 4. Selalu berikan kesempatan pada peserta didik untuk bertanya, mengemukakan pendapat, dan/atau 	<ol style="list-style-type: none"> 1. Komunikasi dengan orang tua/wali peserta didik atau peserta didik terkait penugasan belajar. 2. Berkomunikasi dengan orang tua/wali peserta didik atau peserta didik memastikan peserta didik siap mengikuti pembelajaran dan mengakses LMS. 3. Memantau aktivitas peserta didik dalam LMS. 4. Membuka layanan 	<ol style="list-style-type: none"> 1. Setiap peserta didik mengisi lembar aktivitas sebagai bahan pemantauan belajar harian. 2. Mengingatkan orang tua/wali peserta didik atau peserta didik untuk mengumpulkan foto lembar aktivitas dan penugasan. 3. Memberikan umpan balik terhadap hasil karya/tugas peserta didik/lembar refleksi pengalaman belajar.

Pra pembelajaran	Saat pembelajaran		Usai pembelajaran
	Tatap muka virtual	LMS	
akan digunakan; c. cara penggunaan aplikasi daring; d. Materi dan jadwal pembelajaran daring. 3. Buat RPP yang sesuai dengan kondisi dan akses pembelajaran daring. 4. Memastikan orang tua/wali peserta didik atau peserta didik mendukung proses pembelajaran daring.	melakukan refleksi.	konsultasi bagi peserta didik yang mengalami kesulitan.	

3. Fasilitasi pembelajaran jarak jauh luring

Proses Pembelajaran luring dapat dilaksanakan dengan: (a) menggunakan media buku, modul dan bahan ajar dari lingkungan sekitar; (b) menggunakan media televisi; dan (c) menggunakan radio.

- a. langkah fasilitasi PJJ luring menggunakan media buku, modul dan bahan ajar dari lingkungan sekitar

Waktu pembelajaran dan pengumpulan hasil belajar disepakati dengan peserta didik dan/atau orang tua/wali dan sesuai dengan kondisi.

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
1. menyiapkan RPP 2. menyiapkan bahan ajar, jadwal dan penugasan kemudian mengirimkannya ke peserta didik/orang tua/wali 3. Memastikan semua peserta didik telah mendapatkan lembar jadwal dan penugasan.	1. Pembelajaran luring dibantu orang tua/wali peserta didik sesuai dengan jadwal dan penugasan yang telah diberikan. 2. Guru dapat melakukan kunjungan ke rumah peserta	1. Setiap peserta didik mengisi lembar aktivitas sebagai bahan pemantauan belajar harian 2. Orang tua/wali peserta didik memberikan tandatangan pada tiap sesi belajar yang telah tuntas di

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
<p>4. Jadwal pembelajaran dan penugasan belajar diambil oleh orang tua/wali peserta didik sekali seminggu di akhir minggu dan atau disebarikan melalui media komunikasi yang tersedia.</p> <p>5. Guru dan orang tua/wali peserta didik yang bertemu untuk menyerahkan jadwal dan penugasan diwajibkan melakukan prosedur keselamatan pencegahan COVID-19.</p>	<p>didik untuk melakukan pengecekan dan pendampingan belajar. Jika ini dilaksanakan, wajib melakukan prosedur pencegahan penyebaran COVID-19.</p> <p>3. Berdoa bersama sebelum dan sesudah belajar.</p>	<p>lembar pemantauan harian.</p> <p>3. Penugasan diberikan sesuai dengan jadwal</p> <p>4. Muatan penugasan adalah pendidikan kecakapan hidup, antara lain mengenai pandemi COVID-19. Selain itu, perlu dipastikan adanya konten rekreasional dan ajakan melakukan olahraga/ kegiatan fisik dalam upaya menjaga kesehatan peserta didik selama periode BDR.</p> <p>5. Hasil penugasan berikut lembar pemantauan aktivitas harian dikumpulkan setiap akhir minggu sekaligus mengambil jadwal dan penugasan untuk minggu berikutnya. Ini dapat juga dikirim melalui alat komunikasi.</p>

- b. Langkah fasilitasi pembelajaran jarak jauh luring menggunakan televisi dan radio waktu pembelajaran dan pengerjaan tugas disesuaikan dengan jadwal tayang/siaran dan waktu pengumpulan tugas setiap akhir minggu atau disesuaikan dengan kondisi peserta didik ketersediaan

waktu peserta didik dan orang tua/wali.

Pra-pembelajaran	Saat pembelajaran	Usai pembelajaran
1. Mendapatkan informasi mengenai	1. Guru ikut menyaksikan	1. Guru membuat kunci jawaban atas penugasan

Pra-pembelajaran	Saat pembelajaran	Usai pembelajaran
<p>jadwal pembelajaran melalui televisi/radio.</p> <p>2. menyosialisasikan jadwal pembelajaran kepada orang tua/wali dan peserta didik.</p>	<p>pembelajaran Televisi/Radio</p> <p>2. Guru mencatat pertanyaan/ penugasan yang diberikan di akhir pembelajaran</p> <p>3. Guru membuat tugas tambahan informasi berdasarkan pembelajaran televisi/radio (jika dibutuhkan)</p> <p>4. Berdoa sebelum dan sesudah belajar.</p>	<p>2. Mengumpulkan hasil penugasan sesuai dengan waktu yang ditentukan.</p> <p>3. Penilaian dilakukan dengan mempertimbangkan ketuntasan seluruh aktivitas dan penugasan</p>

D. Pelaksanaan Belajar Dari Rumah oleh Peserta Didik

1. Pembelajaran daring oleh peserta didik

Waktu PJJ daring sepanjang hari, menyesuaikan waktu dan kondisi orang tua/wali peserta didik atau peserta didik dan kesepakatan dengan guru atau satuan pendidikan

