

**TEACHERS TEACHING STYLE IN TEACHING ENGLISH BASED ON
MERDEKA CURRICULUM AT THE TENTH GRADE OF SMA BATIK 2
SURAKARTA IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a partial Requirement

For the degree of Undergraduate Degree



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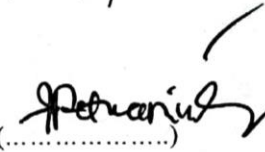
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RATIFICATION

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DEDICATION

Alhamdulillah rabbil `aalamin, praise to thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have been loving yesterday, now and tomorrow ever after:

1. My beloved parents, Mr. Suwandi and Mrs. Suparti for their support, love, prayers, facilities, and everything they give to the researcher so that this research could be completed.
2. My beloved sister, Jihan Farhanah.
3. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“If you don` t hard work, there won't be any good results”

Jung Ho Seok of BTS

PRONOUNCEMENT

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I hereby sincerely state that thesis titled

“Teachers’ Teaching Style in Teaching English Based on Merdeka Curriculum at the tenth grade of SMA Batik 2 Surakarta in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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The researcher 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.

Sukoharjo, 20 December 2023

The researcher



Meylia Fajar Winanti

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ABSTRACT

Meylia Fajar Winanti. 2023. Thesis. *Teachers Teaching Style in Teaching English Based on Merdeka Curriculum at the tenth grade of SMA Batik 2 Surakarta Academic Year 2022/2023*. English Language Education Study Program. Faculty of Cultures and Languages. UIN Raden Mas Said Surakarta.

Advisor: Prof. Dr. Hj. Woro Retnaningsih, M.Pd.

SMA Batik 2 Surakarta has two English Subjects there are *wajib* English subject and *Peminatan* English subject. This research explained the teachers teaching style in *wajib* class X.1, X.2, X.5, X.6. The objective of this research were to describe the teachers teaching style in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta academic year 2022/2023.

The type of this research is qualitative descriptive by case study method. The subjects of this research were 2 English teachers of SMA Batik 2 Surakarta. Every teacher taught 2 meeting in every class. T1 taught in X.1, and X.2 meanwhile T2 taught in X.5 and X.6 in the asking and giving opinion material. In this study every teacher taught 4 meeting. T1 taught speaking and writing skills and T2 taught speaking skill. The technique of collecting the data in this research was observation, interview and documentation. The data were analyzed by data reduction, data display and conclusion. To prove trustworthiness of the data used methodological triangulation.

Based on the result of the data, the researcher found that T1 used several teaching styles in teaching English based on *merdeka* curriculum, namely voice variation, make eye contact, body movement, exposition, discussion, and practice style meanwhile T2 used several teaching style in teaching English based on *merdeka* curriculum, namely voice variation, focusing silence, make eye contact, body movement, exposition, discussion, practice, and practical work style. This finding was accordance with the theory from Toenlio and Baker. It can be concluded that every teacher used different teaching style in teaching English with the same material that is asking and giving opinion material.

Keywords: Teaching, Teaching Style, *Merdeka* Curriculum

ABSTRAK

Meylia Fajar Winanti. 2023. Skripsi. *Gaya Mengajar Guru dalam Mengajar Bahasa Inggris Berdasarkan Kurikulum Merdeka pada Kelas X SMA Batik 2 Surakarta Tahun Ajaran 2022/2023*. Program Studi Pendidikan Bahasa Inggris. Fakultas Adab dan Bahasa. Universitas Islam Negeri Raden Mas Said Surakarta.

Pembimbing : Prof. Dr. Hj. Woro Retnaningsih, M.Pd.

SMA Batik 2 Surakarta mempunyai dua mata pelajaran bahasa Inggris yaitu mata pelajaran bahasa Inggris wajib dan mata pelajaran bahasa Inggris peminatan. Penelitian ini menjelaskan gaya mengajar guru di kelas wajib X.1, X.2, X.5, X.6. Tujuan dari penelitian ini adalah untuk mendeskripsikan gaya mengajar guru dalam mengajar bahasa Inggris berdasarkan kurikulum merdeka di kelas sepuluh SMA Batik 2 Surakarta tahun ajaran 2022/2023.

Jenis penelitian ini adalah deskriptif kualitatif dengan metode studi kasus. Subjek penelitian ini adalah 2 guru bahasa Inggris SMA Batik 2 Surakarta. Setiap guru mengajar 2 kali pertemuan di setiap kelas. T1 mengajar di X.1 dan X.2, sedangkan T2 mengajar di X.5 dan X.6 pada materi meminta dan memberi pendapat. Dalam penelitian ini setiap guru mengajar sebanyak 4 kali pertemuan. T1 mengajarkan keterampilan berbicara dan menulis dan T2 mengajarkan keterampilan berbicara. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Data dianalisis dengan mereduksi data, menyajikan data, dan menarik kesimpulan. Untuk membuktikan keterpercayaan data digunakan triangulasi metodologi.

Berdasarkan hasil penelitian, peneliti menemukan bahwa T1 menggunakan beberapa gaya mengajar dalam mengajar bahasa Inggris berdasarkan kurikulum merdeka, yaitu variasi suara, melakukan kontak mata, gerakan tubuh, eksposisi, diskusi, dan gaya latihan sedangkan T2 menggunakan beberapa gaya mengajar dalam mengajar bahasa Inggris berdasarkan kurikulum merdeka yaitu variasi suara, fokus diam, melakukan kontak mata, gerak tubuh, eksposisi, diskusi, latihan, dan gaya kerja praktek. Temuan ini sesuai dengan teori Toenlio dan Baker. Dapat disimpulkan bahwa setiap guru menggunakan gaya mengajar yang berbeda dalam

mengajar bahasa Inggris dengan materi yang sama yaitu materi meminta dan memberi pendapat.

Kata Kunci: Mengajar, Gaya Mengajar, Kurikulum Merdeka

CHAPTER 1

INTRODUCTION

A. Background of the Study

Teaching is an activity carried out by teachers which aims to provide knowledge to students. The teacher usually ask the students, give guide the student, and lead the students in order to make students better. According to Brown (2000) teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

According to Harmer (2000) teaching means ‘to give’ (someone) knowledge or to instruct or train (someone), also teaching means to show somebody how to do something or to change somebody’s idea. The role of the teacher in the teaching and learning process can be as a motivator, exploratory, class manager, supervisor, and counselor. The role of the teacher in the teaching and learning process can be as a motivator, exploratory, class manager, supervisor, and counselor. At school, the teacher also acts as a facilitator in helping the students to learn. The teacher's task is not only to transfer knowledge to the students, but also to train skills and instill attitudes and values to the students. The relationship with the set of goals and results that must be achieved by the teacher is to generate student learning activities, so that students can change their behavior in a more positive direction. This of course must be supported by the teachers’ teaching style according characteristics of students.

Sheikh & Mahmood (2014) stated that teaching style is a multidimensional phenomenon that explains how a teacher conveys information, communicates with students, manages class assignments, and socializes with students. Every English teacher must have their own teaching style which is not always the same as the teaching style of other teachers. There are various kinds of teaching styles that can be influenced by knowledge, skills, teacher personality attitudes, learning objectives achieved, student characteristics, patterns of learning interaction and materials to be delivered to students. This means that each teacher must have a different teaching style, for example the teaching style of a sports teacher will be different from the teaching style of an English teacher. Therefore, an English teacher must have a special teaching style in learning English so that learning objectives can be achieved and students can increase their understanding of material that is considered difficult.

In the learning process, a learning model or method is needed that can provide meaningful learning for students. Learning will be effective if students are given many opportunities to do something through various appropriate learning models, methods and media. So that students will be able to interact actively by utilizing all their potential. Education in Indonesia has experienced growth and development with the existence of a curriculum as evidence. Curriculum is an important component in education. The curriculum is a learning tool to achieve learning goals and materials as well as the methods used to achieve certain educational goals (Depdiknas, 2006). The curriculum is designed to achieve the expectations set by an institution.

The success of a curriculum is very dependent on the teacher, where the ability of a teacher in teaching can be the final value of a curriculum goal. The teacher has the responsibility to realize everything contained in the curriculum. Minister of Education and Culture Nadiem Makarim launched the *Merdeka* Curriculum in February 2022. The *Merdeka* Curriculum is a new curriculum with a variety of extracurricular learning that focuses on essential material and character development of Pancasila student profiles. The *Merdeka* Curriculum has two concepts, namely "*Merdeka Belajar*" and "*Kampus Merdeka*".

Merdeka Belajar is freedom to think and freedom to innovate (Ainia, 2020). Meanwhile, *Kampus Merdeka* is a continuation of the *Merdeka Belajar* program for higher education. In addition, to deal with socio-cultural changes, the world of work, the business world, and rapid technological advances, students are trained so that they are ready to be able to keep up with these changes. The concept of *Merdeka Belajar* is to return education to the essence of the law to give schools independence to understand the basic competencies of the curriculum as their assessment (Kusmaryono, 2020). Therefore, every educational institution must prepare new literacy and guided orientation in the field of education (Lase, 2019).

SMA Batik 2 Surakarta is one of the institutions that has implemented the *Merdeka* Curriculum with the concept of *Merdeka Belajar*, where students can choose what subjects they want to study according to their talents and interests. This *Merdeka* Curriculum emphasizes the added value of the students' character, besides that it refers to the talent and interest approach so that it is not only based on theories. The purpose of this *Merdeka Belajar* is so that teachers, students and parents can

get a pleasant atmosphere. The hope of *Merdeka Belajar* is that teachers and students can be *Merdeka* in thinking so that this can be implemented in teacher innovation when delivering material to students, and students are facilitated in innovation and creativity in learning. SMA Batik 2 Surakarta uses the *Merdeka* Curriculum in grades ten while in grade eleven and twelve using the curriculum 2013.

Based on observations at *wajib* class X.2, many students are interested in learning English. One of the reasons why they are interested in English is because the English teacher is close to the students and very friendly. Students are not afraid to ask about their difficulties in learning English, but rather make students feel comfortable and happy when learning English. This is because teachers are free to explore the material and choose relevant media or methods so that teachers can innovate in depth regarding the teaching style that will be used according to student character in order to achieve learning. This fits perfectly with the characteristics of the *merdeka* curriculum where teachers be able to find out the variation of material, make it easier to transfer knowledge by using many kinds of media and methode, then so many strategies that make it very easy and easier for the students to interact with the material.

The *Merdeka* Curriculum is considered more flexible than the previous curriculum. This means that teachers are more "independent" in carrying out learning activities at school. However, based on interviews, the teachers still confused about which teaching style to use because the students' characters are different. Meanwhile in the teaching and learning process the teachers use

discussions, questions and answers, lectures and sometimes practices. Therefore, the researcher used the theory from Baker & Knights (2014) regarding teaching styles, namely exposition, discussion, practice, practical work and investigation. Researcher also used the theory from Toenlio (2012) regarding teaching styles, namely voice variation, focusing silence, making eye contact and body movement.

This study also motivated by research gaps in previous studies. Based on research conducted by Sekliananda (2021) entitled "Teachers Teaching Style in Teaching English Based on Curriculum 2013", Sekliananda (2021) concluded that the teaching style used by teachers in teaching English based on the curriculum 2013 uses Grasha's (1996) theory, namely expert style and formal authority style. The difference between this research and previous study be located on curriculum used by the teacher, namely the 2013 curriculum, while this research uses the *Merdeka* Curriculum and theory used researcher by Toenlio and Baker.

In addition the education in Indonesia has developed until the emergence of a new curriculum, namely the *Merdeka* Curriculum, the researcher is interested in conducting research on teaching styles in teaching English Based on *Merdeka* Curriculum. In this thesis, the researcher tries to focus on the Teacher's Teaching Style. The researcher chooses and determines the research entitled "**Teachers Teaching Style in Teaching English Based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta in academic year 2022/2023**".

B. Identification of Problem

Based on the background of study, the problems can be formulated as follows:

1. Teachers need more ways to explore teaching styles in learning activities
2. Teachers need more effort to find the appropriate teaching style in the learning process
3. Teachers have different teaching styles
4. Teachers are confused to find a suitable teaching style to apply in the learning process.

C. Limitation of the Problem

After identifying the problems above, the researcher found that there are many problems in the teacher teaching style. Therefore, the researcher needs to limit the problems in this study. This study focuses on the teaching style carried out by English teachers in teaching and learning activities at the tenth grade of SMA Batik 2 Surakarta in the academic year 2022/2023. The researcher chooses the tenth grade because tenth grade has implemented *Merdeka* Curriculum at SMA Batik 2 Surakarta. The tenth grade that the researcher chose is a *wajib* class were classes X.1, X.2, X.5 and X.6. Referring to the limitation of the research problem, the researcher aims to describe the teaching style of teachers in teaching English based on *merdeka* curriculum in the tenth grade of SMA Batik 2 Surakarta. SMA Batik 2 Surakarta is one of the high schools located in Laweyan, Surakarta.

D. Research Question

Based on the background of study above, the researcher formulates the problem as follows:

How are the teachers teaching style in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta academic year 2022/2023?

E. Objective of the study

Based on the research question above, the researcher started objective of study as follows:

To describe the teachers teaching styles in teaching English based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta academic year 2022/2023.

F. Benefit of the Study

The result of this research hopefully can give the benefits as follows:

1. Theoretical Benefits

- a. Giving description about the teachers teaching style in English classroom activity based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.
- b. Giving facilitate other researchers as a reference in the teachers teaching style in English classroom activity based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.

2. Practical Benefits

- a. For the researchers

The result of this research can be used as one of the ways to develop the researcher knowledge and experience.

- b. For teachers

The result of this research gives information about the teachers teaching style in English classroom activity based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.

c. For students

With the teachers teaching style variations student can learning comfortable and supporting situations when English learning activities in classroom.

d. Other researchers on the teaching style variations

The result of this study can help other researchers as a reference in conducting further studies in teaching style variations.

G. Definition of Key Terms

There are so many terms that are involved in this research. Thus, the researcher explains some of key terms used in this research. The definition of key terms as follows:

1. Teaching

Brown (2007) state that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Leo (2013) teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture and guarantee.

2. Teaching Style

Grasha (1996) stated that teaching style as the pattern of needs, beliefs, and behaviors that teachers display in their classrooms. He also emphasized

that teaching style is multidimensional which influences the way teachers present teaching materials, communicate with students, manage class activities, supervise coursework, socialize students in the field, and guide students.

3. *Merdeka* Curriculum

The *Merdeka* Curriculum is a new curriculum with a variety of extracurricular learning that focuses on essential material and character development of Pancasila student profiles. The *Merdeka* Curriculum has two concepts, namely "*Merdeka Belajar*" and "*Kampus Merdeka*". *Merdeka Belajar* is freedom to think and freedom to innovate (Ainia, 2022).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching Style

a. Definition of Teaching Style

The definition of teaching style is the behavior, attitudes, and actions of the teacher in carrying out the teaching process. Teaching style is a form of teacher's appearance when teaching that is curricular and psychological. Curricular nature is a teaching style that is adapted to the objectives and nature of the subject matter, while psychological is the giving of gifts and admonitions as well as giving students the opportunity to ask questions or give opinions. Teaching style is the teacher's style as a statement of personality in conveying subject matter to students. Teaching style can be said to be the teaching behavior shown by the teacher in the learning process. The teaching style possessed by a teacher reflects how to carry out teaching in his view. In the learning process, a teacher must have their own teaching style which can be formed into the characteristics of the teacher in delivering learning material. Although the difference is not too big, it can determine the results of the learning process carried out by a teacher.

Sheikh&Mahmood (2014) state that teaching style is a multidimensional phenomenon that explains how a teacher conveys information, communicates with students, manages class assignments, and

socializes with students. Grasha (1996) state that teaching style as the pattern of needs, beliefs, and behaviors that teachers display in their classrooms. He also emphasized that teaching style is multidimensional which influences the way teachers present teaching materials, communicate with students, manage class activities, supervise coursework, socialize students in the field, and guide students.

Described by Conti (1989) that teaching style as a quality shown by the teacher in the classroom and which applies to various contexts. Dupin-Bryant (2004) describes a learner-centred teaching style as “a responsive, collaborative, problem-centred, democratic style of instruction in which both students and the instructor decide how, what, and when learning occurs”. On the other hand, a teacher-centered teaching style, as defined by Dupin-Bryant (2004), is one that is “formal, controlled, and autocratic in which the instructor directs how, what, and when students learn”. Teaching styles (which often reflect teachers' views on teaching and learning and their preferred behaviors) have also received considerable attention in the educational literature over the last two decades. There is some evidence that teaching style can help interpret teacher influence on student achievement (Aitkin & Zuzovsky, 1994; Ebmeier & Good, 1979).

Felder and Spurlin (2005) argue that when the teaching style does not match the style of the learner, a mismatch arises between the teaching styles which ultimately results in students becoming inattentive and bored, performing poorly in their learning. In general, teaching styles are

approaches, activities, and techniques which a teacher uses in front of a class (Cooper, 2001).