Pra pembelajaran	Saat pembelajaran		Usai pembelajaran
	tatap muka virtual	LMS	
<p>1. Siapkan perangkat pembelajaran daring baik gawai pintar maupun laptop, pastikan kuota internet dan baterai cukup.</p> <p>2. Pastikan memiliki nomor telepon guru dan masuk ke dalam grup daring yang telah dibuat, di bawah pengawasan orang tua/wali peserta didik.</p> <p>3. Pelajari cara kerja aplikasi dan aturan komunikasinya.</p>	<p>1. Sampaikan diri siap mengikuti pembelajaran dengan tatap muka virtual dengan menuliskan nama atau pastikan terlihat di video (jika memungkinkan).</p> <p>2. Berdoa sebelum dan sesudah pembelajaran.</p> <p>3. Menuliskan dan menyampaikan refleksi diri atas situasi yang terjadi.</p> <p>4. Pahami jadwal pembelajaran serta tujuan pembelajaran.</p>	<p>1. Berdoa sebelum dan sesudah pembelajaran.</p> <p>2. Pahami jadwal pembelajaran serta tujuan pembelajaran.</p> <p>3. Selesaikan semua aktivitas dalam LMS sesuai dengan jadwal (penguasaan materi, tugas, penilaian).</p> <p>4. Berkonsultasi dengan guru, dan orang tua/wali dalam menyelesaikan aktivitas dalam LMS.</p> <p>5. Sampaikan progres</p>	<p>1. Isi lembar pemantauan pembelajaran (jika ada).</p> <p>2. Kumpulkan tugas hari ini (jika ada).</p> <p>3. Kumpulkan dokumentasi (foto) pembelajaran hari ini.</p> <p>4. Sampaikan ke guru atau orang tua/wali jika ada kesulitan mengakses pembelajaran daring hari ini.</p> <p>5. Tuliskan rencana kegiatan setelah jam belajar.</p>

Pra pembelajaran	Saat pembelajaran		Usai pembelajaran
	tatap muka virtual	LMS	
4. Siapkan tempat di rumah yang cukup nyaman untuk belajar, alat tulis, catatan, dan buku pegangan. 5. Buatlah target belajar hari itu.	5. Ikuti instruksi dan materi pembelajaran. 6. Aktif dalam diskusi dengan guru. 7. Selesaikan tugas dari guru, ajak diskusi orang tua/wali. 8. Ambil kesimpulan pembelajaran.	penyelesaian aktivitas dalam LMS kepada guru dan orang tua/wali. 6. Ambil kesimpulan pembelajaran hari ini.	

2. Pembelajaran luring oleh peserta didik

- a. Pembelajaran Luring menggunakan buku, modul media buku, modul dan bahan ajar dari lingkungan sekitar

Waktu: Sepanjang Hari, menyesuaikan waktu dan kondisi orang tua/wali. Pengumpulan tugas di akhir minggu, atau disesuaikan dengan kondisi peserta didik

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
1. Siapkan buku atau piranti pembelajaran yang dimiliki di rumah. 2. Peserta didik harus mengetahui metode pembelajaran yang akan dijalani secara mandiri di rumah. 3. Ajak orang tua/wali peserta didik untuk mendukung proses pembelajaran. 4. Peserta didik telah memiliki jadwal pembelajaran dan lembar pemantauan dari guru.	1. Berdoa sebelum kegiatan. 2. Pahami materi pembelajaran sesuai dengan instruksi dari guru. 3. Ajak diskusi orang tua/wali peserta didik atau orang dewasa yang ada di rumah untuk membantu proses belajar. 4. Selesaikan penugasan dari guru.	1. Tutup dengan doa. 2. Mengisi lembar pemantauan harian. 3. Kumpulkan dokumen tugas (dan foto) pembelajaran hari ini. 4. Dokumen tugas, lembar pemantauan harian disampaikan ke guru setiap akhir minggu atau disesuaikan dengan kondisi peserta didik.

- b. Pembelajaran luring dengan media televisi dan radio nasional atau daerah

Waktu belajar sesuai dengan jam tayang pembelajaran televisi dan radio. Waktu mengerjakan dan pengumpulan tugas sesuai dengan kesepakatan dengan pendidik.

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
<ol style="list-style-type: none"> 1. Peserta didik mendapatkan informasi mengenai jadwal pembelajaran televisi dan radio 2. Peserta didik mencari bahan bacaan dari buku/modul pembelajaran mandiri terkait topik yang akan ditayangkan keesokan harinya. 3. Peserta didik mempelajari bahan bacaan yang diperoleh. 4. Siapkan piranti pembelajaran (televisi dan radio), buku, dan alat tulis. 5. Ajak orang tua/wali peserta didik untuk mendukung proses pembelajaran. 	<ol style="list-style-type: none"> 1. Berdoa sebelum kegiatan. 2. Peserta didik menyaksikan pembelajaran televisi dan radio. 3. Peserta didik mencatat hal-hal yang ingin ditanyakan. 4. Jalankan pembelajaran hari ini dengan komitmen dan gembira. 	<ol style="list-style-type: none"> 1. Tutup dengan doa. 2. Peserta didik mengerjakan penugasan. 3. Mengisi lembar pemantauan harian. 4. Peserta didik mengumpulkan penugasan dan lembar pemantauan sesuai dengan waktu yang telah disepakati. 5. Menuliskan rencana kegiatan setelah jam belajar.

E. Pelaksanaan Belajar Dari Rumah oleh Orang Tua/Wali Peserta Didik
 Pendampingan PJJ baik secara daring dan luring oleh orang tua/wali terhadap peserta didik menyesuaikan kondisi, dan ketersediaan waktu dan sarana dan prasarana pembelajaran.

1. Pendampingan pembelajaran daring

Waktu pembelajaran sesuai dengan kesepakatan dengan guru dan peserta didik. Berikut langkah pendampingan belajar daring terhadap peserta didik.

Pra pembelajaran	Saat pembelajaran		Usai pembelajaran
	tatap muka virtual	LMS	
<ol style="list-style-type: none"> 1. Orang tua/wali peserta didik harus memiliki nomor telepon guru dan bergabung ke dalam group komunikasi satuan pendidikan jika ada 	<ol style="list-style-type: none"> 1. Orang tua/wali peserta didik mendampingi dan memantau proses pembelajaran daring 2. Orang tua/wali mendorong peserta didik agar aktif selama 	<ol style="list-style-type: none"> 1. Orang tua /wali peserta didik berkoordinasi dengan guru untuk penugasan belajar 2. Orang tua/wali mendampingi dan memantau aktivitas 	<ol style="list-style-type: none"> 1. Orang tua/wali peserta didik memastikan peserta didik mengisi lembar aktivitas sebagai bahan pemantauan belajar harian

Pra pembelajaran	Saat pembelajaran		Usai pembelajaran
	tatap muka virtual	LMS	
2. Orang tua/wali mendiskusikan rencana pembelajaran yang inklusif bersama guru sesuai kondisi peserta didik, 3. Orang tua/wali menyiapkan perangkat pembelajaran daring 4. Orang tua/wali peserta didik memastikan peserta didik siap mengikuti pembelajaran daring	proses pembelajaran 3. Membantu anak secara teknis dalam mengoperasikan aplikasi dan teknologi	anaknya dalam LMS 3. Membantu anak secara teknis dalam mengoperasikan aplikasi dan teknologi	2. Orang tua/wali peserta didik mengumpulkan foto lembar aktivitas dan penugasan setiap hari 3. Orang tua/wali secara aktif berdiskusi dengan guru terkait tantangan dan kendala yang dihadapi selama proses pembelajaran pembelajaran daring