Based on the definitions of the experts above, the researcher concludes that teaching style is the way the teacher teaches, conveys information, interacts with students, manages classes, assesses assignments and guides students. It also refers to the way teachers design their behavior based on students needs. In addition, teaching style relates to the methods, techniques, activities, approaches used by teachers to transfer their knowledge in the teaching process. Therefore, each teacher has his own teaching style, different from the others because the teaching style is based on the teacher's personality style.

b. Kinds of Teaching Style

Grasha (1996) divided into five teaching style in his teaching style model as a description of prevalent aspects of instructor/trainer presence in the classroom and based on what he regarded as metaphors of role models. He defined these categories as follows:

1) Expert Style

Expert style is highlighted by teachers who have knowledge and expertise in the subject matter. The teacher is concerned with giving correct information to students. Actually, he/she is very knowledgeable in the field at hand; this of course may intimidate many students. The teachers attempt to preserve their status as an expert in front of the student by teaching in detail and depth and by

challenging students to enhance their competence. The teachers who use this style require the students to prepare well and focus on transmitting information well.

2) Formal Authority Style

Formal authority style is when the teacher always gives positive or negative feedback to the students. This teaching style, teachers have responsible to providing and controlling the flow of content. This style also keeps the status among the students just because of knowledge and role as a faculty member. The teacher is concerned with establishing learning goals, expectation and rules for the students.

3) Personal Model Style

The teacher acts as a model and advice students to observe and apply a certain approach which is effective in teacher's point of view. This style should be done by using personal example and teach the students by example. Teachers act as a prototype to students and how to think and behave. This style encourages students' involvement in the class and teacher adapt their presentation to include various learning.

4) Facilitator Style

Facilitator style focuses on student-centered approach. In this style, the teacher acts as a facilitator and the students are responsible to attain goals for various tasks. The teacher guides students by asking some questions, giving options, giving alternatives, and

asking them to develop criteria. This teaching style fosters independents as well as collaborative learning. In this style, the teacher typically designs group activities which require active learning, collaborative learning, and problem solving.

5) Delegator Style

Delegator style focuses to shape students' ability to learn autonomously. The teacher delegates and places the control and the responsibility for learning on the students and/or groups of students. Students work independently on projects or as part of autonomous teams. In this style, the students make a choice in creating and applying their own complex learning projects while the teacher acts in a consultative role.

Furthermore, according to Stein & Miller (1980), teaching styles can be divided into two styles, namely expressive style and instrumental style.

The two teaching styles will be explained as follows:

1) Expressive style

Expressive style refers to the emotional relationship created by the teachers to their student deals with the warmth, authority, sympathy, trust and some emotional aspects shown by the teacher. This style is used to control the students and managing the classroom activities. Generally, teachers who practice this style will serve as a helpful mentor and could tolerate their students.

2) Instrumental style

Instrumental style refers to the teachers way in carry out the task to assist their students, planning the lesson, setting up the classroom standard and ensure their students achieve the standards set.

Additionally according to Eric Gill (2003), teaching styles can be divided into five styles, namely the authority or lecture style, the demonstrator or coach style, the facilitator or activity style, the delegator or group style and the hybrid or blended style. The five styles will be explained as follows.

1) The authority or lecture style

The authority style is a teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information. In this style, teacher is more active while students are passive.

This style is questionable model for teaching children, because there is little or no interaction with the teacher. It will make students bored or sleepy. Therefore, this style is a better approach for older, more mature students.

2) The demonstrator or coach style

The demonstrator refers to the formal authority role by showing the students what they need to know. The demonstrator is a lot like the lecturer, but their lesson includes the multimedia presentation, activities (individual or grouping), and demonstrations. This style

gives teachers opportunities to incorporate a variety of formats including lectures and multimedia presentations.

3) The facilitator or activity style

Facilitator promotes self-learning and helps the students develop critical thinking skills and retain knowledge that leads to self-actualization. The facilitator or the activity style style trains students to ask questions and helps develop skills to find answer and solutions through exploration; it is ideal for teaching science and similar subjects.

4) The delegator or group style

This style is best suited for curriculum that requires lab activities, such as biology and chemistry, or subjects that warrant peer feedback, like creative writing and debate. As a delegator, the teacher acts more as a consultant rather than the traditional authority figure.

5) The hybrid or blended style

The last style is hybrid style. This style follows an integrated approach to teaching that blends the teacher personality and interests with students' needs and curriculum-appropriate methods. This style was inclusive and enables teachers to tailor their styles to student need and appropriate subject matter.

The types of teacher teaching styles according to Toenlio (2012) can be presented as follows:

1) Use of Voice Variations or Styles

In using this variation or style of voice, a teacher must be able to change the tone of the voice from loud to weak, from high to low, from fast to slow, from happy voice to sad voice, or when putting stress on certain words.

A good teacher will be able to adjust the volume of his/her voice so that all learners can easily receive and understand the information. The teacher should be able to adjust when to raise his/her voice and when to lower his/her voice.

2) Focusing and Silence Styles

Teachers must be able to focus their attention on things that are considered important to students. A sudden and deliberate silence while the teacher is explaining something, is a good tool to attract attention because changing the stimulus from a sound to a calm state or from a busy state to an activity and then stopping it will be able to attract attention because students want to know what's going on.

3) Make eye contact Style

In making eye contact as well as a teacher's gaze roams the whole class and looks into students' eyes to show them an intimate relationship, because eye contact can be used to convey information. Eye contact can be understood by learners as the teacher's enthusiastic attitude in teaching. If this is how learners feel, their motivation to learn will be shaken. Conversely, if the teacher's eyes are not on the learner, the child's attention will be reduced. Moreover, the teacher's

point of view is only focused on certain learners, which can loosen learners' attention.

4) Body movements Style

Variations or styles in the teacher's facial expressions, head movements, and body movements are very important aspects of communication. Facial expressions such as smiling, frowning, raising eyebrows, to show amazement, astonishment or wonder. Head movements can be made in a variety of ways, such as nodding, shaking, raising or lowering the head to show agreement or otherwise.

Moreover by Baker&Knights (2014) there are five teaching style identified are exposition, discussion, practice, practical work, and investigation.

1) Exposition Style

In exposition style, teachers provide facts and descriptions for most of the lesson by giving questions that require short answers, and immediate responses from students (Baker&Knights, 2014). Teachers with exposition teaching style care for students by providing both positive and negative feedback.

Teachers also set learning objectives, expectations, rules of behavior for students, and provide standards that students must learn (Grasha, 2010). Teachers with exposition teaching style are well-prepared as teachers, accredited, and teach according to the applicable curriculum (Mohanna, Chambers & Wall, 2007). It can be concluded

that Exposition style is a teaching style by conveying learning directly to students, providing detailed knowledge, and having high standards for students.

The teacher's activity in exposition teaching style is to prepare all the students' needs and make sure the students are well prepared. Meanwhile, students' activities are following the guidelines made by the teacher, taking into account, and responding to questions from the teacher.

2) Discussion Style

Baker & Knights (2014) state that discussion can help students express opinions, elaborate knowledge, and articulate student difficulties. In the discussion process there is a need for the teacher to monitor the discussion and the need for students to work together and help other students who are having difficulty.

Discussion style has the characteristics of social interaction, reciprocity, receiving and giving immediate feedback based on teacher criteria, developing students' independence in action, student initiative and responsibility (Mosston&Ashworth 2010).

3) Practice Style

Mosston & Ashworth (2010) require students to use knowledge independently in solving math problems given by the teacher. Students must do a lot of practice problems in class, especially for students who have difficulties. This practice also occurs naturally in

learning (Baker & Knights, 2014). just like in English lessons, students are required to use knowledge independently in completing tasks from teachers by practicing a lot about English problems. Teachers with a practice teaching style always teach clear facts, with direct speaking concentrating on specific skills, and prefer not to engage with multiprofessional teaching and learning (Mohanna, et al, 2007).

4) Practical Work Style

Baker & Knights (2014) explain one aspect of practical work is the provision and use of equipment. This means that the equipment is available and used. The equipment referred to here is teaching aids. The teaching aids should be available and students should feel free to use them. Teachers also create an environment that supports learning activities (Mohanna, et al, 2007).

It can be concluded that practical work style is a teaching style that emphasizes aspects of practical work with the help of materials and equipment. Activities carried out by teachers provide various skills to students through learning media. Student activities are honing skills through practical work.

5) Investigation Style

The investigation teaching style encourages students to explore their abilities which they can then freely apply in a variety of situations (Baker & Knights, 2014) which means that students' abilities are

encouraged to be explored in the classroom, so that they can freely use them in various contexts.

Mosston & Ashworth (2010) differentiate this teaching style into four teaching styles. First, guided discovery style where the teacher has designed questions that lead students to predetermined answers. Second, convergent discovery style in this teaching style the teacher only provides one main question, then students engage in reasoning, questioning and logic in sequence to find the answer. Third, divergent discovery style where in one question/situation, students are tasked to find a variety of responses, designs or solutions within a certain cognitive. Fourth, the Learner-Designed Individual Program (I.P.) style where students are required to find a problem-solving structure independently.

Based on the explanation above, it can be concluded that teaching styles consist of twenty-two kinds of teaching styles. However, in this study researchers used two (2) theories of teacher teaching styles according to Toenlio's (2012) theory and Baker & Knights (2014) theory. The teaching styles based on Toenlio's (2012) theory are Use voice variations style, focusing silence style, make eye contact style and body movement style, while the teaching style based on Baker & Knights (2014) theory is exposition style, discussion style, practice style, practical work style and investigation style. the reason the researchers use this theory is

that Toenlio and Baker are theories that fit the teaching style used by teachers in teaching English at the tenth grade of SMA Batik 2 Surakarta.

2. Teaching English

a. Definition of Teaching English

The definition of teaching cannot be separated from the definition of learning. In fact, teaching and learning are related to each other. To learn is to know something while to teach is to let learners know something. Brown (2007) states that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Leo (2013) teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture and guarantee.

According to Sardiman (2001:146) teaching is organizing an activity or setting the environment as well as possible and connecting with the child, resulting in a process of learning. Therefore, teaching consists of activities, tasks and learning experiences selected to bring help about learning and how to use it in the classroom. It is an activity that tries to help someone to acquire (change or develop skill, attitudes, appreciations, and knowledge). It means that teaching activity is an activity that helps the students learn how to do something by giving some instructions and some guidances to students until they understand.

According to Penny (2009) there are two main components of teaching English that is the 'what' and the 'how'. the former focuses on

linguistic aspect such the sound or pronunciation, the teaching of grammar and teaching of vocabulary. The later focuses on the four languages skill listening, speaking, reading and writing skill.

b. Principles of Teaching English

Brown (2000:55-68) notes there are twelve principles that must be considered in the English language teaching. There are:

1) Cognitive Principles

It relates mainly to mental and intellectual function. There are five principles as follows:

a) Automatically

Efficient second language learning involves a timely movement of the control of a few language forms into the automatic processing of the relatively unlimited number of language forms. Overanalyzing language, thinking too much about its forms, and consciously lingering on rules of language all tend to impede the graduation to automaticity.

b) Meaningful Learning

Meaningful learning will lead toward better long-term retention than rote learning.

c) The anticipation of Reward

Human beings are universally driven to act or behave, by the anticipation of some sort of reward that will ensue as a result of the behavior.

d) Intrinsic Motivation

The most powerful rewards are those that are intrinsically motivated within the learners.

e) Strategic Investment

Successful mastery of the second language will be due to a large extent a learner's own personal investment of time, effort and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

2) Affective Principles

In affective principles the attention is in a large proportion of emotional involvement as follows:

a) Language Ego

As human beings learn to use a second language, they also develop a new mode of thinking, feeling and acting a second identity. The new language ego, intertwined with second language can easily create within the learner a sense of fragility, a defensiveness, and a rising of inhibitions.

b) Self-Confidence

Learners' belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

c) Risk Taking

Successful language learners, in their realistic appraisal of themselves as vulnerable beings yet capable of accomplishing tasks, must be willing to become gamblers in the game of language, to attempt to produce and to interpret language that is a bit beyond their absolute certainty.

d) The language-Culture Connection

Whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting.

3) Linguistic Principles

In these categories are centered on language itself and how learners deal with these complex linguistic systems as follows:

a) The Native Language Effect

The native language of learners exerts a strong influence on the acquisition of the target language system. While the native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

b) Interlanguage

Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful interlanguage development is partially a result of utilizing feedback from others.

c) Communicative competence

Given that communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic and psychomotor.

3. *Merdeka* Curriculum

a. Definition of *Merdeka* Curriculum

Curriculum is a learning tool to achieve learning goals and materials as well as the methods used to achieve certain educational goals (Depdiknas, 2006). The curriculum is a plan of action by students and teachers, this action is not limited to subjects, it also includes other activities that are under the responsibility of the school (Tariq Mehmood Bhuttah, 2019).

Curriculum changes are not new in Indonesia. Curriculum changes are actually not without reason, but there are several reasons for making curriculum change decisions. From Apriani, (2015) based on Arifin (2011:3) the curriculum must be dynamic. In this case it can be interpreted that the curriculum must always change according to developments time, science, and the needs of society.

The *Merdeka* Curriculum is a new curriculum with a variety of extracurricular learning that focuses on essential material and character development of Pancasila student profiles . *Merdeka* Curriculum is a curriculum with diverse intracurricular learning, the content will be optimized so that students have enough time to explore concepts and strengthen

competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students.

The *Merdeka* Curriculum has two concepts, namely "*Merdeka Belajar*" and "*Kampus Merdeka*". *Merdeka Belajar* is freedom to think and freedom to innovate (Ainia, 2022). Meanwhile, *Kampus Merdeka* is a continuation of the *Merdeka Belajar* program for higher education. In addition, to deal with socio-cultural changes, the world of work, the business world, and rapid technological advances, students are trained so that they are ready to be able to keep up with these changes. The concept of *Merdeka Belajar* is to return education to the essence of the law to give schools independence to understand the basic competencies of the curriculum as their assessment (Kusmaryono, 2020).

The *Merdeka belajar* policy is implemented to accelerate the achievement of the national goals of education, namely increasing the quality of Indonesian human resources that have excellence and competitiveness. Indonesian human resources that have excellence and competitiveness compared to other countries. The quality of human resources that is superior and mutually empowering is realized by students who have noble character and have a high level of reasoning, especially in literacy and numeracy. and numeracy.

Merdeka belajar is one of the virtues issued by the Minister of education and culture of Indonesia. According to Nadiem Makarim, the concept of *Merdeka Belajar* curriculum needs to be interpreted by educators

as the freedom concept for student to think in the learning process. *Merdeka Curriculum* with the concept of *Merdeka Belajar* is the newest curriculum for the world of education in Indonesia. According to Ki Hajar Dewantara's view, the concept of *Merdeka Belajar* is the same as the among system, namely education is expected to be able to support the natural nature of children, through education it can provide freedom both physically and mentally to recognize natural nature and freedom in creativity, work and initiative (Nida, 2020). Therefore, the learning atmosphere will be fun without being burdened with achieving a certain score or value for students in the learning process. In this way it can be concluded *merdeka belajar* is a set of plans regarding all educational activities that give freedom of thought to create a pleasant learning atmosphere, so that educational goals can be achieved optimally.

b. Components of *Merdeka Curriculum*

According to Abidah et al. (2020) there are four main components of the *Merdeka Belajar Curriculum*, which are as follows:

- 1) The National Standardized School Examination (USBN) is replaced with assessments in the form of written exams and/or other forms of exams, namely assignments and portfolios such as group assignments, written works, project assignments, and others.
- 2) In 2020, the National Examination (UN) is abolished and replaced with Character Surveys and Minimum Competency Assessments.
- 3) Implementation of one-sheet Learning Implementation Plan (RPP).
- 4) Implementing the zoning system in the New Student Admission (PPDB).

The Ministry of Education and Culture initiated the four components above to provide ample space for each student, teacher and school in determining policy steps. The existence of *Merdeka Belajar* Curriculum can answer the rapid globalization that has entered the 21st century. The demands of the times encourage an educational institution to always be adaptive and solutive to the curriculum (Siregar, 2020).

c. Lesson Plan *Merdeka* Curriculum

Lesson Plan is a learning implementation plan for one or more meetings. Lesson Plan *Merdeka* Curriculum is developed from the Flow of Learning Objectives/*Alur Tujuan Pembelajaran* (ATP) to direct students' learning activities in an effort to achieve Learning Outcomes/*Capaian Pembelajaran* (CP). Every educator in an education unit is obliged to prepare a Lesson Plan completely and systematically so that learning takes place in an interactive, inspiring, fun, challenging and efficient manner and can motivate students to actively participate, as well as provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

Lesson plan preparation is carried out at the beginning of each semester or the beginning of the school year, but needs to be updated before the lesson is carried out implemented. Lesson plan development can be done independently or developing lesson plans can be done independently or in groups through subject teacher meetings (MGMP) at school or madrasah. It

should be coordinated, facilitated and supervised by the principal or a teacher appointed by the principal.

Lesson plan development conducted by teachers in groups through inter-school or inter-regional MGMP is coordinated and supervised by supervisors or the local Education Office or Ministry of Religious Affairs Office (Kharani 2022).

The purpose of preparing Lesson Plan is to direct students' learning activities in an effort to achieve Learning Outcomes/*Capaian Pembelajaran* (CP). The preparation of Lesson Plan is not an administrative job, but a teacher's profession as stated in article 20 of Law Number 14 of 2005 concerning Teachers and Lecturers (Kemendikbud 2020).

1) Component Lesson Plan *Merdeka* Curriculum

The policy of the Minister of Education and Culture of Indonesia as stated in circular letter No. 14 of 2019 regarding simplification Lesson Plan is an important point that teachers pay attention to in its implementation in schools. Unlike the previous *Merdeka* Curriculum provide flexibility for teachers to be able to freely choose, create, use, and develop lesson plans formats. The aim is that the preparation of lesson plans is carried out with the principles of efficiency, effectiveness, and student orientation. The simplified component is that of the 13 components in the 2013 revision of the 2018 curriculum lesson plan, there are only 3 components which are packaged in just 1 page, namely learning objectives, learning activities, and assessment.

a) Learning Objectives

Learning objectives are written referring to the learning needs of students and describe the learning processes and outcomes that are expected to be achieved by students according to basic competencies. Learning Objectives are specific targets within the general goal. In *Merdeka* Curriculum, learning objectives are called TP (*Tujuan Pembelajaran*). TP is a description of the achievement of three aspects of competence, namely knowledge, skills, and attitudes, which students acquire in one or more learning activities.

b) Learning Activities

Learning activities in the *Merdeka* Curriculum is carried out by creating fun, effective, recreational, democratic, empathetic, creative and active learning. In learning activities, students are invited to actively participate in the learning process and provide more space for students to express their creativity and independence according to their talents, interests and physical and psychological development. It is known that the activities in learning are in the opening, main activity and closing activities.

(1) Opening

Teaching and learning activities that teachers carry out in the form of preliminary activities, namely the initial activities in a pre-learning meeting aimed at arousing motivation and focusing the attention of students to actively participate in the learning process

(Rusman 2007). In the Main activity the teacher carries out orientation, apperception, and provides motivation in the form of conveying the goals to be achieved.

In this study, the researcher used a lesson plan teacher in teaching English in the tenth grade of SMA Batik 2 Surakarta, where the teacher also used an introduction with orientation, apperception and motivation for students in the initial activities.

(2) Main Activity

Main activity are the learning process to achieve learning outcomes. Learning activities are carried out interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical, and psychological development of students (Rusman 2007).

In the Main activity that teachers can do are mastering the material, learning approaches/strategies, utilizing learning media/resources, triggering and maintaining student involvement, assessing the process and learning outcomes and using correct and appropriate language in learning.

In the *merdeka* curriculum, not all learning methods can be used. One method that can be used is discovery learning. According to Salmon (2012: 4), in its application the Discovery

Learning model can develop an active way of learning for students by discovering for students, investigating students, so that the results obtained will be long-lasting in memory, and the position of educators in the classroom as guides and directing learning activities in accordance with the objectives.

From this explanation it can be shown that discovery learning is suitable to be applied to the *merdeka* curriculum because it is in accordance with the characteristics of the *merdeka* curriculum namely independence.

In this study, teachers at SMA Batik 2 Surakarta use the discovery learning method with several steps, namely: Stimulation, problem statement, data collection, data processing, verification and generalization.

(3) Closing

Closing is an activity carried out by the teacher to end the lesson or teaching and learning activities (Saekhan Muchit 2007). closing activities can be carried out by the teacher by summarizing the lesson material that has been delivered and providing direction or activities that will be carried out at the next meeting.

In this research, the teacher closing the learning by reviewing the material, providing reflection to students and concluding together the learning material that has been studied.

c) Assessment

Assessment is the process of collecting and processing information to measure the achievement of student learning outcomes.

The principles of assessment are as follows:

- (1) Assessment is an integrated part of the learning process, facilitating learning and providing holistic information as feedback for teachers to guide students in determining further learning strategies.
- (2) Assessment is designed and carried out in accordance with the function of the assessment, with the flexibility to determine the technique and time of implementation of the assessment to effectively achieve learning objectives.
- (3) Assessments are fair, proportional, valid and reliable to explain learning progress, determine decisions about next steps and as a basis for developing appropriate learning programs in the future.
- (4) Reports on learning progress and student achievement are simple and informative, providing useful information about character and competencies achieved and follow-up strategies.
- (5) Assessment results are used by students, teachers and parents for reflection to improve the quality of learning.

In *Merdeka Curriculum*, there are two assessments used, namely formative and summative assessments.

- (1) Formative assessment aims to monitor and improve the learning process and evaluate the achievement of learning objectives.

Formative assessment is carried out together with the ongoing learning process so that formative assessment and learning become one unit. The formative assessment conducted at the beginning of learning will provide information to the teacher about students' learning readiness. For teachers, formative assessment is useful to reflect on the learning strategies they use and to improve their effectiveness in designing and implementing learning.

- (2) Summative assessment can be conducted after the end of the lesson, for example at the end of a content area, at the end of a semester or at the end of a phase. Feedback from summative assessments can be used to measure student progress and guide teachers in designing activities for the next lesson.

The assessment techniques are developed based on the assessment used by the teacher. Here are some examples of assessment techniques that can be adapted to conduct formative and summative assessments:

- (1) Observation
- (2) Performance
- (3) Project
- (4) Written test
- (5) Oral test
- (6) Assignment
- (7) Portfolio

d. Project *Penguatan Profil Pelajar Pancasila* (P5)

The Ministry carries out a task by doing formation of human resources through joint efforts with children nation to improve the quality of education and culture, The Ministry of Education and Culture determines the ministry's vision based on performance achievements, potential and problems, President's Vision on RPJMN 2020-2024, as well as the Indonesian Vision 2045. As for the Vision Ministry of Education and Culture 2020-2040, namely: “The Ministry of Education and Culture strongly supports the Vision The President's mission in realizing an advanced, sovereign, Indonesia independence, having a personality through the creation of Pancasila Students who has critical thinking, creative, independent, loyal, have faith in God Almighty, and have noble character, mutual cooperation cooperation, and global diversity (Kemendikbud Ristek, 2021).

Project *Penguatan Profil Pelajar Pancasila* (P5) provides opportunities for students to deepen the student knowledge and provide flexibility to students in the learning environment in surroundings as a form of strengthening student character. Students have the freedom to study important themes and issues such as culture, entrepreneurship, and technology so that students can do real things in overcoming a problem in accordance with learning stages and needs. This strengthening project can also be done provide motivation and inspiration for students to give contribution and impact on the surrounding environment.

Benefits of Project *Penguatan Profil Pelajar Pancasila* for students:

- a. Provides character strengthening in developing competence as a generation of the nation.
- b. Participation in planning active learning as well sustainable
- c. Develop skills, attitudes and knowledge needed to carry out project activities on time certain.
- d. Train your ability to solve various problems learning situation.
- e. Showing responsibility and concern for something problems around students as a form of learning outcome
- f. Appreciate the learning process and be proud of the results optimal achievement (Directorate of Schools Basis, 2022: 18).

As for other benefits:

- a. For schools: making schools an ecosystem open and involving a lot of community participation in it. Making the school a learning organization have a contribution to the environment and certain groups in surroundings.
- b. For teachers: namely providing a forum and time for students in developing skills and providing reinforcement characters in the Pancasila Student Profile. Give something design in the project learning process with final achievements clear and develop skills as a teacher open to collaborating with other teachers to expanding learning achievements. Indonesian students always have the ability to think critically and also be open to differences, as well as actively contributing to the improvement

of a quality of human life for Indonesian citizens. Where some Indonesians, students in Indonesia have an identity representation of the nation's noble culture, respecting and preserving it culture, by interacting with other cultures (Directorate Elementary School, 2022: 18).

There are six key elements in the Pancasila Student Profile, namely: noble character, global diversity, independence, mutual cooperation, critical reasoning and creativity. These six are related to each other with each other (Kemendikbud Ristek, 2022).

a. Have noble character / *Berakhlak Mulia*

Students in Indonesia who have noble character are students who have relationship with God Almighty. He understands the teachings religion and can implement it well in his daily life. There are key elements of noble character, namely:

- 1) Religious morals by knowing the characteristics well God and can know the meaning of these characteristics.
- 2) Personal morals: maintaining one's relationship with God protect himself from bad things.
- 3) Morals towards humans: respecting others, helping each other, and harmonious with those around him.
- 4) Morals towards nature: taking good care of nature, protecting it environmental sustainability, does not damage the environment.
- 5) State morals: fulfilling rights and obligations as a citizen good citizens (Kemendikbud Ristek, 2021).

b. Global Diversity / *Berkebhinekaan Global*

As Indonesian students, you must maintain the resilience of noble culture, locality, as well as local cultural identity. Appreciate differences or respect other cultures, protect your own culture does not fade. The key elements of global diversity are:

- 1) Know and appreciate culture: know, and can describe various groups based on behavior.
- 2) Intercultural communication skills in interaction with others: accept, appreciate the characteristics of own culture, and where each culture is have their own wealth so as to build mutual feelings respect and tolerance towards others.
- 3) Reflection and responsibility for experience diversity: Harnessing the awareness that life is different things create harmony with each other, so that more harmonious with each other, and have a spirit of social justice and building a peaceful society (Kemendikbud Research and Technology, 2021)

c. Mutual Cooperation / *Gotong Royong*

Every student in Indonesia has the ability to interact with each other work together, work together. The key elements of Mutual Cooperation are:

- 1) Collaboration by helping and coordinating with others with feelings of joy and sincerity, and give things positive to others.
- 2) Caring, caring for others, and paying attention to others.

- 3) Give and receive things that are good for your personal life and also living together (Kemendikbud Ristek, 2021).

d. Independent / *Mandiri*

As an Indonesian student, you must be responsible and independent towards each process and learning outcomes. The key elements of *Mandiri* are:

- 1) Self-awareness of the situation you are dealing with understand his emotions, limit his bad behavior, and recognize their environment so they can adapt to it Good.
- 2) Self-regulation, namely being able to regulate thoughts, feelings, and nature in achieving the desired learning goals (Ministry of Education and Culture, Research and Technology, 2021).

e. Critical Reasoning / *Bernalar Kritis*

As a student, you must be able to think critically process well, can analyze, evaluate and provide conclusions. The key elements of Critical Reasoning are:

- 1) Obtain and process information and ideas with have a sense of curiosity, and identify things obtained relevantly.
- 2) Analyze and evaluate reasoning.
- 3) Reflection of thoughts and processes in thinking.
- 4) Making decisions (Kemendikbud Ristek, 2021).

f. Creative

As a creative Indonesian student, you must be able to collaborate and produce something meaningful, useful and has a good impact. The key elements of creativity are:

- 1) Generate authentic ideas.
- 2) Produce authentic work and actions. The six criteria described above are realized through growth and development of values in Indonesian culture and Pancasila, became the initial foundation for various internal directions national development (Kemendikbud Ristek, 2021).

B. Previous Studies

Many people have done research on the teaching style of a teacher with different perspectives and methods used. In this research, the researcher used 4 (four) previous studies to check the originality. The first, the researcher took previous study from the thesis by Sekliananda Kasih Putro students Raden Mas Said Surakarta State Islamic University entitled "Teachers Teaching Style in Teaching English Based on Curriculum 2013 at The seventh grade of MTS N 3 Sukoharjo in Academic year 2020/2021". In his research on the teaching style used by teachers based on the 2013 curriculum, it was found that the teaching style commonly used by seventh grade teachers at MTS N 3 Sukoharjo is the expert teaching style and the formal authority teaching style. Sekliananda conducted this research using a qualitative method using observation techniques and field notes. This research was conducted in 2021 using Grasha's theory.

The second, the researcher took previous study from the thesis by Sariniwati with the title "Teachers teaching style at MA Al-Hidayah Kebon IX Muaro Jambi" UIN Sulthan Thaha Saifuddin Jambi in 2021. This study used a descriptive analysis approach with a questionnaire data collection technique. Sariniwati uses Grasha's theory, namely Formal Authority, Delegator, Facilitator, Expert and Personal model. Based on the results of 51 student questionnaires, it can be concluded that the researchers found the percentage of the five teaching styles: Formal Authority 64.43%, Delegator 62.50%, Facilitator 70.88%, Expert 72.45%, and Personal model 77.35%. So that it can be sorted as follows Personal Model, Expert, Facilitator, Formal Authority, and Delegator.

The third, the researcher took previous study from the journal by Tri Saswandi with the title “Teaching Style and Students Interest in Learning English” Jurnal Penelitian Universitas Jambi Seri Humaniora 2014. This study used observation and questionnaire to collecting data. Tri Saswandi used theory by Madden they are Visual, Auditory, and Kinesthetic. Based on Tri Saswandi research, it was found that the highest level of student interest was in classes where teachers used a visual-kinesthetic style.

The fourth, the researcher took a previous study from the article publication by Arina with the title “ Strategies used by the teacher in teaching Speaking in in *Merdeka* Curriculum at SMP N 13 Surakarta” Muhammadiyah Surakarta University 2023. This study uses descriptive qualitative research method, the data of this research collected by quistionnaire and supported by interview. The results of this study show that English teachers use two strategies in teaching speaking in the independent curriculum, namely role-playing and question and answer strategies. teachers apply these strategies based on modules and teaching procedures, namely pre activities, core activities and post activities.

Table 2. 1 Previous Related Studies

NO	Title	Similarities	Differences
1.	Sekliananda (2021) “Teachers Teaching Style in Teaching English Based on Curriculum 2013 at the seventh grade of MTS N 3 Sukoharjo in academic year 2020/2021”	<ul style="list-style-type: none"> • The research method is Qualitative data • Using interview, observation and document to collecting data • Using Grasha theory 	<ul style="list-style-type: none"> • The research subject and place were MTS N 3 Sukoharjo • Curriculum used by the teacher

NO	Title	Similarities	Differences
2.	Sariniwati (2021) “Teachers teaching style at MA Al-Hidayah Kebon IX Muaro Jambi”	<ul style="list-style-type: none"> • The research method is Qualitative data • Using theory Grasha • Using observation to collecting data 	<ul style="list-style-type: none"> • The research subject and place were Madrasah Aliyah in Muaro Jambi • Using Questionnaire to collecting data
3.	Rachman (2021) “English Teachers’ Teaching Styles and Their Effects on Students’ Reading Interest at Senior High School “	<ul style="list-style-type: none"> • The research method is Qualitative data • Using observation and interview to collecting data 	<ul style="list-style-type: none"> • Using Questionnaire to collecting data • Using theory Eric (2003)
4.	Arina (2023) “Strategies Used By The Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta”	<ul style="list-style-type: none"> • The research method is Qualitative data • Using interview to collecting data 	<ul style="list-style-type: none"> • Using Questionnaire to collecting data

CHAPTER III

RESEARCH METHODOLOGY

In this chapter discussed about Research Design, Research Setting, Research Subject and Informant, Data and Source of the data, Techniques of Collecting the data, Research Instrument, Trustworthiness of the data, and Techniques of Analyzing the data.

A. Research Design

The research design of this study is descriptive qualitative. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. According to Creswell (2014), a qualitative approach is “a process of inquiry to understand a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and carried out in a natural setting”. In other words, qualitative methods involve the study of social phenomena in which the environment, circumstances, and problems are naturally based on what is happening.

The purpose of qualitative research focuses and deals with promoting a deep understanding of a particular phenomenon, such as environment, a process, or even belief. Qualitative research is conducted with a research design where the findings are not obtained through statistical procedures or in the form of calculations, but rather aim to reveal phenomena in a holistic contextual manner by collecting data from natural settings and utilizing the researcher as a key instrument. Qualitative research has a descriptive nature and tends to use an

inductive approach analysis so that the process and meaning based on the subject's perspective are emphasized more in this qualitative research (Fadli, 2021).

This study employed the qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case teachers' teaching style in teaching English at the tenth grade of SMA Batik 2 Surakarta. According to Fraenkel and Wallen (2009) case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization.

In this study, researcher investigated a real life phenomenon at the tenth grade of SMA Batik 2 Surakarta about teachers teaching style in teaching English based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.

B. Research Setting

The setting of this research divided into place of the research and time of research.

1. Place of Research

The researcher conducted the research in SMA Batik 2 Surakarta.

This school chosen because based on pre-observation, this school has many teachers teaching style variation in teaching English based on *Merdeka* Curriculum. This school has two teachers at the tenth grade of SMA Batik 2 Surakarta. Researcher choose in the tenth grade because in tenth grade

students of SMA Batik 2 Surakarta are low in English learning. They more like teaching learning with have fun teaching style.

2. Time of Research

The time used by researchers to develop proposals and conduct this research was carried out within a period of approximately 9 (nine) months.

The schedule of conducting the research can be seen in the following table:

Table 3 1 Research Schedule

No	Activity	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1	Pre-observation									
2	Proposal seminar									
3	Collecting data									
4	Analyzing the data									
5	Thesis examination									

C. Research Subject

The research subjects in this study are English teachers in the tenth grade of SMA Batik 2 Surakarta. This research used to find out the teaching style of teachers in teaching English based on the *merdeka* curriculum, they are named Teacher 1 and Teacher 2. The tenth grade is divided into 8 classes, Teacher 1 teaches in class X1, X2, X3 and X4 while Teacher 2 teaches in class X5, X6, X7 and X8 in English lessons.

D. Data and Source of the Data

1. Data

Data in this type of study is the form of sentences or narratives from research subjects or respondents obtained through a data collection technique

which then the data will be processed using an analysis technique (Herdiansyah, 2013). The data from this study is about the teachers teaching style in teaching English based on the *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta. The form of the data is sentences.