2. Pendampingan pembelajaran luring menggunakan buku dan modul media buku, modul, dan bahan ajar dari lingkungan sekitar

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
1. Orang tua/wali berkoordinasi dengan guru mendiskusikan rencana pembelajaran. 2. Orang tua/wali mengambil bahan ajar ke satuan pendidikan sesuai dengan waktu yang dijadwalkan 3. Orang tua/wali menyiapkan waktu dirumah untuk belajar secara mandiri 4. Orang tua/wali memastikan tempat dan fasilitas belajar nyaman	1. Orang tua/wali membantu proses belajar luring sesuai dengan jadwal dan penugasan yang telah diberikan. 2. Berdoa bersama sebelum dan sesudah belajar.	1. Orang tua/wali memastikan peserta didik mengisi lembar aktivitas sebagai bahan pemantauan belajar harian 2. Orang tua/wali peserta didik memberikan tandatangan pada tiap sesi belajar yang telah tuntas di lembar pemantauan harian. 3. Hasil penugasan berikut lembar pemantauan aktivitas harian dikumpulkan setiap akhir minggu sekaligus mengambil jadwal dan penugasan untuk minggu

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
		berikutnya. Ini dapat juga dikirim melalui alat komunikasi. 4. Orang tua/wali secara aktif berdiskusi dengan guru terkait tantangan dan kendala yang dihadapi selama proses pembelajaran luring

3. Pendampingan pembelajaran luring dengan media televisi/radio nasional/daerah

Pra pembelajaran	Saat pembelajaran	Usai pembelajaran
<ol style="list-style-type: none"> 1. Orang tua/wali mengetahui jadwal jadwal pembelajaran TV dan radio. 2. Orang tua/wali membantu peserta didik mencari bahan bacaan dari buku/modul pembelajaran mandiri terkait topik yang akan ditayangkan keesokan harinya. 3. Menyiapkan piranti pembelajaran (televisi/radio), buku dan alat tulis. 4. Orang tua/wali mendukung proses pembelajaran. 5. Memastikan peserta didik siap mengikuti pembelajaran (misal: telah mandi, telah sarapan). 	<ol style="list-style-type: none"> 1. Berdoa sebelum kegiatan. 2. Orang tua/wali ikut menyaksikan pembelajaran TV/Radio. 3. Memastikan peserta didik mengikuti pembelajaran dengan nyaman dan gembira. 	<ol style="list-style-type: none"> 1. Orang tua/wali memastikan peserta didik mengisi lembar aktivitas sebagai bahan pemantauan belajar harian. 2. Orang tua/wali peserta didik memberikan tandatangan pada tiap sesi belajar yang telah tuntas di lembar pemantauan. 3. Hasil penugasan berikut lembar pemantauan aktivitas harian dikumpulkan setiap akhir minggu.

BAB III
PANDUAN KEGIATAN PEMBELAJARAN SAAT SATUAN PENDIDIKAN KEMBALI
BEROPERASI

A. Prinsip

Kegiatan Belajar Mengajar (KBM) saat satuan pendidikan kembali beroperasi wajib memastikan terpenuhinya tujuan pendidikan di masa pandemi COVID-19, yaitu:

1. memastikan pemenuhan hak anak untuk mendapatkan akses pendidikan yang berkualitas;
2. melindungi seluruh warga satuan pendidikan; dan
3. mencegah penyebaran dan penularan COVID-19 di lingkungan satuan pendidikan.

B. Tata Laksana

1. Seluruh sarana dan prasarana satuan pendidikan dibersihkan secara rutin, minimal 2 (dua) kali sehari, saat sebelum KBM dimulai dan setelah KBM selesai.
2. Pemantauan kesehatan secara rutin, termasuk setiap sebelum KBM mulai berjalan, terhadap seluruh warga satuan pendidikan (termasuk peserta didik, guru, dan tenaga kependidikan lainnya termasuk pengurus kantin satuan pendidikan), terkait gejala-gejala COVID-19, antara lain:
 - a. demam tinggi di atas 38°C;
 - b. batuk;
 - c. pilek;
 - d. sesak napas;
 - e. diare; dan/atau
 - f. kehilangan indera perasa dan/ atau penciuman secara tiba-tiba.
3. Pihak satuan pendidikan perlu mengatur proses pengantaran dan penjemputan peserta didik untuk menghindari kerumunan dan penumpukan warga satuan pendidikan saat mulai dan selesai KBM.
4. Seluruh warga satuan pendidikan aktif, termasuk peserta didik, wajib aktif dalam mempromosikan protokol pencegahan penyebaran COVID-19, antara lain:
 - a. cuci tangan pakai sabun yang rutin minimal 20 detik;
 - b. hindari menyentuh wajah, terutama hidung, mata, dan mulut;
 - c. menerapkan jaga jarak sebisa mungkin, sekitar 1-2 meter; dan
 - d. melakukan etika batuk dan bersin yang benar.
5. Pihak satuan pendidikan perlu memastikan sarana dan prasarana yang sesuai untuk mencegah penyebaran COVID-19, antara lain memastikan ketersediaan fasilitas cuci tangan pakai sabun, minimal di lokasi dimana warga satuan pendidikan masuk dan keluar dari lingkungan satuan pendidikan.
6. Pihak satuan pendidikan menempatkan materi informasi, komunikasi, dan edukasi terkait pencegahan penyebaran COVID-19 di tempat-tempat yang mudah dilihat oleh seluruh warga satuan pendidikan,

terutama peserta didik, dengan pesan-pesan yang mudah dimengerti, jelas, dan ramah peserta didik.

7. Pihak satuan pendidikan memastikan adanya mekanisme komunikasi yang mudah dan lancar dengan orang tua/wali peserta didik, termasuk mempertimbangkan adanya *hotline* atau narahubung terkait keamanan dan keselamatan di lingkungan satuan pendidikan.
8. Pihak satuan pendidikan memastikan memiliki sistem dan prosedur manajemen kedaruratan di satuan pendidikan untuk mengantisipasi bila terjadi ancaman bencana (misalnya gempa bumi, banjir, gunung meletus, tsunami, dan kebakaran) di masa COVID-19. Sistem dan prosedur ini wajib dikomunikasikan kepada seluruh warga satuan pendidikan, termasuk peserta didik dan orang tua/walinya.