2. Source of the Data

Source of the data is a source from obtained data like human, eveny, behaviour, document, files, and other things (Maryadi, *et al*, 2011: p.13). According to Sukandarmudi (2006: p. 44), data source that has qualitative in research, it is not subjective, therefore it needs to give quality. Data source used in qualitative research, that is:

a. Primary Source

Primary data is a data source that directly provides data to data collectors. The data is collected by the researcher directly from the first source or where the research object is carried out. Researchers use the results of interviews and observations obtained from respondents regarding research topics as primary data (Sugiyono, 2017).

In this research the researcher use English teachers in SMA Batik 2 Surakarta as a the informant. From the English teacher, the researcher can take some data regarding the teching style in teaching English based *Merdeka* Curriculum at the tenth grade of SMA Batik Surakarta. The researcher will conduct observation, interview and documentation.

b. Secondary Source

Secondary source is data sources that do not directly provide data to data collectors, for example through other people or documents (Sugiyono, 2017). The documents that will be used by researchers are syllabus, lesson plan, documentary photos and so on.

E. Techniques of Collecting Data

In this research the data used is qualitative data. This research needs many data to be analyzed. The technique will be used are observation, interview and documentation. That technique are used to gets the accurate data in this research. Alongside the classic compendium (Bernard, 2006), Martin (2004), Lynam et al. (2007) and others review many qualitative methods and their potential in conservation contexts. However, two qualitative methods that could contribute significantly to conservation research are participant observation and interviewing.

The techniques of collecting data in this study requires several steps. First, the researcher observed the English teachers of the tenth grade of SMA Batik 2 Surakarta. Second, the researcher interviewed the teachers about the types of teaching style, especially teachers teaching style in teaching English based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.

1. Observation

According to Nawawi and Martini (1992), Observation is the systematic observation and recording the elements that appear in symptoms on the object of research. This observation is used for research that has been

planned systematically on the analysis of teacher teaching styles in teaching English at SMA Batik 2 Surakarta. The purpose of using this method is to record things about behaviour, teaching style and the advantages and disadvantages of using that teaching style.

Table 3 2 Observation Checklist

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	M	B	EX	D	P	PW	I
	Opening									
1.	Orientation									
2.	Apperception									
3.	Motivation									
	Main Activity									
1.	Stimulation									
2.	Problem Statement									
3.	Data Collection									
4.	Data Processing									
5.	Verification									
6.	Generalization									
	Closing									

NOTES: V= Voice variation style, F= Focusing and silence style, M=Make eye contact style, B= Body movement style, EX=Exposition style, D= Discussion style, P= Practice style, PW=Practical work style, I= investigation style

2. Interview

Researcher used interviews to find data. researcher explore information with a questions and answer process carried out with the object of research, According to Sugiyono (2010:194), interviews are used as data collection technique if researcher will carry out preliminary studies to find problems that

must be investigated. In this case, the researcher used a structured interview, where an interviewer sets his own problems and questions to be asked to find answers to hypotheses that are very tightly arranged (Moelong,2000).

Researcher conducted interview with research subject. The interview was conducted with two English teachers at the tenth grade of SMA Batik 2 Surakarta. The purpose of interview in this study to obtain data and information related to teachers teaching style in teaching English based at the tenth grade of SMA Batik 2 Surakarta. The result of the interviews in the form of notes when interviewing teachers and recordings of the answer given by the teacher.

In this interview, the researcher interviewed the tenth grade English teachers at SMA Batik 2 Surakarta. The researcher conducted structured interviews. A structured interview is an interview that is based on a system or list of predetermined questions (Sugiyono, 2009). The researcher asked several questions regarding the teaching style used by English teachers based on the independent curriculum used to answer the problem formulation. To collect data from interviews, the researcher used the following procedure:

- a. The researcher prepares the concept of questions that will be asked to the English teacher. The researcher also prepared a recorder to record the respondent's answers.
- b. The researcher asked and spoke in a friendly manner, recording the concept of questions that had been prepared based on the interview guide. The recording technique is recording conversations with recording media.

In this case the authors interviewed teachers to find out the problem faced by teachers in implementing Merdeka Curriculum.

- c. Researcher write interview transcripts based on the recordings.

Table 3.3 Interview Guideline

No	Aspect	Question
1.	Voice Variation	1. Bagaimana nada suara ibu saat menjelaskan materi pelajaran kepada siswa? 2. Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?
2.	Focusing and Silence	1. Bagaimana cara-cara yang digunakan ibu untuk memusatkan siswa saat kegiatan pembelajaran? 2. Apakah ibu pernah dengan sengaja diam tiba-tiba saat kelas mulai tidak kondusif?
3.	Make Eye Contact	1. Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran? 2. Mengapa guru melakukan kontak pandang kepada siswa?
4.	Body Movement	1. Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran? 2. Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?
5.	Exposition Style	1. Sebelum memulai pembelajaran, adakah peraturan yang ibu buat untuk siswa agar siswa siap untuk belajar? 2. Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?
6.	Discussion Style	1. Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa? 2. Pernahkah ibu meminta siswa untuk mengekspresikan pendapat mereka?
7.	Practice Style	1. Apakah ibu pernah memberikan latihan berupa praktik secara langsung mengenai materi yang telah dijelaskan? 2. Pernahkah ibu meminta siswa untuk mengekspresikan pendapat mereka?
8.	Practical Work Style	1. Setelah menjelaskan materi apakah ibu memberikan latihan berupa soal kepada siswa?
9.	Investigation Style	1. Apakah ibu pernah menugaskan siswa untuk melakukan mini research?

		2. Apakah ibu pernah mendorong siswa untuk mengeksplor mengenai penelitian terkait penelitian terkait materi/topik yang diberikan?
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3. Documentation

Documentation can be in the form of writing, pictures or monumental work of someone. Documentation of this research is taking pictures by researchers to strengthen the result of the study. Documents in the form of writing such as diaries, life hostories, biographies, regulations and policies. Documents in the form of works for example, works of art that can be in the form of pictures, sculptures, films and so on. Document is a complement to the use of the observation method and interviews.

With the documentation method, researcher used to explore data in the form of documents related to English teacher learning, including: lesson plan, documentary photos and so on. The documentation was obtained from the English teachers at the tenth grade of SMA Batik 2 Surakarta.

F. Research Instrument

Research Instrument are tools used or needed to collect data. Research instruments are needed because instruments are tools for collecting or obtaining research data using a method that affects the data obtained, data is important to help researchers answer research problems. Based on this statement, the instrument plays an important role in conducting research, namely collecting data accurately (Afrizal 2015). The instruments in this study are observation checklists, interview guidelines and recording devices.

G. Trustworthiness of Data

To get the validity and reliability of the research, the researcher using triangulation. According to Setiyadi, (2006) triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately. Data triangulation is a technique that allows the researcher to collect data from many sources of data because the same will be more valid if it comes from different data sources. According to Denzin&Lincoln (2018) there are types of triangulation: triangulation of source data, investigator triangulation, theoretical triangulation, and methodological triangulation.

1. Source data triangulation

Source data triangulation is to test the credibility of the data by checking the data that has been obtained through several sources. By using source triangulation, researchers can compare information that has been obtained through several sources. triangulation of sources, researchers can compare information obtained through different sources.

2. Investigator triangulation

Investigator triangulation is that the researcher will recheck the credibility if his data by his own research or other researcher.

3. Theoretical triangulation

Theoretical triangulation it is a technique of examining data by finding standard of comparison from analysis explanation a supporting data to get valid evidence of the researchs result.

4. Methodological triangulation

Methodological triangulation there are two strategies (1) the researcher checks the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analyzing them with the same methods.

In this research, the researcher also will use triangulation of methods. In triangulation by using method, the researcher compares the data of observation to the data of interview and compares it with the related documents.

H. Techniques of Analyzing Data

According to Moleong (2016) data analysis is the process of organizing and sorting data into pattern, category, and the basic outline of the unit so you can find the theme and can be formulated as working hypotheses suggested by the data. The step which are conducted by the researcher to analyze data are as what expressed by Miles & Huberman (1994), that is:

1. Data reduction

According to Miles & Huberman (1994) Data reduction refer to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.

Researcher will be reducing the information during the research and the researcher took the important data that will have been created in teachers teaching style in teaching English based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.

2. Data display

Data display is a set of structured information, and gives the possibility of drawing conclusion and taking action. They also see the most frequent form of display data for qualitative research data is short notice text. Seeing at display help the researcher to know and understand what is happening and how to do something-further analysis or caution. The data display is structure words which systematic and logical sentences that can be read easily.

In this research, the researcher classifies the teaching style in a sentence and good a narrative text to easy in do research. The researcher used eight numbers of coding to indicate which kind of data sources in the research finding. The researcher used data coding to easy the data explanation. The coding in this research are:

Table 3 4 Data Coding

No	Coding	Information
1.	T1	Teacher 1
2.	T2	Teacher 2
3.	V	Voice variation style
4.	F	Focusing and silence style
5.	M	Make eye contact style
6.	B	Body movement style
7.	EX	Exposition style
8.	D	Discussion style
9.	P	Practice style
10.	PW	Practical work style
11.	I	Investigation style

3. Conclusion Drawing/Verifying

Conclusion Drawing/Verifying is an activity of formulating research result that answer the focus of research based on data analysis result. Conclusion are presented in a descriptive form of the research object based on the resarch study (Gunawan:212).

This is the last step to analyze the data which the researcher formulating the data result wuth the conclusion drawing/verifying to conclude the research about teachers teaching style in teaching English based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the purpose of the research findings is to answer and explain the research problem in the first chapter. The researcher found findings according to the problems about teachers teaching style in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta. The subjects were two English teacher at the tenth grade of SMA Batik 2 Surakarta in academic year 2022/2023.

1. Teachers Teaching Style in Teaching English Based on *Merdeka* Curriculum by Theory Toenlio (2012) at the tenth grade of SMA Batik 2 Surakarta in Academic Year 2022/2023.

The data was collected by the researcher in the form of observation, structured interviews and documentation with the English teachers. The researcher collected data through observation in *wajib* classes X1, X2, X5 and X6 with each class twice in meeting. So that total observation was 8 times, there are on 16 to 25 May 2023. In addition, the researcher also conducted interviewed two English teachers at the tenth grade of SMA Batik 2 Surakarta. This interviewed was conducted on different time, the first with the teacher 1 (T1) on Tuesday June 13rd and the second interview with the teacher 2 (T2) on Monday June 12th, 2023 in the teacher's office at SMA Batik 2 Surakarta. In this interview researcher ask several question about teachers teaching style in

teaching English based on *merdeka* curriculum. As for implementation *Profil Pelajar Pancasila is Beriman Bertakwa kepada Tuhan yang maha Esa, Mandiri, Bernalar kritis* and *Gotong royong* which is implemented in SMA Batik 2 Surakarta especially at X.1, X.2, X.5 and X6 *wajib* class.

a. Teaching Style at *wajib* class X.1

1) Meeting I

The researcher observed the teachers teaching style in teaching English in the X.1 *wajib* class by T1 on 16 May 2023 in asking and giving opinion material. The total of students in this class is 33 students.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T1 asks students to search expression asking and giving opinion on internet individually.

T1 also give assessment to student in apperception activity, T1 gives assessment diagnostic when T1 ask to students by trigger question.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T1 used voice variation style with utterance “How are you today?” with intonation low to high. This is accordance with the statement given by T1 in the second

question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used make eye contact style when T1 check student attendance, T1 mentioned the names of the students one by one and looked at the students to determine whether the student was present or not at school. This is accordance with the statement given by the T1 in the five questions interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

T1 also used body movement style when T1 change position from walking to sitting on the teacher chair. This is accordance with the statement given by teacher in the eight questions interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015) In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation, T1 used voice variation style when asking to student condition, make eye contact style when checking student`s attendance and body movement when T1 change position from walking to sitting in the teacher's chair.

In orientation students and teacher implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T1 used voice variation style with utterance “What do you think about this class?” with intonation low to high. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

According to the observation and interview that have been conducted T1 used voice variation when T1 ask about material to

students used trigger question in the teaching and learning process at *wajib* class X.1.

In this apperception step, T1 gives assessment diagnostic to students when T1 asks about material to student used trigger question, T1 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T1 also used body movement style when T1 change position from sitting in a chair to surrounding students. This is accordance with the statement given by teacher in the eight questions interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation, T1 used body movement style when explain learning objectives in the asking and giving opinion material.

b) Main Activity

(1) Stimulation

Based on observation, in stimulation T1 used body movement style when T1 explained the material of expression asking

and giving opinion T1 surround students from right to left. This is accordance with the statement given by teacher in the eight questions interview “Bagaimana dengan perubahan posisi ibu saat mengajar?Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in stimulation, T1 used body movement style when explain material in the teaching and learning process at *wajib* class X.1.

(2) Problem Statement

Based on observation, in problem statement T1 used voice variation style with utterance “*Sudah faham?*” with intonation low to high. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used make eye contact style when ask to student about the material in asking and giving opinion and T1 looked at student one by one. This is accordance with the statement given by

the T1 in the five questions interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

According to the observation and interview that have been conducted by researcher, T1 used voice variation style and make eye contact style when ask about the material to students in the teaching and learning process at *wajib* class X.1.

(3) Data Collection

Based on observation, in data collection T1 used body movement style when T1 change position from surrounding students to sitting in the teacher chair. This is accordance with the statement given by teacher in the eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar?Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

According to the observation and interview that have been conducted by researcher especially in data collection steps, T1 used

body movement style when ask student to search expression asking and giving opinion on internet at *wajib class X.1* and T1 change position from surrounding students to sitting in the teacher chair.

(4) Data Processing

Based on observation, in data processing T1 used voice variation style with utterance “*yang sudah selesai bisa dikumpulkan di depan*” with intonation fast to slow. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used make eye contact style when check student assignment, T1 looked at the students who come forward to give the results of their work to the teacher. This is accordance with the statement given by the T1 in the five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

Based on observation and interview that have been conducted by the researcher at *wajib* class X.1, T1 used voice variation style when ask student to come forward when have finished doing the teacher assignment and make eye contact style when check student assignment.

In data processing steps, students implement *Profil Pelajar Pancasila* “*Mandiri*” when students are asked to search and write their findings from the internet individually.

c) Closing

Based on observation, in closing T1 used voice variation style with utterance “Have any question?” with intonation low to high. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used body movement style when T1 change position from sitting in the teachers chair to standing in front of the class to review asking and giving opinion material. This is accordance with the statement given by teacher in the eight questions interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak

mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

According to the observation and interview that have been conducted at *wajib* class X.1, T1 used voice variation style when ask to student about the material asking and giving opinion.

In the last step T1 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T1 and students pray together after learning process.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. The result showed T1 used several teaching styles in teaching English such as voice variations, making eye contact and body movement style.

2) Meeting II

The researcher observed the teacher's teaching style in teaching English in the *wajib* class X.1 by T1 on 23 May 2023 in the asking and giving opinion material. The total of students in this class is 33 students.

In this meeting T1 teaches writing and speaking skills in verification and generalization steps. Teaches writing when T1 ask students to make a dialogue by groups according interest students, and teaches speaking when students presenting the result discussion by group.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and *Kreatif* in generalization activity when T1 asks students to presenting the result assignment by discussion with group.

T1 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T1 gives assessment diagnostic when T1 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by grouping.

The teachers teaching style in several learning steps is :

a) Opening

(1) Orientation

Based on observation, in orientation T1 used make eye contact style when check students attendance and when ask students condition one by one. This is accordance with the statement given by the T1 in the five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama

pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.”
(Tuesday, June 13 2023/010).

T1 also used body movement style when change position from walking into the classroom to sitting on the teachers chair. This is accordance with the statement given by teacher in the eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar?Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

According to the observation and interview that have been conducted, T1 used make eye contact style when opening the lesson and body movement style when change position from walking to sitting on the teachers chair.

In orientation steps T1 and students implement *Profil Pelajar Pancasila* “*Beriman Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia*” when T1 and students pray together before learning process.

(2) Apperception

Based on observation, in apperception T1 used voice variation style with the statement “what is your opinion about my uniform?” with intonation low to fast. This is accordance with the statement given by T1 in the second question interview “Apakah ibu

menggunakan nada suara yang berbeda-beda pada saat mengajar?”

(Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used body movement style when T1 changes position from sitting on the teacher chair to surrounding students. This is accordance with the statement given by teacher in the eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar?Apakah ibu lebih banyak mengajar hanya di depan kelas?”

(Tuesday, June 13 2023/015) In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process T1 used voice variation style when ask student used trigger question. T1 also used body movement style when change position on learning process at *wajib* class X.1 on asking and giving opinion material.

In this step T1 gives assessment diagnostic to students used trigger question, T1 will gives mark to students who are active in answering the trigger question from T1.

(3) Motivation

Based on observation, T1 used make eye contact style when T1 ask to student about last material in yesterday week and T1 looked students alternately so that students answer the T1 qusetion.

This is accordance with the statement given by the T1 in the five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

b) Main activity

(1) Verification

Based on observation, in verification T1 teaches writing when asks student to make a dialogue by used voice variation style with utterance “now make a group according interests to make a dialogue about the expression asking and giving opinion” with intonation low to high. This is accordance with the statement given by T1 in the first question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in verification, T1 used voice variation style when ask students to make a group according interest students to create a

dialogue in the teaching and learning process at *wajib* class X.1 on asking and giving opinion material.