Sekretaris Jenderal,



Ainun Na'im
NIP 196012041986011001

Appendix 3 Teacher One's Lesson Plan

The picture is lesson plan from teacher one. She used distance learning lesson plan. She created this lesson plan become two pages. Procedure text in this lesson divided into several meetings. Another part of this lesson plan on the next page

RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH (KD.3.2 dan 4.2)	
Satuan Pendidikan	: SMP Negeri 1 Mojolaban
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX / 1
Materi	: PROCEDURE TEXT
Waktu	: 6 JP @ 60 menit (3x Pertemuan)
Kompetensi Dasar: 3.2 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual	
Tujuan Pembelajaran: Peserta didik dapat: 1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Procedure Text yang sedang dipelajari. (Pertemuan I & II) 2. Menuliskan informasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Procedure Text yang sedang dipelajari. (Pertemuan III)	
Kegiatan Peserta Didik (Kegiatan Inti): Pertemuan I 1. Menvimak dan memahami beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman melalui video/PPT di google classroom. 2. Mengidentifikasi fungsi sosial struktur teks, dan unsure kebahasaan dalam teks Procedure Text melalui video dengan mengerjakan latihan yang ditampilkan melalui google classroom 3. Menanyakan hal-hal yang tidak diketahui atau yang berbeda/mendiskusikan lampiran 1 melalui WAG/Google Classroom(private comment) 4. Menuliskan kembali ungkapan yang sedang dipelajari ke buku catatan. 5. Mengerjakan latihan tertulis terkait ungkapan yang sedang dipelajari melalui google classroom 6. Melakukan refleksi tentang proses dan hasil belajar melalui WAG/web smp.	
Kegiatan Peserta Didik (Kegiatan Inti): Pertemuan II 1. Menvimak dan memahami beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait manual melalui video/PPT di google classroom/web smp. 2. Mengidentifikasi fungsi sosial struktur teks, dan unsure kebahasaan dalam Procedure Text, melalui video/PPT dengan mengerjakan latihan yang ditampilkan melalui google classroom. 3. Menanyakan hal-hal yang tidak diketahui atau yang belum dimengerti/ mendiskusikan melalui WAG/Google Classroom(private comment)/web smp. 4. Menuliskan kembali ungkapan yang sedang dipelajari ke buku catatan. 5. Mengerjakan latihan tertulis terkait ungkapan yang sedang dipelajari melalui google classroom/web smp. 6. Melakukan refleksi tentang proses dan hasil belajar melalui WAG/web smp.	

Kegiatan Peserta Didik (Kegiatan Inti):

Pertemuan III

1. Membuat /Menyusun Procedure Text berupa resep atau manual dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang tepat, ditulis di buku tugas portofolio dengan penuh tanggung jawab.
2. Melakukan refleksi tentang proses dan hasil belajar melalui WAG/ Google Classroom(private comment)/web smp

Media / Sumber Pembelajaran:

- * WAG
- * <https://www.e.smpn1mojolaban-skh.sch.id/login>
- * Google form
- * Video /Ppt
- * Buku Paket KEMDIKBUD , halaman 53 – 78
- * Buku BUPENA, Penerbit Erlangga, halaman 41 – 60.
- * SBA (Suplemen Bahan Ajar)
- * Cambridge dictionary

Penilaian:

1. Penilaian sikap disiplin dan tanggung jawab peserta didik melalui pengamatan kehadiran peserta didik dan penugasan pada Pembelajaran jarak jauh.
2. Penilaian Pengetahuan tes tertulis di buku tugas.
3. Penilaian Keterampilan membuat Procedure Text buku tugas.

Mojolaban, September 2020

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran


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Second part from teacher one`s lesson plan explained third meeting, media, and assessment. The lesson plan created in September 2020 or first semester at nine grade. Then, right now they are on second semester.

Appendix 4 Teacher One's Procedure Text Power Point

CHAPTER 4
THIS IS HOW YOU DO IT!
(First meeting)




We will learn :

To read recipes, in order to know how to get the best results. (membaca resep masakan agar tahu bagaimana mendapatkan hasil yang terbaik)
(Procedure Text)

This is power point about procedure text by teacher one. Teacher was mixing between art, font, picture, and beautiful color to make this PPT more interesting. In addition she entered a sound on it with the symbol on the right side.

Look at the recipe of Novel Apple Pudding



NOVEL APPLE PUDING	
Ingredients	Method
4 grees apples, peeled, cored, and thickly sliced. ¼ cup/45 gr self –raising flour, sifted. 60 gr butter or margarine, cubed ¼ cup/100 gr caster sugar 1 1/4 cups/300 ml water	1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream
	Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes

The second page is written about the method of making apple pudding in a procedure text which create beautifully in the table.

Dari resep masakan tersebut, kita dapat menganalisa struktur ingredient/bahan masakan :

Amount / Number (Jumlah)	Kind	Thing	Action applied (tindakan yang diterapkan)
4	Green	Apples	Peeled, cored, and thickly sliced
¼ cup/45 gr	self-raising flour	flour	sifted
60 gr		butter or margarine	cubed
¼ cup/100 gr		caster sugar	



The third page explains about analysis of ingredients or the dose of ingredients in apple pudding.




How to say all the ingredients ?

Let me know....

No.	Written (tertulis)	Oral (lisan)
1.	4 grees apples, peeled,cored,and thickly sliced.	Four green apples. Peel them,core them then slice them thickly.
2.	¼ cup/45 gr self -raising flour, sifted.	a quarter cup of forty-five grams of self -raising flour,. Sift it.

Next page from this lesson plan explains how to say the ingredients in written and oral which divided into two coloms.




Saat menyatakan bahan masakan/ingredient secara lisan :

**1. Gunakan "of" diantara jumlah/amount/unit dan bahan,
Contoh :**

¼ cup ...sugar	A quarter cup of sugar
45 gr ...self-raising flour	Forty-five grams of self-raising flour
150 gr...sugar	One hundred and fifty grams of sugar

**2. Sampaikan tindakan yang diterapkan pada bahan yang tertulis setelah bahan/thing,
Contoh :**

4 green apples, peeled, cored, and thickly sliced	Peel them (the apples)
¼ cup/45 gr self-raising flour, sifted	Sift it (the self-raising flour)



Power point above also explains again how to say the ingredients in oral and written in detail. The left side explains in number and the right side in words.

Bagaimana menyampaikan langkah-langkah/ method/ steps secara lisan/spoken ?