(2) Generalization

Based on observation, in generalization T1 used voice variation style with utterance “Give applause please?” with intonation low to high. This is accordance with the statement given by T1 in the first question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used make eye contact style in teaches speaking when called several name student to come to the front of class to presented the results of the discussion that students finished. This is accordance with the statement given by the T1 in the five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process

especially in generalization steps, T1 used voice variation style and make eye contact style when students present the results of discussions with their groups.

In generalization T1 and students implement *Profil Pelajar Pancasila* “*Bernalar kritis dan gotong royong*” when students do assignments from T1 by discussion according interest students.

In generalization step also the teacher gives formative assessment to students. Formative assessments are carried out when students do assignments from the teacher in groups.

c) Closing

Based on observation, in closing T1 used voice variation style with utterance “Thank you all have a nice day” with intonation low to high. This is accordance with the statement given by T1 in the first question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used body movement style when T1 changes position from standing in front of the class to walk left the classroom. This is accordance with the statement given by teacher in the eight question interview “Bagaimana dengan perubahan posisi ibu saat

mengajar?Apakah ibu lebih banyak mengajar hanya di depan kelas?”

(Tuesday, June 13 2023/015) In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing, T1 used voice variation style and body movement style when closing the lesson and left the *wajib* class. X.1.

In the last step, T1 and students implement *Profil Pelajar Pancasila “Beriman Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia”* when T1 and students pray together after learning process at *wajib* class X.1.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. T1 used several teaching styles in teaching English such as voice variations, making eye contact and body movement style.

b. Teaching Style at *Wajib* class X.2

1) Meeting I

The researcher observed the teachers teaching style in teaching English in the X.2 *wajib* class by T1 on 18 May 2023 in the asking and giving opinion material. The total of students in this class is 33 students.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask

students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T1 asks students to search expression asking and giving opinion on internet individually.

T1 also give assessment to student in apperception activity, T1 gives assessment diagnostic when T1 ask to students by trigger question. The teachers teaching style in several learning steps is :

a) Opening

(1) Orientation

Based on observation, in orientation T1 used make eye contact style when T1 checks student attendance one by one, T1 looked at student to make sure the student is there or not. This is accordance with the statement given by teacher in five question interview “*Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?*” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

T1 also used voice variation style with utterance “Andrian please lead the prayer” with intonation low to high. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda

pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview

T1 gives statement:

“Iya, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used body movement style when changes position from walking to standing near the teacher chair. This is accordance with the statement given by teacher in eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar?Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015) In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

According to the observation and interview that have been conducted T1 used voice variation style and body movement style when open the lesson by praying together before starting the learning process. T1 also used make eye contact style when check students attendance in the teaching and learning process at *wajib* class X.2.

In orientation steps, students and T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T1 used voice variation style with utterance “what do you think about this class?” with intonation high to low. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iyah, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used body movement style from standing in front of the class to surrounding the students. This is accordance with the statement given by teacher in eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

In accordance with the observation and interview that have been conducted by researcher especially in apperception T1 used voice variation style and body movement style when ask to student about material with trigger question “what do you think about this class?” at *wajib* class X.2 in the teaching and learning process.

In apperception step, T1 gives a assessment diagnostic to students when T1 asks about material to student used trigger question,

T1 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T1 used make eye contact style when T1 looked at the student who was playing on his handphone and T1 asked the student to give the handphone to T1. This is accordance with the statement given by teacher in five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.”
(Tuesday, June 13 2023/010).

b) Main activity

(1) Stimulation

Based on observation, in stimulation T1 used make eye contact style when T1 explain the material. T1 also modeled how to read the expressions asking and giving opinions and asks one students to read correctly. This is accordance with the statement given by teacher in five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

T1 also used body movement style when T1 say “I” which points to himself and says "think" which points to his head. This is accordance with statemen given by T1 in the seven question interview “Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran?” (Tuesday , June 13 2023/013) in the interview T1 gives statement:

“Iya kadang aku menggunakan bahasa tubuh karena lebih fleksibel dalam memahami materi” (Tuesday, June 13 2023/014).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in stimulation, T1 used make eye contact style and body movement style when explain material asking and giving opinion in learning process at *wajib* class X.2.

(2) Problem Statement

Based on observation, in problem statement T1 used voice variation style when T1 ask to student with utterance “What do you think about Ramdan?” with intonation fast to slow. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda

pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview

T1 gives statement:

“Iyah, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

T1 also used make eye contact style when T1 asks a student about the material asking and giving opinion. This is accordance with the statement given by T1 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iyah, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

According to the observation and interview that have been conducted T1 used voice variation style and make eye contact style when ask to student about material asking and giving opinion in the teaching and learning process at *wajib* class X.2.

(3) Data Collection

Based on observation, in data collection T1 used make eye contact style when T1 ask students to search expressions asking and giving opinions on the internet so T1 give handphone to students. This is accordance with the statement given by teacher in five question interview “Bagaimana kontak pandang yang dilakukan

antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

T1 also used body movement style from surrounding the students to sitting in the teacher's chair. This is accordance with the statement given by teacher in eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in data collection at *wajib* class X.2, T1 used make eye contact style and body movement style when ask students to search the material asking and giving opinion on internet.

(4) Data Processing

Based on observation, in data processing T1 used make eye contact style when student come forward and T1 check students assignment by called name students. This is accordance with the statement given by teacher in five question interview “*Bagaimana*

kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview

T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

In data processing steps, students implement *Profil Pelajar Pancasila “Mandiri”* when students are asked to search and write their findings from the internet individually.

c) Closing

Based on observation, in closing activity T1 used body movement style when changes position from sitting on the teachers chair to stand up and left the classroom. This is accordance with the statement given by teacher in eight question interview “*Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?*” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

In the last step T1 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T1 and students pray together after learning

process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. The result showed that T1 used several teaching styles in teaching English such as voice variations, making eye contact and body movement style.

2) Meeting II

The researcher observed the teachers teaching style in teaching English in the X.2 *wajib* class by T1 on 25 May 2023. The total of students in this class is 33 students.

In this meeting T1 teaches writing and speaking skills in verification and generalization steps. Teaches writing when T1 ask students to make a dialogue by groups according interest students, and teaches speaking when students presenting the result discussion by group.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and *Kreatif* in generalization activity when T1 asks students to presenting the result assignment by discussion with group.

T1 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T1 gives assessment

diagnostic when T1 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by grouping.

The teachers teaching style in several learning steps is :

a) Opening

(1) Orientation

Based on observation, in orientation T1 used body movement style when change position from walking into the classrooms to sitting in the teachers chair. This is accordance with the statement given by teacher in eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In theinterview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

T1 also used make eye contact style when check student attendance T1 looked at students to make sure that students there are or not in the class. This is accordance with the statement given by teacher in five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama

pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.”
(Tuesday, June 13 2023/010).

According to the observation and interview that have been conducted T1 used body movement style and make eye contact style when open the lesson by praying together in the teaching and learning process at *wajib* class X.2 on the material asking and giving opinion.

In orientation steps, students and T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T1 used voice variation style with the utterance “what is your opinion about my uniform?” with intonation low to high. This is accordance with the statement given by T1 in the second question interview “*Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?*”

(Tuesday, June 13th 2023/03) in the interview T1 gives statement:

“Iyah, untuk poin-poin tertentu aku selalu nekenin suara dari rendah ke tinggi dari cepat ke lambat biar siswa mudah memahami” (Tuesday, June 13th 2023/04).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially apperception at X.2 *wajib* class T1 used voice variation

style and make eye contact style when ask to students about the material asking and giving opinion.

In this apperception step, T1 gives a assessment diagnostic to students when T1 asks about material to student used trigger question, T1 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T1 used make eye contact style when ask to several student about last material about asking and giving opinion and T1 looked student alternately. This is accordance with the statement given by teacher in five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

b) Main Activity

(1) Verification

Based on observation, in verification T1 used make eye contact style in teaches writing when T1 ask student to make a group according student interest to make a dialogue. This is accordance with the statement given by teacher in five question interview

“Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

T1 also used body movement style when change position from sitting in the teachers chair to surrounding the students. This is accordance with the statement given by teacher in eight question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015). In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in verification at *wajib* class X.2, T1 used make eye contact style and body movement style when ask student to make a group.

(2) Generalization

Based on observation, in generalization T1 used make eye contact style in teaches speaking when students come to the front of the class to present the assignments and T1 looked the student one

by one to give mark. This is accordance with the statement given by teacher in five question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Tuesday, June 13 2023/09) in the interview T1 gives a statement:

“Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.” (Tuesday, June 13 2023/010).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in generalization at *wajib* class X.2, T1 used make eye contact style when students come to the front of the class to present the assignment the students have done on the asking and giving opinion material.

In generalization step, T1 and students implement *Profil Pelajar Pancasila “Bernalar kritis dan gotong royong”* when students do assignments from T1 by discussion according interest students. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

In this step also the teacher gives formative assessment to students. Formative assessments are carried out when students do assignments from the teacher in groups.

c) Closing

Based on observation, in closing T1 used body movement style when change position from surrounding the students to standing in front of the class then walk out of the class. This is accordance with the statement given by teacher in eight questions interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Tuesday, June 13 2023/015) In the interview T1 gives statement:

“Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus” (Tuesday, June 13 2023/016).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing steps at *wajib* class X.2, T1 used body movement style when close the lesson to left the classroom.

In the last step T1 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T1 and students pray together after learning process.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. The result showed T1 used several teaching styles in teaching English such as voice variations, making eye contact and body movement style.

c. Teaching Style at *wajib* class X.5

1) Meeting I

The researcher observed the teachers teaching style in teaching English at X5 *wajib* class by T2 on 16 May 2023. The total of students in this class is 30 students in asking and giving opinion material.

T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T2 ask students to pray together before and after the learning process, T2 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T2 asks students to search expression asking and giving opinion on internet individually.

T2 also give assessment to student in apperception activity, T1 gives assessment diagnostic when T2 ask to students by trigger question.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T2 used voice variation style with utterance “How do you feel today?” with intonation low to high. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana” (Monday, June 12th 2023/04).

T2 also used make eye contact style when T2 check the attendance students. This is accordance with the statement given by T2 in the fifth question interview *“Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?”* (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used body movement style when change position from walking to sitting in the teacher's chair and prepared herself to start the learning process. This is accordance with the statement given by T2 in the eighth question interview *“Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?”* (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process, T2 used voice variation style and make eye contact style and body movement style when opening the learning process at *wajib* class X.5

In orientation steps, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used voice variation style with utterance “What dou you think about *Ayam geprek?* and do you think *ayam geprek* is a good food? Why?” with intonation fast to slow. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana”
(Monday, June 12th 2023/04).

According to the observation and interview that have been conducted T2 used voice variation style when ask students about

the material used several trigger questions at *wajib* class X.5 in the teaching and learning process.

(3) Motivation

Based on observation, in motivation T2 also used body movement style when T2 change position from sitting in the teachers chair to standing in front of the class to explain learning objectives in asking and giving opinion material. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang
(Monday, June 12th 2023/16).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation T2 used body movement style when explain learning objectives in the asking and giving opinion material.

b) Main Activity

(1) Stimulation

Based on observation, in stimulation T2 used body movement style when T2 pointed to the writing on the blackboard

using her finger. This is accordance with the statement given by T2 in the seventh question interview “Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran?” (Monday, June 12th 2023/13) in the interview T2 gives statement:

“Iyaa, biasanya memang pake gesture ya jadi misalnya kalo menjelaskan itu pake gesture atau body language jadi nggak cuma diem dan tangannya cuma sedakep jadi harus lebih luwes dan lebih santai gitu” (Monday, June 12th 2023/14).

T2 also used make eye contact style when students ask to T2 about the teaching materials asking and giving opinions material. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

According to the observation and interview that have been conducted T2 used body movement style and make eye contact style when gives teaching material asking and giving opinion in the teaching and learning process at *wajib* class X.5.

(2) Problem Statement

Based on observation, in problem statement T2 used body movement style when T2 change position from standing in front of the class to surround the students from the front to the back of the student desk. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in problem statement T2 used body movement style when change position from standing in front of the class to surround the students.

(3) Data Collection

Based on observation, in data collection T2 used body movement style when T2 change position to surround the students from the front to the back of the student desk. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah

ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

(4) Data Processing

Based on observation, in data processing T2 used make eye contact style when students ask about assignment to answer the several question from T2 in asking and giving opinion material independently. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used body movement style when T2 change position from standing behind the student's desk to the front of the class to write down the questions that the student must work on regarding asking and giving opinion material. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah

ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in data processing T2 used make eye contact style and body movement style T2 when give assignment to students in asking and giving opinions material at the *wajib* class X.5.

In data processing steps, students implement *Profil Pelajar Pancasila* “*Mandiri*” and “*Bernalar kritis*” when students are asked to answer several questions regarding asking and giving opinions material.

c) Closing

Based on observation, in closing T2 also used body movement style when T2 changed position from standing to walking out of class. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya

pindah posisi dari depan ke belakang (Monday, June 12th 2023/16)

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing T2 used body movement style when closing the lesson then left the *wajib* class in the teaching and learning process.

In the last step T2 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T2 and students pray together after learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. The result showed T2 used several teaching styles in teaching English such as voice variations, making eye contact and body movement style.

2) Meeting II

The researcher observed the teachers teaching style in teaching English in the X.5 *wajib* class by T2 on 23 May 2023. The total of students in this class is 30 students.

In this meeting T2 teaches speaking skills in verification activity when students presenting the result discussion by group.

T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity

when T2 ask students to pray together before and after the learning process, T2 also implement *Profil Pelajar Pancasila Gotong royong*, *Bernalar kritis* and *Kreatif* in generalization activity when T2 asks students to presenting the result assignment by discussion with group.

T2 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T1 gives assessment diagnostic when T2 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by grouping.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T2 used voice variation style with utterance “How do you feel today?” with intonation low to high. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana”
(Monday, June 12th 2023/04).

T2 also used make eye contact style when T2 check the attendance students, T2 called name students one by one and look students to make sure there are students in the class or not. This is

accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used body movement style when change position from walk to sit in the teacher's chair and prepare herself to start learning. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process, T2 used voice variation style when ask students condition, make eye contact style when check student attendance, and body movement

style when change position in opened the learning process at *wajib* class X.5

In orientation steps, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used voice variation style with utterance “What your opinion about ice tea? and do you think ice tea is a good drink? why?” with intonation fast to slow. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana”
(Monday, June 12th 2023/04).

According to the observation and interview that have been conducted T2 used voice variation style when ask students about yesterday material at *wajib* class X.5 in the teaching and learning process.

(3) Motivation

Based on observation, in motivation T2 used body movement style when T2 change position from sitting in the teacher's chair to standing in front of the class to explain learning objectives in asking and giving opinion material. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation T2 used body movement style when change position from sitting in the teacher's chair to standing in front of the class to explain learning objectives in asking and giving opinion material at *wajib* class X.5.

b) Main Activity

(1) Verification

Based on observation, in verification T2 teaches speaking skills students when T2 divide groups of students and students present the result discussion in front of class by group about a

dialogue asking and giving opinion. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used body movement style when T2 changed the position from stand in front of the class to surround the students. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16)

According to the observation and interview that have been conducted T2 used make eye contact style and body movement style when students present the results of discussions in groups in

front of the class at *wajib* class X.5 in the teaching and learning process.

In verification step, T2 and students implement *Profil Pelajar Pancasila “Bernalar kritis dan gotong royong”* when students do assignments and present the results by discussion according interest students.

In this step, T2 also gives formative assesment to student when student present the assignment by group.

(2) Generalization

Based on observation, in generalization T2 used voice variation with utterance T2 also used voice variation style with the statement “Aris...Ariss! *Kenapa?*” with intonation high to slow. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana”
(Monday, June 12th 2023/04).

T2 also used make eye contact style when T2 reprimand students who do not focus on learning. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama

proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in generalization at X.5, T2 used voice variation style and make eye contact style when reprimand students.

c) Closing

Based on observation, in closing T2 also used body movement style when T2 changed position from standing to walking out of class. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16)

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process

especially in closing T2 used body movement style when change position to left the *wajib* class X.5 in closing the learning process.

In the closing T2 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T2 and students pray together after learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. T2 used several teaching styles in teaching English such as voice variations, make eye contact and body movements style.

d. Teaching Style at *wajib* class X.6

1) Meeting I

The researcher observed the teachers teaching style in teaching English in the X.6 *wajib* class by T2 on 16 May 2023 in the asking and giving opinion material. The total of students in this class is 32 students.

T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing step when T2 ask students to pray together before and after the learning process. T2 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T2 asks students to search expression asking and giving opinion on internet individually.

T2 also give assessment to student in apperception activity, T2 gives assessment diagnostic when T2 ask to students by trigger question.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T2 used focusing silence style when T2 entered the classroom and students were still eating when the lunch break was over. This is accordance with the statement given by T2 in the fourth question interview “Apakah ibu pernah dengan sengaja diam tiba-tiba saat kelas mulai tidak kondusif?” (Monday, June 12th 2023/07) in the interview T2 gives statement:

“...biasanya pas saya sudah masuk kelas dan mereka masih rame masih makan pokoknya gak karuan gak langsung siap gitu itu biasanya saya diem dulu dan saya gak akan memulai pelajaran dulu, jadi biar mereka juga sadar kalo guru sudah masuk kelas dan harus melanjutkan proses KBM. (Monday, June 12th 2023/08).