Here are the actions or the steps to make Novel Apple Pudding	
Written	Spoken
1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula.	First, Place the apple in a heat-proof dish. Place the flour in a bowl. Rub in margarine with a spatula
2. Stir in sugar and water (mixture should be lumpy). Pour over apples.	Then, Stir in sugar and water . The mixture should be lumpy After that, pour over the apples.
3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream	Next, Bake it at one hundred and eighty degrees for one hour or until it is syrupy and golden. Finally, Serve warm with cream or ice cream.

If the slide before explain how to say the ingredients, in this slide explains how to say the steps in spoken and written text.

Now I know that ... A recipe is a procedure text

A. Definisi dan fungsi sosial (the purpose)
 Procedure text adalah suatu jenis teks yang menggambarkan bagaimana sesuatu dapat dibuat atau digunakan melalui serangkaian langkah-langkah.
 Procedure text bertujuan memberi petunjuk tentang langkah-langkah/metode/ cara-cara dalam membuat, mengoperasikan, atau melakukan sesuatu.

B. Struktur teks (generic structure).

1. Goals/ aim: berisi tujuan kegiatan atau hal yang akan dilakukan atau dibuat nantinya.
2. Materials/ tools: berisi bahan-bahan dan terkadang alat-alat yang dibutuhkan untuk membuat suatu barang/ melakukan suatu hal. Dalam procedure text, materials bersifat opsional atau tidak selalu ada.
3. Steps: serangkaian langkah-langkah atau tips yang harus dilakukan.
4. Conclusion/ result: berisi hasil akhir dari apa yang telah dikerjakan sesuai dengan langkah-langkah yang dilakukan.

The purpose, and generic structure of procedure text in this lesson plan are on the seven page. To make more interesting, teacher used two coloms to differentiate between the purpose and generic structure.

C. Unsur kebahasaan (language structure)
 Procedure text biasanya memiliki unsur kebahasaan sebagai berikut:

1. *Imperative*: kalimat-kalimat perintah seperti Place **the** apple in a heat-proof dish, *pour the water*, Stir in sugar and water dan lain-lain.
2. *Simple present tense*: menggunakan kata kerja bentuk pertama (*present*), seperti *serve, pour, place*, dan lainnya.
3. *Action Verbs*: kata kerja yang menunjukkan kegiatan fisik, misalnya *stir, place, mix, put, turn*, dan lain sebagainya.
4. *Connective of sequence*: kata penghubung yang menghubungkan langkah yang satu dengan yang lainnya, seperti *then, while, next, after that*, dan lain sebagainya.
5. *Numbering*: angka-angka yang menunjukkan urutan kegiatan, misalnya *first, second, third*, dan lainnya.

Then, the language structures are on the poin C after purpose and generic structure. In this page, explains about imperative, simple present tense, action verbs, cpnnective of sequence, and numbering.

Another example of procedure text (recipe)

Blended Iced Cappuccino



- Ingredients:**
- 1/2 cup of strong coffee
 - 1 cup of ice cubes
 - 2 cup skim milk
 - 3 tablespoons of sugar
 - 1/4 cup of cream
 - whipped cream (optional)

- Instructions:**
1. Brew a cup of coffee. Let it cool.
 2. Put the ice cubes in the blender and pour the coffee over them.
 3. Add milk, sugar, and cream.
 4. Blend them all on medium speed until the ice is completely crushed.
 5. Pour the mixture into a glass.
 6. Top it off with whipped cream

Teacher also gave example of making recipe in procedure text which is entitled “Blended Iced Cappucino”. On that picture there are two points. First is about ingredients then the second is the instructure.

Practice 1

ICED FRUIT COCKTAIL WITH CONDENSED MILK

150 g (1½ cups) sugar
2 pandan leaves, shredded lengthwise and tied in a knot
3½ tablespoons (50ml) water
400g ripe avocado, cut into 1-cm cubes
400g ripe jackfruit, deseeded and cut into 1-cm cubes
3 young coconuts, meat scraped out
crushed ice
condensed milk

1. To make syrup, combine sugar, pandan leaves and water in a small saucepan and heat the mixture for a few minutes over low heat until sugar dissolves. Cool syrup.
2. To serve this dessert, place generous spoonful of cubed avocado, jackfruit and young coconut into a serving bowl. Add a little syrup to sweeten, top with crushed ice and drizzle on a little condensed milk. Serve immediately

Serves 4-6

The next page, teacher gave another example which can be practiced by students in their home. It is still same theme abot how to make kinds of drink.

Based on this recipe "ICED FRUIT COCKTAIL WITH CONDENSED MILK" or you can look up your English book (Bahasa Inggris Think globally Act Locally) page 30

1. How do you read for the ingredient of this recipe ?
2. Analyze the structure of the ingredient by filling this table

Amount/ Number (Jumlah)	Kind	Thing	Action applied (tindakan yang diterapkan)

After students did their cocktail practice, teacher gave template and students could fulfill the template about ingredients, kind, thing, and action applied when they were making cocktail.

Practice 2

- Buka SBA/LKS :
- Halaman 31, Kerjakan di SBA/LKS Task 1 dan 2 ,difoto dan diberi Nama , Kelas, No.absen lalu dikirim ke Google Classroom.
- Halaman 54 – 56, Kerjakan Soal Pilihan Ganda di google form.

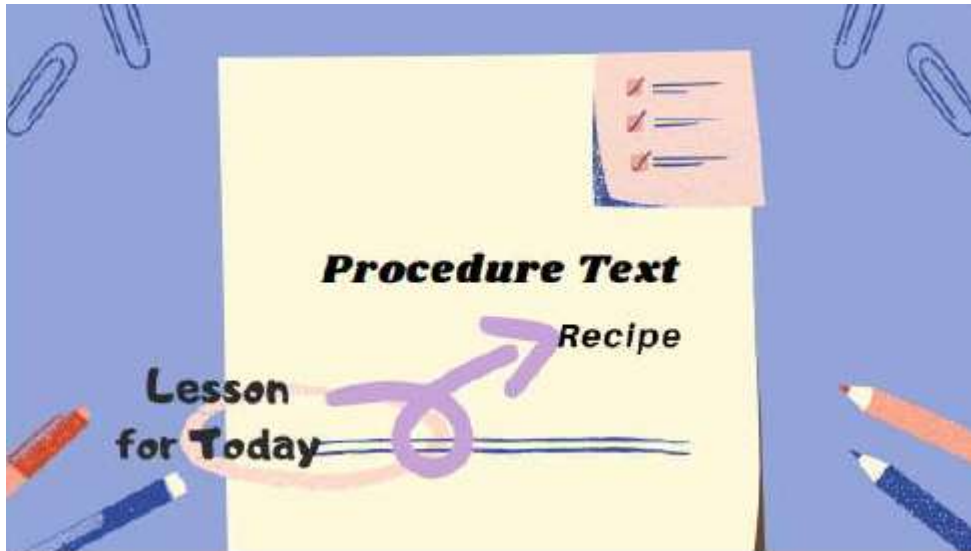
The second task is about theoretical exercises which can be done in Google Classroom.

Appendix 5 Second teacher`s Lesson Plan

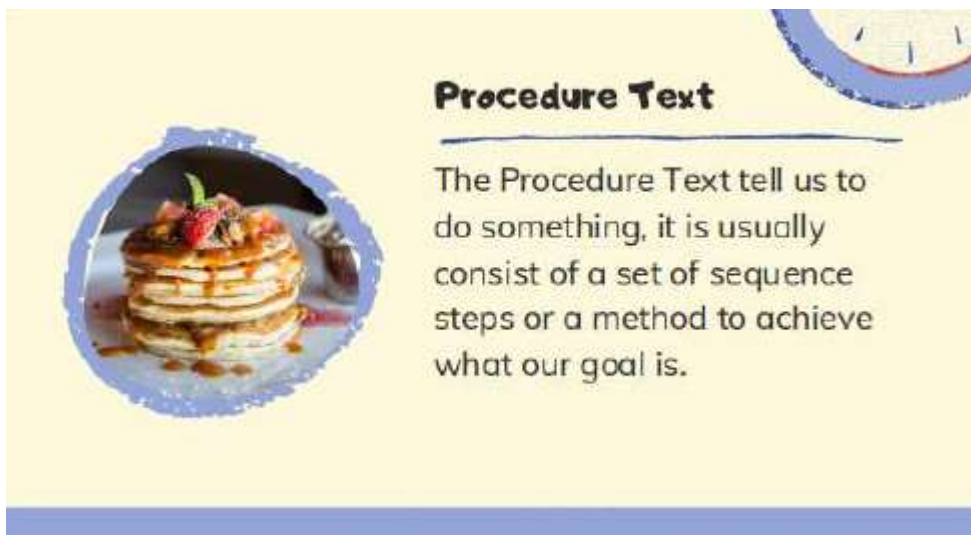
RENCANA PELAKSANAAN PEMBELAJARAN JARAK JAUH	
Sekolah	: SMP Negeri 1 Mojolaban
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: IX / 1
KD Esensial	: Memberi, meminta informasi, dan menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan teks prosedur lisan dan tulis dalam bentuk resep makanan / minuman dan manual
A. Tujuan Pembelajaran	
1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Procedure Text yang sedang dipelajari.	
2. Menuliskan informasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Procedure Text yang sedang dipelajari.	
B. Media Pembelajaran, Alat dan Sumber Belajar	
1. Media Pembelajaran:	
a. Google Meet	
b. Web smp link: https://www.e.smpn1mojolaban-skh.sch.id/login	
c. PPT/Video	
d. WA group	
2. Alat; HP, laptop, dan mainan anak-anak	
3. Sumber Belajar :	
a. Blogger	
b. Facebook	
c. Buku Paket KEMDIKBUD	
d. Youtube link : https://www.youtube.com/watch?v=b1zbmDSbZbI	
C. Kegiatan Pembelajaran	
1. Kegiatan pendahuluan:	
a. Guru mengucapkan salam dan berdoa.	
b. Guru membenkan motivasi dan apresiasi.	
c. Kegiatan absensi	
d. Guru menginformasikan sekilas materi pembelajaran dengan memutarakan video.	
2. Kegiatan Inti	
a. Guru menyampaikan materi PPT melalui Google Meet	
b. Guru menyampaikan tambahan materi pembelajaran melalui tayangan video tentang procedure text.	
c. Dengan bimbingan guru, siswa mengerjakan contoh latihan soal tertulis dan membacanya.	
d. Guru membagikan tugas melalui web smp.	
3. Kegiatan Penutup	
a. Guru beserta siswa membuat kesimpulan singkat tentang materi memberi dan meminta informasi terkait procedure text	
b. Guru mengakhiri pembelajaran dengan refleksi hasil belajardan member kesimpulan materi	
D. Penilaian	
1. Sikap : Observasi	
a. Spiritual; mengucapkan salam dan doa.	
b. Sosial; hadir online tepat waktu dan aktif dalam kegiatan pembelajaran.	
2. Pengetahuan : Penugasan	
a. Peserta didik melengkapi teks rumpang terkait tindakan meminta dan memberi informasi teks prosedur lisan dan tulis dalam bentuk resep makanan/ minuman dan manual melalui aplikasi web smp.	
Mengetahui	Mojolaban, 25 September 2020
Kepala Sekolah	Guru Mata Pelajaran
Drs. Oko Tri Mustofa	Sumanti, S.Pd
NIP.19631003 199512 1 001	NIP.19730414 200701 2 012

This is screenshot from second teacher`s lesson plan. She used one sheet lesson plan of this emergency curriculum. On that picture there are three main points start from learning objective, media, learning activity, and assessment.

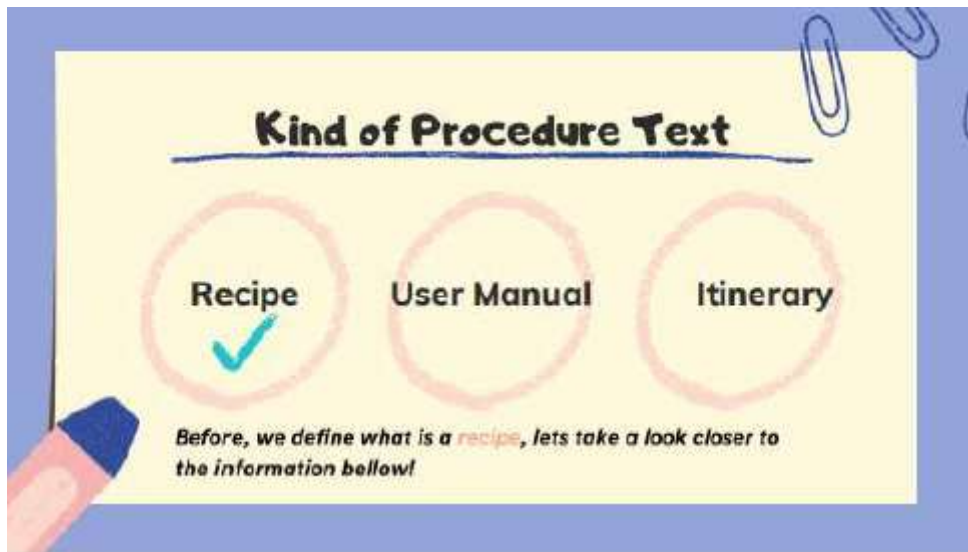
Appendix 6 Second Teacher`s Procedure Text Power Point