T2 also used make eye contact style when T2 looked at the students who were still eating and not ready to study. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye

contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used voice variation style with the statement “*Gimana mau belajar ngga ini?*” with intonation fast to slow. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana” (Monday, June 12th 2023/04).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T2 used focusing silence style, make eye contact style and voice variation style when entered classroom and student still eating and not ready to study.

In orientation step, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used voice variation style with the statement “What do you think about *Ayam geprek?*” with intonation fast to slow. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana”
(Monday, June 12th 2023/04).

According to the observation and interview that have been conducted by researcher T2 used voice variation style when ask students about material used trigger question in the teaching and learning process at *wajib* class X.6.

(3) Motivation

Based on observation, in motivation T2 used make eye contact style when T2 saw and answer *salam* several students who had just entered the class after the break was over. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja

atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation T2 used make eye contact style when saw and answer *salam* several students who had just entered the class after the break was over.

b) Main Activity

(1) Stimulation

Based on observation, in stimulation T2 used body movement style when T2 using body language by pointing with her finger. This is accordance with the statement given by T2 in the seventh question interview “Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran?” (Monday, June 12th 2023/13) in the interview T2 gives statement:

“Iyaa, biasanya memang pake gesture ya jadi misalnya kalo menjelaskan itu pake gesture atau body language jadi nggak cuma diem dan tangannya cuma sedapek jadi harus lebih luwes dan lebih santai gitu” (Monday, June 12th 2023/14).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in stimulation T2 used body movement style when used gesture in teaching process at *wajib* class X.6.

(2) Problem Statement

Based on observation, in problem statement T2 used body movement style when T2 changes position from standing in front of the student to surrounding the student from front to back. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16)

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in problem statement T2 used body movement style when changes position from standing in front of the student to surrounding the student from front to back.

(3) Data Collection

Based on observation, in data collection T2 used body movement style when T2 use body language by pointing students with fingers to ask student answer the task individually. This is accordance with the statement given by T2 in the seventh question interview “Apakah selama pembelajaran ibu menggunakan bahasa

tubuh dalam menjelaskan materi pembelajaran?” (Monday, June 12th 2023/13) in the interview T2 gives statement:

“Iyaa, biasanya memang pake gesture ya jadi misalnya kalo menjelaskan itu pake gesture atau body language jadi nggak cuma diem dan tangannya cuma sedapek jadi harus lebih luwes dan lebih santai gitu” (Monday, June 12th 2023/14).

T2 also used make eye contact style when students ask to T2 about the assignment individually. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

According to the observation and interview that have been conducted by researcher T2 used make eye contact style and body movement style when ask student to answer the task individually in the teaching and learning process at *wajib* class X.6.

(4) Data Processing

Based on observation, in data processing T2 used body movement style when T2 change position from standing around the students to sitting in the teacher's chair. This is accordance with

the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16)

T2 also used make eye contact style when T2 ask students to come the front of the class when student finished do assignment individually from T2. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in data processing T2 used make eye contact style and body movement style when ask students to come to the front of the class individually at *wajib* class X.6.

In data processing steps, students *implement Profil Pelajar Pancasila “Mandiri”* when students are asked to to come to the front of the class individually.

c) Closing

Based on observation, in closing T2 used body movement style when T2 change position from standing to walking out of the classroom. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

According to the observation and interview that have been conducted by researcher T2 used body movement style when closing the lesson in the teaching and learning process at *wajib* class X.6 in the asking and giving opinion material.

In closing T2 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T2 and students pray together after learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. The result showed T2 used several teaching styles in teaching English such as voice variations, focusing silence, make eye contact and body movement style.

2) Meeting II

The researcher observed the teachers teaching style in teaching English in the X.6 *wajib* class by T2 on 23 May 2023 in the asking and giving opinion material. The total of students in this class is 32 students.

T2 teaches speaking skill to students when ask students to presenting the asking and giving opinion material by group according students interest.

In this meeting, *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* implemented in orientation and closing activity when T2 ask students to pray together before and after the learning process. *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and *Kreatif* also implemented by T2 in generalization activity when T1 asks students to presenting the result assignment by discussion with group.

T2 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T2 gives assessment diagnostic when T2 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by group.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T2 used voice variation style with utterance “How do you feel today?” with intonation low to high. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana” (Monday, June 12th 2023/04).

T2 also used make eye contact style when T2 check the attendance students. This is accordance with the statement given by T2 in the fifth question interview “*Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?*” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used body movement style when change position from walking to sitting in the teacher's chair and prepared herself to start the learning process. This is accordance with the statement

given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process, T2 used voice variation style when student attendance, make eye contact style when check students attendance and body movement style when change position from walking to sitting in the teacher's chair at *wajib* class X.6 in opening the learning process activity.

In orientation step, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used voice variation style with the statement “What do you think about *Ayam*

geprek?” with intonation fast to slow. This is accordance with the statement given by T2 in the second question interview “Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?” (Monday, June 12th 2023/03) in the interview T2 gives statement:

“Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana” (Monday, June 12th 2023/04).

According to the observation and interview that have been conducted by researcher T2 used voice variation style when ask students about material used trigger question in the teaching and learning process at *wajib* class X.6.

(3) Motivation

Based on observation, in motivation T2 used make eye contact style when T2 ask to students about the last material, T2 looked several students to answer the question. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation T2 used make eye contact style when ask to students about the last material and T2 looked several students to answer the question.

b) Main Activity

(1) Verification

Based on observation, in verification T2 teaches speaking skill to students and used make eye contact style when T2 ask for help leader class to create a group and then presenting in front of class. This is accordance with the statement given by T2 in the fifth question interview “Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in verification T2 used make eye contact style when T2 ask for help leader class to create a group in the teaching and learning process at *wajib* class X.6.

In verification T2 and students *implement Profil Pelajar Pancasila “Bernalar kritis dan gotong royong”* when students do assignments from T2 by discussion according interest students.

In verification the teacher also gives formative assessment to students. formative assessments are carried out when students do assignments from the teacher in groups.

(2) Generalization

Based on observation, in generalization T2 used make eye contact style when students present the conclusion of assignments the students have and group other. This is accordance with the statement given by T2 in the fifth question interview “*Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?*” (Monday, June 12th 2023/09) in the interview T2 gives statement:

“...kalo memang ada siswa yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu, saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan” (Monday, June 12th 2023/10).

T2 also used body movement style when T2 change position from sitting in the teacher's chair to standing in front of the students. This is accordance with the statement given by T2 in the eighth question interview “*Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya*

di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in generalization T2 used make eye contact style and body movement style when ask students about conclusion the result that student have worked and group other on in the asking and giving opinion material.

c) Closing

Based on observation, in closing T2 used body movement style when T2 change position from standing to walking out of the classroom. This is accordance with the statement given by T2 in the eighth question interview “Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?” (Monday, June 12th 2023/15) in the interview T2 gives statement:

“...kalo menjelaskannya pake ppt memang hanya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya saya pindah posisi dari depan ke belakang (Monday, June 12th 2023/16).

According to the observation and interview that have been conducted by researcher T2 used body movement style when closing the lesson in the teaching and learning process at *wajib* class X.6.

In the last step T2 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T2 and students pray together after learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. T2 used several teaching styles in teaching English such as voice variations, make eye contact and body movements style.

2. Teachers Teaching Style in Teaching English Based on *Merdeka* Curriculum by Theory Baker&Knight (2014) at the tenth grade of SMA Batik 2 Surakarta in Academic Year 2022/2023

The data was collected by the researcher in the form of observation, structured interviews and documentation with the English teachers. The researcher collected data through observation in *wajib* classes X1, X2, X5 and X6 with each class twice in meeting. So that total observation was 8 times, there are on 16 to 29 May 2023. In addition, the researcher also conducted interviewed two English teachers at the tenth grade of SMA Batik 2 Surakarta. This interviewed was conducted on different time, the first with the teacher 1 (T1) on Tuesday June 13rd and the second interview with the teacher 2 (T2) on Monday June 12th, 2023 in the teacher's office at SMA Batik 2 Surakarta. In this interview researcher ask several questions about teachers teaching style in teaching English based on *merdeka* curriculum based on theory Baker (2014). As for implementation *Profil Pelajar Pancasila is Beriman Bertakwa kepada Tuhan yang maha Esa, Mandiri, Bernalar kritis* and *Gotong royong* which is implemented in SMA Batik 2 Surakarta especially at X.1, X.2, X.5 and X6 *wajib* class.

a. Teaching Style at *wajib* class X.1

1) Meeting I

The researcher observed the teachers teaching style in teaching English in the X.1 *wajib* class by T1 on 16 May 2023 in asking and giving opinion material. The total of students in this class is 33 students.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T1 asks students to search expression asking and giving opinion on internet individually.

T1 also give assessment to student in apperception activity, T1 gives assessment diagnostic when T1 ask to students by trigger question. The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T1 used exposition style when T1 prepare students by greeting and praying together. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In theinterview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T1 used exposition style when opening the lesson at *wajib* class X.1 in asking and giving opinion material.

In orientation steps, students and T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(b) Apperception

Based on observation, in apperception T1 used exposition style when T1 ask students using trigger questions. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

T1 also used discussion style when T1 do question and answer with students. T1 asks students "What do you think about this class?" and students answer "Clean, neat, fragrant" and T1 asks students again "Clean? Hmm look at that!" while pointing to the pile of garbage behind the students' seats. This is accordance with the statement given by teacher in eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Tuesday, June 13 2023/021) in the interview T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in apperception T1 used exposition and discussion style when ask to student used in trigger question in teaching and learning process at *wajib* class X.1.

In this step, T1 gives assessment diagnostic to students when T1 asks about material to student used trigger question, T1 will give marks to students who are active in answering trigger questions from the teacher.

(c) Motivation

Based on observation, in motivation T1 used exposition style when T1 explain the learning objectives in asking and giving opinion material. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019)

In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process

especially in motivation T1 used exposition style when explain learning objectives on the asking and giving opinion material.

b) Main activity

(1) Data Processing

Based on observation, in data processing T1 used discussion style when T1 ask students to submit assignments in front of the class, then when the students come forward the students and teacher conduct questions and answers regarding the assignment so that a discussion occurs between the teacher and students. This is accordance with the statement given by teacher in eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Tuesday, June 13 2023/021) in the interview T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

In data processing steps, students implement *Profil Pelajar Pancasila “Mandiri”* when students are asked to search and write their findings from the internet individually.

c) Closing

Based on observation, in closing T1 used exposition style when T1 prepare students to closing the lesson with greetings and praying together. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa

agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing T1 used exposition style when closing the lesson at *wajib* class X.1.

In closing T1 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T1 and students pray together after learning process.

2) Meeting II

The researcher observed the teacher's teaching style in teaching English in the *wajib* class X.1 by T1 on 23 May 2023 in the asking and giving opinion material. The total of students in this class is 33 students.

In this meeting T1 teaches writing and speaking skills in verification and generalization steps. Teaches writing when T1 ask students to make a dialogue by groups according interest students, and teaches speaking when students presenting the result discussion by group.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and

Kreatif in data processing activity when T1 asks students to presenting the result assignment by discussion with group.

T1 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T1 gives assessment diagnostic when T1 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by grouping.

The teachers teaching style in several learning steps is :

a) Opening

(1) Orientation

Based on observation, in orientation T1 used exposition style when T1 prepare students by greeting and praying together. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In theinterview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T1 used exposition style when opening the lesson at *wajib* class X.1 in asking and giving opinion material.

In orientation steps, students and T1 implement *Profil Pelajar Pancasila Beriman Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T1 used exposition style when T1 ask students using trigger questions. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

T1 also used discussion style when T1 do question and answer with students. T1 asks students "What is your opinon about my uniform?" and students answer "Blue, Good" and T1 asks students again "yes blue colour like what?" and students answer “sky, beach” after that T1 connecting with asking and giving opinion material. This is accordance with the statement given by teacher in eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Tuesday, June 13 2023/021) in the interview T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in apperception T1 used exposition style and discussion style when ask to student used in trigger question in teaching and learning process at *wajib* class X.1.

In this step, T1 gives a assessment diagnostic to students when T1 asks about material to student used trigger question, T1 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation in motivation T1 used exposition style when T1 to do ice breaking, students have to connect words into opinion sentences. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

b) Main Activity

(1) Verification

Based on observation, in verification T1 used exposition style in teaches writing when T1 gives a rules to student to make a group. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

(2) Generalization

Based on observation, in generalization T1 used practice style in teaches speaking when T1 ask students to do presentation by a group in front of class. This is accordance with the statement given by the teacher in the thirteenth question interview “Apakah ibu pernah memberikan latihan berupa praktik?” (Tuesday, June 13 2023/025). In the interview T1 gives statement:

“Oh iya kalau untuk praktik dan soal itu kadang ada kadang tidak ada tergantung materinya juga ya mba seperti materi asking and giving opinion itu tadi tidak ada latihan berupa soal tapi langsung saya suruh praktik membaca dialog di depan.” (Tuesday, June 13 2023/026).

In generalization step, T1 and students implement *Profil Pelajar Pancasila “Bernalar kritis dan gotong royong”* when students do assignments from T1 by discussion according interest students.

In generalization step also the teacher gives formative assessment to students. formative assessments are carried out when students do assignments from the teacher in groups.

c) Closing

Based on observation, in closing T1 used exposition style when T1 prepare students to closing the lesson with greetings and praying together. This is accordance with the statement given by the teacher in the tenth question interview “*Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?*” (Tuesday, June 13 2023/019). In theinterview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing T1 used exposition style when closing the lesson at *wajib* class X.1.

In closing T1 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T1 and students pray together after learning process.

b. Teaching Style at *wajib* class X.2

1) Meeting I

The researcher observed the teachers teaching style in teaching English in the X.2 *wajib* class by T1 on 18 May 2023 in the asking and giving opinion material. The total of students in this class is 33 students.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T1 asks students to search expression asking and giving opinion on internet individually.

T1 also give assessment to student in apperception activity, T1 gives assessment diagnostic when T1 ask to students by trigger question. The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T1 used exposition style when T1 opened the lesson with greetings and prepared students by praying together led by T1. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau

petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T1 used exposition style when opening the lesson at X.2 class.

In orientation steps, students and T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T1 used exposition style when T1 ask students using trigger questions. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

According to the observation and interview that have been conducted by researcher T1 used exposition style when ask to

students using trigger question in the teaching and learning process at X.2 class.

In this apperception step, T1 gives a assessment diagnostic to students when T1 asks about material to student used trigger question, T1 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T1 used exposition style when T1 explain the learning objectives in the material that will be explained, namely asking and giving opinions material. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In theinterview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation T1 used exposition style when explain learning objectives in the asking and giving opinion material.

b) Main Activity

(1) Problem Statement

Based on observation, in problem statement T1 used discussion style when T1 conduct questions and answers with students regarding how to use the expression asking and giving opinion material. This is accordance with the statement given by T1 in eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Tuesday, June 13 2023/021) in the interview T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in problem statement T1 used discussion style when conduct question answer with students in the teaching and learning process at X.2 class.

(2) Data processing

Based on observation, in data processing T1 used discussion style when T1 ask students to submit assignments in front of the class, then when the students come forward the students and teacher conduct questions and answers regarding the assignment so that a discussion occurs between the teacher and students. This is accordance with the statement given by teacher in eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas

materi kepada siswa?” (Tuesday, June 13 2023/021) in the interview

T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

In data processing steps, students implement *Profil Pelajar Pancasila “Mandiri”* when students are asked to search and write their findings from the internet individually.

c) Closing

Based on observation, in closing T1 used exposition style when T1 closing the lesson with greetings and preparing students by praying together. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing, T1 used exposition style when closing the lesson at X.2 class.

In the last step T1 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan*

Berakhlak mulia when T1 and students pray together after learning process.

2) Meeting II

The researcher observed the teachers teaching style in teaching English in the X.2 *wajib* class by T1 on 25 May 2023. The total of students in this class is 33 students.

In this meeting T1 teaches writing and speaking skills in verification and generalization steps. Teaches writing when T1 ask students to make a dialogue by groups according interest students, and teaches speaking when students presenting the result discussion by group.

T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T1 ask students to pray together before and after the learning process, T1 also implement *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and *Kreatif* in generalization activity when T1 asks students to presenting the result assignment by discussion with group.

T1 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T1 gives assessment diagnostic when T1 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by group.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T1 used exposition style when T1 opened the lesson with greetings and prepared students by praying together led by T1. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T1 used exposition style when opening the lesson at X.2 class.

In orientation steps, students and T1 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T1 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T1 used exposition style when T1 ask students using trigger questions. This is accordance with the statement given by the teacher in the tenth

question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

According to the observation and interview that have been conducted by researcher T1 used exposition style when ask to students using trigger question in the teaching and learning process at X.2 class.

In this apperception step, T1 gives a assessment diagnostic to students when T1 asks about material to student used trigger question, T1 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T1 used discussion style when T1 ask to students about yesterday material and then students answer the question from students. This is accordance with the statement given by teacher in eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Tuesday, June 13 2023/021) in the interview T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

b) Main Activity

(1) Verification

Based on observation, in verification T1 used exposition style in teaches writing when T1 prepare students to makea groups. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In theinterview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

(2) Generalization

Based on observation, in generalization T1 used practice style in teaches speaking when T1 ask students to present the results of their work in groups in front of the class. This is accordance with the statement given by the teacher in the thirteenth question interview “Apakah ibu pernah memberikan latihan berupa praktik?” (Tuesday, June 13 2023/025). In theinterview T1 gives statement:

“Oh iya kalau untuk praktik dan soal itu kadang ada kadang tidak ada tergantung materinya juga ya mba seperti materi asking and giving opinion itu tadi tidak ada latihan berupa soal tapi langsung saya suruh praktik membaca dialog di depan.” (Tuesday, June 13 2023/026).