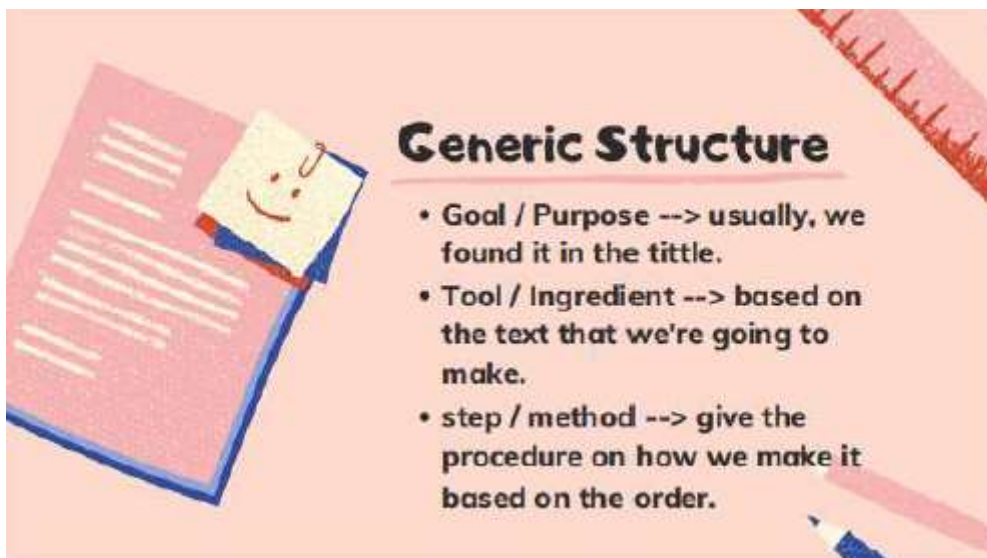
The second teacher used power point template. She mentioned the name of topic in the first page. In addition, she also used variant colour and additional pictures such as pencil and arrow to make it more interesting.



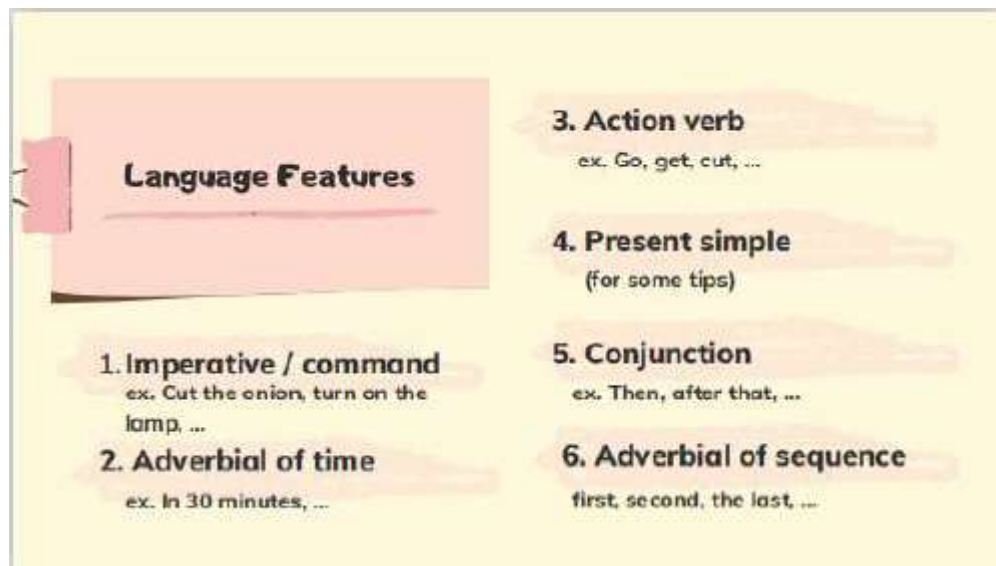
In the second page, she explained the definition of procedure text with a picture of cake in the left side. Choosing font style will make the power point more suitable with this power point theme.



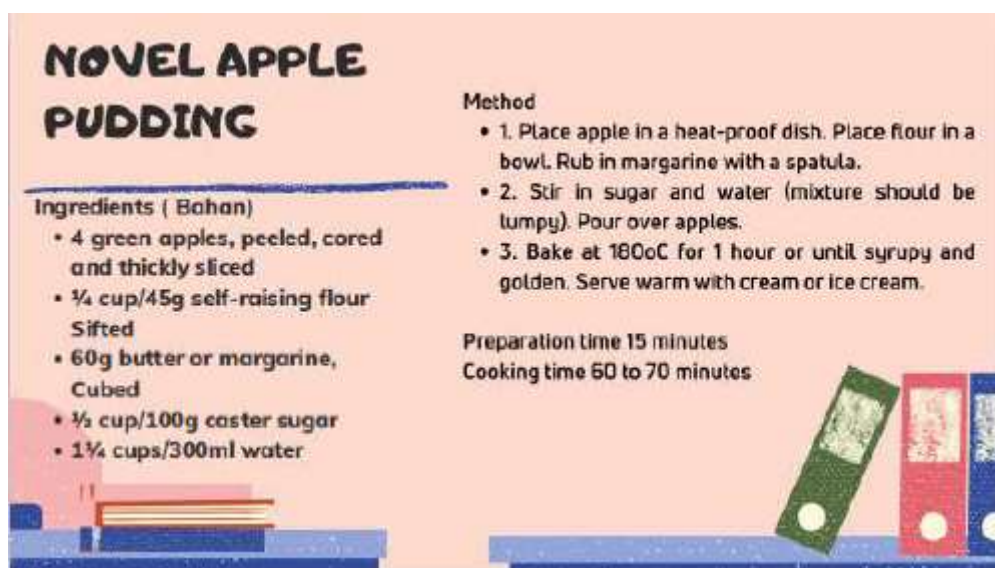
The third page explains kinds of procedure text which will be taught by teacher in her class. The kinds of procedure text that will be explained by teacher is recipe.



Next slide explains about generic structure of procedure text. In addition, this slide also gives location of purpose, and definition of method, and ingredients.



The researcher believes that as creative as teachers can do in every studying process will increase students` motivation. An example is power point template usage as in the picture above.