T1 also used discussion style when students discuss about the assignment with their groups. This is accordance with the statement given by teacher in eleventh question interview “Apakah ibu

menggunakan diskusi pada saat membahas materi kepada siswa?”

(Tuesday, June 13 2023/021) in the interview T1 gives a statement:

“Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas” (Tuesday, June 13 2023/022).

According to the observation and interview that have been conducted by researcher T1 used exposition style and discussion style when students work on assignments and then present them in front of the class in groups.

In generalization step, T2 and students implement *Profil Pelajar Pancasila “Bernalar kritis dan gotong royong”* when students do assignments from T2 by discussion according interest students.

In this step the teacher also gives formative assessment to students. Formative assessments are carried out when students do assignments from the teacher in groups.

c) Closing

Based on observation, in closing T1 used exposition style when T1 closing the lesson with greetings and preparing students by praying together. This is accordance with the statement given by the teacher in the tenth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Tuesday, June 13 2023/019). In the interview T1 gives statement:

“Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.” (Tuesday, June 13 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in closing, T1 used exposition style when closing the lesson at X.2 class.

c. Teaching Style at *wajib* class X.5

1) Meeting I

The researcher observed the teachers teaching style in teaching English at X5 *wajib* class by T2 on 16 May 2023. The total of students in this class is 30 students in asking and giving opinion material.

T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing activity when T2 ask students to pray together before and after the learning process, T2 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T2 asks students to search expression asking and giving opinion on internet individually.

T2 also give assessment to student in apperception activity, T1 gives assessment diagnostic when T2 ask to students by trigger question.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in orientation T2 used exposition style when T2 prepared students by praying together, throwing away rubbish before starting learning and tidying up their clothes so they are neat and ready to study. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T2 used exposition style when opening the lesson in the teaching and learning process at X.5 class.

In orientation steps, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used exposition style when T2 ask to student using trigger question. This is

accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in apperception T2 used exposition style when ask to student using trigger question in the asking and giving opinion material at X.5 class.

In this apperception step, T2 gives a assessment diagnostic to students when T2 asks about material to student used trigger question, T2 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T2 used exposition style when T2 explain the learning objective asking and giving opinion material. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa

agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

According to the observation and interview that have been conducted by researcher T2 used exposition style when explain learning objectives in the asking and giving opinion material at X.5 class.

b) Main Activity

(1) Data Processing

Based on observation, in data collection T2 used practical work style when T2 gives assignment to student for answer the question essay. This is accordance with the statement given by T2 in the eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Monday, June 12th 2023/021) in the interview T2 gives statement:

“Kalo diskusi itu di materi-materi tertentu ya mba jadi ga di semua materi menggunakan diskusi kalo saya. Misalnya tentang reading hortatory nah hortatory itu kan banyak isu-isu yang mana itu membutuhkan diskusi tapi kalo di materi seperti grammar lah misalnya simple present tense terus ada superlative tidak ada diskusi biasanya langsung saya beri latihan soal” (Monday, June 12th 2023/022)

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in data collection T2 used practical work style when gives assignment to student at X.5 class.

In data processing steps, students implement *Profil Pelajar Pancasila "Mandiri"* when students are asked to do assignment individually.

c) Closing

Based on observation, in closing T2 used exposition style when T2 Prepare students to learn by praying together and greetings. This is accordance with the statement given by T2 in the ninth question interview "Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?" (Monday, June 12th 2023/019) in the interview T2 gives statement:

"Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi". (Monday, June 12th 2023/020).

According to the observation and interview that have been conducted by researcher T2 used exposition style when closing the lesson ny praying together in the teaching and learning process at X.5 class.

In the last step T2 and students implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak mulia* when T2 and students pray together after learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

2) Meeting II

The researcher observed the teachers teaching style in teaching English in the X.5 *wajib* class by T2 on 23 May 2023. The total of students in this class is 30 students.

In this meeting T2 teaches speaking skills in verification step. T2 teaches speaking when students presenting the result discussion by group.

T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing step when T2 ask students to pray together before and after the learning process, T2 also implement *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and *Kreatif* in generalization activity when T2 asks students to presenting the result assignment by discussion with group.

T2 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T1 gives assessment diagnostic when T2 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by group.

The teachers teaching style in several learning steps is :

a) Opening

(1) Orientation

Based on observation, in orientation T2 used exposition style when T2 prepared students by praying together, throwing away rubbish before starting learning and tidying up their clothes so they are neat and ready to study. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T2 used exposition style when opening the lesson in the teaching and learning process at *wajib* class X.5.

In orientation steps, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan

made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used exposition style when T2 ask to student using trigger question. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in apperception T2 used exposition style when ask to student using trigger question in the asking and giving opinion material at *wajib* class X.5.

In this apperception step, T2 gives a assessment diagnostic to students when T2 asks about material to student used trigger question, T2 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T2 used exposition style when T2 explain the learning objective asking and giving opinion material. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

According to the observation and interview that have been conducted by researcher T2 used exposition style when explain learning objectives in the asking and giving opinion material at X.5 class.

b) Main Activity

(1) Verification

Based on observation, in verification T2 used exposition style when T2 ask students to make a group according students interest to make a doalogue. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

T2 also used practice style in teaches speaking when T2 looked at students practice asking and giving opinion dialogues in front of the class in groups. This is accordance with the statement given by T2 in the thirteenth question interview “Apakah ibu pernah memberikan latihan berupa praktik secara langsung mengenai materi yang telah di jelaskan?” (Monday, June 12th 2023/025) in the interview T2 gives statement:

“..... kalo praktik langsung itu tergantung materinya ya mba, misalnya pada materi procedure text itu biasanya nanti itu saya meminta siswa untuk membawa bahan atau alatnya sendiri terus dia akan menjelaskan tutorialnya itu di depan kelas gitu si mba”. (Monday, June 12th 2023/026)

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in verification T2 used exposition and practical style when student do presentation in the front of class by group at *wajib* class X.5 on the asking and giving opinion material.

In this step T2 and students implement *Profil Pelajar Pancasila* “*Bernalar kritis dan gotong royong*” when students do assignments presenting from T2 by discussion group according interest students.

In verification step the teacher also gives formative assessment to students. formative assessments are carried out when students do assignments from the teacher in groups.

c) Closing

Based on observation, in closing T2 used exposition style when T2 prepare students to learn by praying together after learning process and greetings. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

According to the observation and interview that have been conducted by researcher T2 used exposition style when closing the lesson by praying and greetings in the teaching and learning process at *wajib* class X.5.

d. Teaching Style at *wajib* class X.6

1) Meeting I

The researcher observed the teachers teaching style in teaching English in the X.6 *wajib* class by T2 on 16 May 2023 in the asking and giving opinion material. The total of students in this class is 32 students.

T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* in orientation and closing step when T2 ask students to pray together before and after the learning process. T2 also implement *Profil Pelajar Pancasila Mandiri* in data processing activity when T2 asks students to search expression asking and giving opinion on internet individually.

T2 also give assessment to student in apperception activity, T2 gives assessment diagnostic when T2 ask to students by trigger question.

The teachers teaching style in several learning steps is:

a) Opening

(1) Orientation

Based on observation, in opening T2 used exposition style when T2 prepared students by praying together, throwing away rubbish before starting learning and tidying up their clothes so they are neat and ready to study. This is accordance with the statement given by T2 in the ninth question interview *“Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?”* (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in orientation T2 used exposition style when opening the lesson at X.6 class.

In orientation steps, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used exposition style when T2 prepared students by asking students using trigger questions. This is accordance with the statement given by T2 in the ninth question interview *“Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?”* (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in apperception T2 used exposition style when asking to

student used trigger question in the teaching and learning process at X.6 class.

In this apperception step, T2 gives a assessment diagnostic to students when T2 asks about material to student used trigger question, T2 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T2 used exposition style when T2 explains the learning objectives of the asking and giving opinions material so that students can prepare themselves to study the asking and giving opinions material. This is accordance with the statement given by T2 in the ninth question interview *“Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?”*

(Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”.
(Monday, June 12th 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation at X.6 class T2 used exposition style when explain learning objectives in the asking and giving opinion material.

b) Main Activity

(1) Data Processing

Based on observation, in data collection T2 used practical work style when T2 gives assignment to student for answer the question essay. This is accordance with the statement given by T2 in the eleventh question interview “Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?” (Monday, June 12th 2023/021) in the interview T2 gives statement:

“Kalo diskusi itu di materi-materi tertentu ya mba jadi ga di semua materi menggunakan diskusi kalo saya. Misalnya tentang reading hortatory nah hortatory itu kan banyak isu-isu yang mana itu membutuhkan diskusi tapi kalo di materi seperti grammar lah misalnya simple present tense terus ada superlative tidak ada diskusi biasanya langsung saya beri latihan soal” (Monday, June 12th 2023/022)

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process especially in data collection T2 used practical work style when gives assignment to student at X.5 class.

In data processing steps, students implement *Profil Pelajar Pancasila* “*Mandiri*” when students are asked to do assignment individually.

c) Closing

Based on observation, in closing T2 used exposition style when T2 prepared students to end learning by responding to greetings from the teacher. This is accordance with the statement given by T2

in the ninth question interview “*Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?*” (Monday, June 12th 2023/019)

in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in the last steps T2 used exposition style when closing the lesson in the teaching and learning process at X.6 class.

2. Meeting II

The researcher observed the teachers teaching style in teaching English in the X.6 *wajib* class by T2 on 23 May 2023 in the asking and giving opinion material. The total of students in this class is 32 students.

T2 teaches speaking skill to students when ask students to presenting the asking and giving opinion material by group according students interest.

In this meeting, *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa* implemented in orientation and closing activity when T2 ask students to pray together before and after the learning process. *Profil Pelajar Pancasila Gotong royong, Bernalar kritis* and

Kreatif also implemented by T2 in generalization activity when T1 asks students to presenting the result assignment by discussion with group.

T2 also give assessment diagnostic and assessment formatif to student in apperception and generalization activity. T2 gives assessment diagnostic when T2 ask to students by trigger question and gives assessment formatif when student make a dialogue and presenting the result assignment by group.

a) Opening

(1) Orientation

Based on observation, in opening T2 used exposition style when T2 prepared students by praying together, throwing away rubbish before starting learning and tidying up their clothes so they are neat and ready to study. This is accordance with the statement given by T2 in the ninth question interview “*Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?*” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

In accordance with the observation and interview that have been conducted by researcher in the teaching and learning process

especially in orientation T2 used exposition style when opening the lesson at X.6 class.

In orientation steps, students and T2 implement *Profil Pelajar Pancasila Beriman, Bertakwa kepada Tuhan yang Maha Esa dan Berakhlak Mulia* when praying together before starting the learning process. This is also accordance with the lesson plan made by T2 in teaching English in the asking and giving opinion material.

(2) Apperception

Based on observation, in apperception T2 used exposition style when T2 prepared students by asking students using trigger questions. This is accordance with the statement given by T2 in the ninth question interview “*Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?*” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in apperception T2 used exposition style when asking to student used trigger question in the teaching and learning process at X.6 class.

In this apperception step, T2 gives a assessment diagnostic to students when T2 asks about material to student used trigger question, T2 will give marks to students who are active in answering trigger questions from the teacher.

(3) Motivation

Based on observation, in motivation T2 used exposition style when T2 explains the learning objectives of the asking and giving opinions material so that students can prepare themselves to study the asking and giving opinions material. This is accordance with the statement given by T2 in the ninth question interview *“Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?”* (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in motivation at X.6 class T2 used exposition style when explain learning objectives in the asking and giving opinion material.

b) Main Activity

(1) Verification

Based on observation, in verification T2 used exposition style in teaches when T2 ask students to make a group according students interest to make a dialogue asking and giving opinion. This is accordance with the statement given by T2 in the ninth question interview “Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?” (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

T2 also used practice style in teaches speaking when T2 looked at students practice asking and giving opinion dialogues in front of the class in groups. This is accordance with the statement given by T2 in the thirteenth question interview “Apakah ibu pernah memberikan latihan berupa praktik secara langsung mengenai materi yang telah di jelaskan?” (Monday, June 12th 2023/025) in the interview T2 gives statement:

“..... kalo praktik langsung itu tergantung materinya ya mba, misalnya pada materi procedure text itu biasanya nanti itu saya meminta siswa untuk membawa bahan atau alatnya sendiri terus dia akan menjelaskan tutorialnya itu di depan kelas gitu si mba”. (Monday, June 12th 2023/026)

Based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in verification T2 used exposition and practical style when student do presentation in the front of class by group at *wajib* class X.5 on the asking and giving opinion material.

In this step T2 and students implement *Profil Pelajar Pancasila “Bernalar kritis dan gotong royong”* when students do assignments presenting from T2 by discussion group according interest students.

In verification step the teacher also gives formative assessment to students. formative assessments are carried out when students do assignments from the teacher in groups.

c) Closing

Based on observation, in closing T2 used exposition style when T2 prepared students to end learning by responding to greetings from the teacher. This is accordance with the statement given by T2 in the ninth question interview *“Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?”* (Monday, June 12th 2023/019) in the interview T2 gives statement:

“Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi”. (Monday, June 12th 2023/020).

Then based on the observation and interview that have been conducted by researcher in the teaching and learning process especially in the last steps T2 used exposition style when closing the lesson in the teaching and learning process at X.6 class.

From the data above, the researcher analyzed that the statements given by the teacher and those observed by the researcher in the classroom is appropriate and suitable. T2 used several teaching styles in teaching English such as exposition, discussion, practice and practical work.

To see the data more clearly, the researcher illustrated the data by presenting the view of the data within table below:

Table 4. 1 Teachers` Teaching Style

Teacher	Materi	Class	Meet	Skill	Teaching Style used	
					Toenlio Theory	Baker Theory
T1	Asking and Giving opinion	X.1	I	-	V, M, BM	EX, D
			II	Writing Speaking	V, M, BM	EX, P
	Asking and Giving opinion	X.2	I	-	V, M, BM	EX, D
			II	Writing Speaking	V, M, BM	EX, D, P
T2	Asking and Giving opinion	X.5	I	-	V, M, BM	EX, PW
			II	Speaking	V, M, BM	EX, D, P
	Asking and Giving opinion	X.6	I	-	V, FS, M, BM	EX, PW
			II	Speaking	V, M, BM	EX, D, P

B. Discussion

Based on the research findings, the researcher discussed the finding that have been made and obtained using data collecting technique, namely: observation, interview and documentation. The discussion contains teachers teaching style in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta in academic year 2022/2023. The research discussion is as follows:

The Teachers Teaching Style in Teaching English Based on *Merdeka* Curriculum at the tenth grade of SMA Batik 2 Surakarta in Academic Year 2022/2023.

Based on the data findings on this research, the researcher found several variations of teaching style used teacher in teaching English based on *merdeka* curriculum in the classroom learning process. This research explained the teachers teaching style in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta in academic year 2022/2023. The teaching style used by T1 and T2 in teaching English at the tenth grade were different.

Based on observation, interview, documentation, and analysis data by the researcher, the teaching style used by T1 in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta were voice variation style, make eye contact style, body movement style, exposition style, discussion style, and practice style. Meanwhile, the teaching style used by T2 in teaching English based on *merdeka* curriculum at the tenth grade of SMA

Batik 2 Surakarta were voice variation style, focusing silence style, make eye contact style, body movement style, exposition style, discussion style, practice style, and practical work style. These findings were suitable with theory from Toenlio (2012) and theory Baker&Knights (2014).

The first theory is based on Toenlio (2012) there are four teaching style that can be used by teachers in teaching English based on *merdeka* curriculum namely voice variation style, focusing silence style, make eye contact style and body movement style. The second theory is based on Baker&Knights (2014) there are four teaching style can be used by teachers in teaching English based on *merdeka* curriculum namely exposition style, discussion style, practice style and practical work style.

The finding of teachers teaching style in teaching English based on *merdeka* curriculum both of T1 and T2 are in accordance with theory from Toenlio (2012) and theory from Baker&Knights (2014). Based on the data, the researcher that analyze every teacher in teaching English has in every meeting the teacher usually used more one teaching style in teaching English.

Based on the theory from Toenlio (2012) and also based on the interview, observation, and documentation that the researcher has been conducted with T1 and T2 at the tenth grade of SMA Batik 2 Surakarta, the teachers teaching style in teaching English based on *merdeka* curriculum are:

First teaching style is voice variation style, this teaching style was often used by T1 and T2 in teaching English based on *merdeka* curriculum, this is

because with this style can differentiate voice which aims to make it easier for students to understand what the teacher is conveying.

Second teaching style is focusing and silence style, this teaching style used only by T2 in teaching English based on *merdeka* curriculum. this is because this style effective to used in learning process so that student are aware that the teacher has entered the class and must continue leaning process.