Same as with teacher one, teacher two also used novel apple pudding in her sample of procedure text but with different style.



In this page, teacher wants to find out about students` understanding. Hence, she gives a question about recipe which will be answered by students.



If we observe this page, it is a task for students. But, the task is formed creatively and eye catching for people who view this power point.

Appendix 7 Data Validation of Developing English Material Used by The Teachers

No	Number of Datum	Verified	
		Confrim	Not Confrim
1	1/a/ S.M	✓	
2	P/1/a/S.M	✓	
3	1/a/S	✓	
4	P/1/a/S	✓	
5	1/b/S.M	✓	
6	P/1/B/S.M	✓	
7	1/b/S	✓	
8	1/c/S.M	✓	
9	1/c/S	✓	
10	P/1/c/S	✓	
11	1/d/S.M	✓	
12	P/1/d/S.M	✓	
13	1/d/S	✓	
14	1/e/S.M	✓	
15	P/1/e/S.M	✓	
16	1/e/S	✓	

17	P/1/e/S	✓	
18	1/f/S.M	✓	
19	P/1/f/S.M	✓	
20	1/f/S	✓	
21	P/1/f/S	✓	
22	1/g/S.M	✓	
23	P/1/g/S.M	✓	
24	1/g/S	✓	
25	P/1/g/S	✓	
26	1/h/S.M	✓	
27	1/h/S	✓	
28	1/h/S/II	✓	

Surakarta 1st February 2021



Ms. Innes Elita Fahma, S.Pd

Surakarta 1st February 2021





Ms Unaizatus Zulfa, S.Pd

Appendix 8Data Validation of Practical Developing English Online Material Used by the Teachers in Online Learning

No	Number of Datum	Verified	
		Confrim	Not Confrim
1	2/a/S.M	✓	
2	P/2/a/S.M	✓	
3	2/a/S	✓	
4	P/2/a/S	✓	
5	2/b/S.M	✓	
6	P/2/b/S.M	✓	
7	P/2/b/S.M/II	✓	
8	2/b/S	✓	
9	P/2/b/S	✓	
10	2/c/S.M	✓	
11	2/c/S	✓	
12	P/2/c/S	✓	
13	2/d/S.M	✓	
14	2/d/S.M/II	✓	
15	2/d/S.M/III	✓	
16	2/d/S.M/IV		✓(USING WEB PAGE

			NOT VIDEO)
17	P/2/d/S.M	✓	
18	2/d/S	✓	
19	2/e/S.M	✓	
20	2/e/S.M/II	✓	
21	P/2/e/S.M	✓	
22	2/e/S	✓	
23	P/2/e/S	✓	
24	2/f/S.M	✓	
25	2/f/S	✓	
26	2/f/S/II	✓	
27	2/g/S.M	✓	
28	P/2/g/S.M	✓	
29	P/2/g/S.M/II	✓	
30	2/g/S.M/II	✓	
31	2/g/S	✓	
32	P/2/g/S	✓	
33	2/h/S.M	✓	
34	P/2/h/S.M	✓	
35	P/2/h/S	✓	

36	2/i/S.M	✓	
37	P/2/i/S.M	✓	
38	2/i/S	✓	
39	2/j/S.M	✓	
40	2/j/S	✓	
41	2/k/S.M	✓	
42	P/2/k/S	✓	
43	2/k/S	✓	

Surakarta 1 st February 2021	Surakarta 1 st February 2021
 Ms. Innes <u>ElitaFahma</u> , S.Pd	 Ms Unaizatus Zulfa, S.Pd

From the result of the first validation, the two verifiers from Ms. Innes Elita Fahma, S.Pd and Ms. Unaizatus Zulfa, S.Pd confirmed the first validation on the table entitled “Data Validation Developing English Material Used By The Teachers” but they did not confirm one data on the table entitled “Validation Of Practical Developing English Online Material Used By The Teachers In Online Learning”. The data is on the number 2/d/S.M/IV. In this data the researcher stated that it included on recommendation to the teachers while developing online material on the point *using video* with the intention that the data interview is evidence to support that teacher is using video. Whereas, from the second verifier Ms. Unaizatus Zulfa, S.Pd was verifying that the data include on point of *using web page not using video*. Then, the first verifier Ms. Innes Elita Fahma, S.Pd also confirmed that the data was on point using web pages.

Appendix 9The Picture of Researcher Discussing with The Two Verifiers in The First Data via Forum Goup Discussion



This is the first validation data section with two verifiers when checking researcher`s data. The two verifiers and researcher was discussing about this study using forum group discussion.

Appendix 10 Data Validation of Practical Developing English Online Material Used by the Teachers in Online Learning

No	Number of Data	Verified	
		Confrim	Not Confrim
1	2/a/S.M	✓	
2	P/2/a/S.M	✓	
3	2/a/S	✓	
4	P/2/a/S	✓	
5	2/b/S.M	✓	
6	P/2/b/S.M	✓	
7	P/2/b/S.M/II	✓	
8	2/b/S	✓	
9	P/2/b/S	✓	
10	2/c/S.M	✓	
11	2/c/S.M/II	✓	
12	2/c/S	✓	
13	P/2/c/S	✓	
14	2/d/S.M	✓	
15	2/d/S.M/II	✓	
16	2/d/S.M/III	✓	

17	P/2/d/S.M	✓	
18	2/d/S	✓	
19	2/e/S.M	✓	
20	2/e/S.M/II	✓	
21	P/2/e/S.M	✓	
22	2/e/S	✓	
23	P/2/e/S	✓	
24	2/f/S.M	✓	
25	2/f/S	✓	
26	2/f/S/II	✓	
27	2/g/S.M	✓	
28	P/2/g/S.M	✓	
29	P/2/g/S.M/II	✓	
30	2/g/S.M/II	✓	
31	2/g/S	✓	
32	P/2/g/S	✓	
33	2/h/S.M	✓	
34	P/2/h/S.M	✓	
35	P/2/h/S	✓	
36	2/i/S.M	✓	

37	P/2/i/S.M	✓	
38	2/i/S	✓	
39	2/j/S.M	✓	
40	2/j/S	✓	
41	2/k/S.M	✓	
42	P/2/k/S	✓	
43	2/k/S	✓	

After validating first data, the researcher changed the data number 2/d/S.M/IV which was previously recommendation for the teachers while developing English online material on the topic of using video to be recommendation for the teachers while developing English online material on the topic of using web pages. Then, change the number of data from 2/d/S.M/IV becomes 2/c/S.M/II.

Appendix 11 The Picture of Researcher Discussing with The Two Verifiers in The Second Data via Forum Goup Discussion