Third teaching style is make eye contact style, this teaching style also often used by T1 and T2 in teaching English based on *merdeka* curriculum, according by T1 and T2 this is because make eye contact can be used to convey information and can determine students' attention and understanding so this teaching style is very effective to use.

Fourth teaching style is body movement style, this teaching style also often used by T1 and T2 in teaching English based on *merdeka* curriculum. T1 and T2 used this teaching style in all studies, especially in teaching English. because the teacher changing positions can help attract students' attention where students feel supervised by the teacher so that students can focus on the material during learning.

Based on the theory of BakerKnights (2014) and also based on the observation, interview and documentation that the researcher has been consuacted the teachers teaching style in teaching English based on *merdeka* curriculum are:

First teaching style is exposition style, this teaching style was often used by T1 and T2 in teaching English based on *merdeka* curriculum. In this teaching

style, T1 and T2 explain the material clearly to student with the aim that students can understand the material teachers explains.

Second teaching style is discussion style, this teaching style also used by T1 and T2 in teaching English based on *merdeka* curriculum. Because with discussions teachers and students can find various new ideas and thoughts that can develop insight into something

Third teaching style is practice style, this teaching style used by T1 and T2 in teaching and learning process based on *merdeka* curriculum. This is because with this style the teacher can assess the extent to which students understand the material. According to T1 practice style used in certain material and T2 practice style is one of the style used by the teachers in teaching process when the teacher gives a task to the students based on the materials.

Four teaching style is practical work style, this teaching style used by T1 and T2 in teaching English based on *merdeka* curriculum, this is because the practical work style requires students to learn by using media or tools such as answering questions. With this teaching style, T1 and T2 can also find out the right media and teaching aids that can be used to support the student learning process. T1 used this style not in all material but several material only, meanwhile T2 used this style in all material with the aims students can more understand about the material provided by teacher.

Last teaching style is investigation style, this teaching style has not been used by T1 and T2 in teaching English based on *merdeka* curriculum. According by T1, the investigation of teaching styles has not been given to

tenth graders because there is no suitable material to be used as investigative material. According by T2 this is because learning time is limited with a lot of material that must be studied. Teachers also need a lot of skills to carry it out, and need careful planning to be able to use an investigative style.

From the finding, the researcher can conclude that the teaching styles most often used by T1 and T2 in teaching and learning process are make eye contact style from Toenlio's theory and Exposition style from Baker's theory.

Based on the observation and interview that have been conducted by the researcher it showed that the teaching style most often used by the teachers are make eye contact style and exposition style. It is because make eye contact style and exposition style can help the teacher and also the students in the teaching and learning process. In make eye contact and exposition style can make teacher be easy to transfer the materials to the students. Meanwhile make eye contact and exposition style can be easy to the students because the students can be easy to understand the materials that have been transferring by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

In this section, the researcher presented the conclusion of research about teachers teaching style in teaching English based on *merdeka* curriculum at the tenth grade of SMA Batik 2 Surakarta in academic year 2022/2023. Based on the findings and discussion of the research, the researcher concluded:

In the teaching and learning process the teacher used more than one teaching style in every meeting. Every teacher used different teaching style in the teaching English with the same materials that is asking and giving opinion material at *wajib* classes that are X.1, X.2, X.5, X.6. The teachers' teaching style is different it is because every teacher used the teaching style based on the materials that will be presented by every teacher. The teachers' teaching style also must be adjust with the students' characteristics.

Therefore the researcher believed that the teachers' teaching style in the teaching and learning process will be useful to support the teacher and also students in the teaching and learning English.

According to the *merdeka* curriculum, in the learning process teachers have implemented *Profil Pelajar Pancasila* in the teaching and learning process. The teacher also conducts an assessment based on *merdeka* curriculum, namely formative and summative assessment in the teaching and learning process.

B. Suggestion

After conducted the research and take the conclusion from this research, the researcher gave some suggestions as follows:

1. For English Teachers

From the result of this study, the teacher can be used several teaching style to make the students be more motivated to learning. Because the teacher is the one of important component in education, in teaching process the teacher as the main actor, they should understand the characteristic all of student and give some benefits in English teaching. Consquently, the teacher should implement those teaching styles.

2. For Students

From this study, the researcher suggest the students must be more active and responsive during the teaching process by asking the difficulty, giving opinion and suggest to the teacher when the teaching style is not give some motivation and spirit to study.

3. For Other Researchers

The researcher hopes that this study can provide overview to other researcher in similar research on teachers teaching style in teaching English based on *merdeka* curriculum. In this study, there are many aspect that researcher have not been able to research, hopefully that other researcher will explore more deeply some teachers teaching style in teaching English based on *merdeka* curriculum.

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Appendices 1.
List of Observation

Appendix Observation Checklist

Teacher : I (T1)

Class : X.1

Meeting : I

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	✓	-	✓	✓	✓	-	-	-	-
2.	Apperception	✓	-	-	-	✓	-	-	-	-
3.	Motivation	-	-	-	✓	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	-	✓	-	-	-	-	-
2.	Problem Statement	✓	-	✓	-	-	-	-	-	-
3.	Data Collection	-	-	-	✓	-	-	-	-	-
4.	Data Processing	✓	-	✓	-	-	✓	-	-	-
5.	Verification	-	-	-	-	-	-	-	-	-
6.	Generalization	-	-	-	-	-	-	-	-	-
	Closing	✓	-	-	✓	✓	-	-	-	-

Teacher : I (T1)

Class : X.1

Meeting : II

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	-	-	✓	✓	✓	-	-	-	-
2.	Apperception	✓	-	-	✓	✓	-	-	-	-
3.	Motivation	-	-	✓	-	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	-	-	-	-	-	-	-
2.	Problem Statement	-	-	-	-	-	-	-	-	-
3.	Data Collection	-	-	-	-	-	-	-	-	-
4.	Data Processing	-	-	-	-	-	-	-	-	-
5.	Verification	-	-	✓	-	✓	-	-	-	-
6.	Generalization	✓	-	✓	-	-	-	✓	-	-
	Closing	✓	-	✓	-	✓	-	-	-	-

Teacher : I (T1)

Class : X.2

Meeting : I

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	✓	-	✓	✓	✓	-	-	-	-
2.	Apperception	✓	-	-	✓	✓	-	-	-	-
3.	Motivation	-	-	✓	-	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	✓	✓	-	-	-	-	-
2.	Problem Statement	✓	-	✓	-	-	✓	-	-	-
3.	Data Collection	-	-	✓	✓	-	-	-	-	-
4.	Data Processing	-	-	✓	-	-	✓	-	-	-
5.	Verification	-	-	-	-	-	-	-	-	-
6.	Generalization	-	-	-	-	-	-	-	-	-
	Closing	-	-	✓	-	✓	-	-	-	-

Teacher : I (T1)

Class : X.2

Meeting : II

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	-	-	✓	✓	✓	-	-	-	-
2.	Apperception	✓	-	✓	-	✓	-	-	-	-
3.	Motivation	-	-	✓	-	-	✓	-	-	-
	Main Activity									
1.	Stimulation	-	-	-	-	-	-	-	-	-
2.	Problem Statement	-	-	-	-	-	-	-	-	-
3.	Data Collection	-	-	-	-	-	-	-	-	-
4.	Data Processing	-	-	-	-	-	-	-	-	-
5.	Verification	-	-	✓	✓	✓	-	-	-	-
6.	Generalization	-	-	✓	-	-	-	✓	-	-
	Closing	-	-	✓	-	✓	-	-	-	-

Teacher : II (T2)

Class : X.5

Meeting : I

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	✓	-	-	✓	✓	-	-	-	-
2.	Apperception	✓	-	-	✓	✓	-	-	-	-
3.	Motivation	-	-	-	✓	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	✓	✓	-	-	-	-	-
2.	Problem Statement	-	-	✓	✓	-	-	-	-	-
3.	Data Collection	-	-	✓	-	-	-	-	-	-
4.	Data Processing	-	-	✓	✓	-	-	-	✓	-
5.	Verification	-	-	-	-	-	-	-	-	-
6.	Generalization	-	-	-	-	-	-	-	-	-
	Closing	✓	-	✓	-	✓	-	-	-	-

Teacher : II (T2)

Class : X.5

Meeting : II

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	✓	-	✓	✓	✓	-	-	-	-
2.	Apperception	✓	-	-	-	✓	-	-	-	-
3.	Motivation	-	-	✓	✓	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	-	-	-	-	-	-	-
2.	Problem Statement	-	-	-	-	-	-	-	-	-
3.	Data Collection	-	-	-	-	-	-	-	-	-
4.	Data Processing	-	-	-	-	✓	-	-	-	-
5.	Verification	-	-	✓	✓	✓	✓	✓	-	-
6.	Generalization	✓	-	-	✓	-	-	-	-	-
	Closing	-	-	-	✓	✓	-	-	-	-

Teacher : II (T2)

Class : X.6

Meeting : I

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	✓	✓	✓	-	✓	-	-	-	-
2.	Apperception	✓	-	✓	-	✓	-	-	-	-
3.	Motivation	-	-	✓	-	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	✓	✓	-	-	-	-	-
2.	Problem Statement	-	-	✓	✓	-	-	-	-	-
3.	Data Collection	-	-	✓	✓	-	-	-	-	-
4.	Data Processing	-	-	✓	✓	-	-	-	✓	-
5.	Verification	-	-	-	-	-	-	-	-	-
6.	Generalization	-	-	-	-	-	-	-	-	-
	Closing	-	-	✓	✓	✓	-	-	-	-

Teacher : II (T2)

Class : X.6

Meeting : II

NO	Activities	Kinds of Teaching Style by Toenlio (2012)				Kinds of Teaching Style by Theory Baker&Knights (2014)				
		V	F	E	B	EX	D	P	PW	I
	Opening									
1.	Orientation	✓	-	✓	✓	✓	-	-	-	-
2.	Apperception	✓	-		✓	✓	-	-	-	-
3.	Motivation	-	-	✓	✓	✓	-	-	-	-
	Main Activity									
1.	Stimulation	-	-	-	-	-	-	-	-	-
2.	Problem Statement	-	-	-	-	-	-	-	-	-
3.	Data Collection	-	-	-	-	-	-	-	-	-
4.	Data Processing	-	-	-	-	-	-	-	-	-
5.	Verification		-	✓	✓	-	✓	✓	-	-

6.	Generalization	✓	-	✓	-	-	-	-	-	-	-
	Closing	-	-	✓	✓	✓	-	-	-	-	-

Appendices 2.
Field Note Observation

FIELD NOTE 1**OBSERVATION AT THE TENTH GRADE OF SMA BATIK 2 SURAKARTA IN
ACADEMIC YEAR 2022/2023****A. Field Note 1**

Teacher : Teacher I

Class : X.1

Topic : Asking and Giving opinion

Date : 16 May 2023

Time : 07.45-08.30

Meeting : I

The teaching and learning process start at 07.45-08.30, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and the students answer the greeting. The teacher asked the students condition and pray together in implementation *Profil Pelajar Pancasila yang Beriman bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia*. Before the teaching and learning started, the teacher checks students attendance first. After that the teacher conducts apperception by asking students using trigger questions “what do you think about this class?” and student answer “clean, neat, fragrant” and teacher asks students again “clean? Hmm look at that!” while pointing to the pile of garbage behind the students seats. Then the teacher continues to explain the learning objectives of the asking and giving opinion material.

In the main activitiy, the teacherwrite down several expressions asking and giving opinion, then teacher started the teaching and learning process with explain the material about expression asking and giving opinion. After it was felt that all students had understood, the teacher asked students to look for as many expressions of asking and giving opinions as possible on the internet, then write them down in each student's book and then collect them at the teacher's desk. Students search for expressions on the internet independently, this is in accordance with *mandiri in Profil Pelajar Pancasila*.

At the end of the lesson, the teacher ask to student about the material that has been learned and tgen the teacher evaluates student about today learning and provides comments or suggestions to student regarding the material. Then the teacher closed the lesson by pray together and *salam* and left the classroom.

B. Field Note 2

Teacher : Teacher I

Class : X.1

Topic : Asking and Giving opinion

Date : 23 May 2023

Time : 07.45-08.30

Meeting : II

The teaching and learning process start at 07.45-08.30. The teacher started the meeting by greeting and student answer the greetings. The teacher ask the student condition. After that the teacher check student attendance. Then, the teacher give apperception to the student with the trigger question “what is your opinion about my uniform?” and student answer “good, blue, like beach and sky”. after that, the teacher explains the learning objectives to students.

In the main activity, the teacher Ask students to create groups according to student interests. Then the teacher gives the task to create a dialogue asking and giving opinion. After that, the teacher asked students to make presentations in groups in front of the class. This activity accordance with the *Profil Pelajar Pancasila* “*Gotong royong dan bernalar kritis*”.

After the materials have been explained by th teacher, the teacher asks again to student about the material that has been studied. After that, the teacher do the reflection to student about the feeling after learning the materials, the difficulties of the materials, and then explain the material for the next week. After that, the teacher closed the lesson by pray together and say *salam*.

C. Field Note 3

Teacher : Teacher I

Class : X.2

Topic : Asking and Giving opinion

Date : 18 May 2023

Time : 07.45-08.30

Meeting : I

The teaching and learning process start at 07.45-08.30, the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by greeting and the students answer the greeting. The teacher asked the students condition and pray together in implementation *Profil Pelajar Pancasila yang Beriman bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia*. Before the teaching and learning started, the teacher checks students attendance first. After that the teacher conducts apperception by asking students using trigger questions “what do you think about this class?”. Then the teacher continues to explain the learning objectives of the asking and giving opinion material.

In the main activitiy, the teacher write several expressions asking and giving opinion, then teacher started the teaching and learning process with explain the material about expression asking and giving opinion. After it was felt that all students had understood, the teacher asked students to look for as many expressions of asking and giving opinions as possible on the internet, then write them down in each student's book and then collect them at the teacher's desk. Students search for expressions on the internet independently, this is in accordance with *mandiri in Profil Pelajar Pancasila*.

At the end of the lesson, the teacher ask to student about the material that has been learned and then the teacher evaluates student about today learning and provides comments or suggestions to student regarding the material. Then the teacher closed the lesson by pray together and *salam* and left the classroom

D. Field Note 4

Teacher : Teacher I

Class : X.2

Topic : Asking and Giving opinion

Day : 25 May 2023

Time : 07.45-08.30

Meeting : II

The teaching and learning process start at 07.45-08.30. The teacher started the meeting by greeting and student answer the greetings. The teacher ask the student condition. After that the teacher check student attendance. Then, the teacher give apperception to the student with the trigger question “what is your opinion about my uniform?”. after that, the teacher explains the learning objectives to students.

In the main activity, the teacher Ask students to create groups according to student interests. Then the teacher gives the task to create a dialogue asking and giving opinion. After that, the teacher asked students to make presentations in groups in front of the class. This activity accordance with the *Profil Pelajar Pancasila* “*Gotong royong dan bernalar kritis*”.

After the materials have been explained by th teacher, the teacher asks again to student about the material that has been studied. After that, the teacher do the reflection to student about the feeling after learning the materials, the difficulties of the materials, and then explain the material for the next week. After that, the teacher closed the lesson by pray together and say *salam*.

E. Filed Note 5

Teacher : Teacher II

Class : X.5

Topic : Asking and Giving opinion

Date : 16 May 2023

Time : 10.15 - 11.45

Meeting : I

The teaching and learning process start at 10.15 - 11.45 the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by saying *salam* and the students answer the *salam*. The teacher asked the student condition and asks to pray together before leaning process. After that, teacher check student attendance first. The teacher also said that “before we start our lesson today, please check your table is there any trash or something please take it on your trush”. then, the teacher explains the learning objectives to students

In the main activity, The teacher displayed power point in front of the class, then the teacher displayed the materials in slide power point about the link youtube as teaching materials. After that the teacher asked students to watch the video. Students are asked to study the teaching materials provided by the teacher. After that, the teacher gives several questions regarding the conversation of asking and giving opinions. Students are asked to answer several questions from the teacher independently.

After the materials have been explained by the teacher, the teacher ask to the students about the material that has been learned, and then the teacher evaluates students regarding the material such as exercise asking and giving opinion. After that the teacher close the lesson by praying together and say “Wassalamualaikum warahmatullahi wabarakatuh” and left the classroom.

F. Field Note 6

Teacher : Teacher II

Class : X.5

Topic : Asking and Giving opinion

Date : 23 May 2023

Time : 10.15-11.45

Meeting : II

The teaching and learning process start at 10.15-11.45 the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the student condition and asks to pray together before leaning process. After that, teacher check student attendance first. The teacher also said that “before we start our lesson today, please check your table is there any trash or something please take it on your trush”. then, the teacher explains the learning objectives to students

In the main activity, the teacher Ask students to create groups according to student interests. Then the teacher gives the task to create a dialogue asking and giving opinion. After that, the teacher asked students to make presentations in groups in front of the class. This activity accordance with the *Profil Pelajar Pancasila* “*Gotong royong dan bernalar kritis*”.

At the end of the lesson, the teacher ask again to students about the material that has been studied. After that, the teacher do reflection to students about the feeling after learning the materials, the difficulties of the materials, and then explain the material for the next week. After that the teacher closed the lesson by say thanks and pray together. The teachers prepared herself again in front of the class and left the classroom

G. Field Note 7

Teacher : Teacher II

Class : X.6

Topic : Asking and Giving opinion

Date : 17 May 2023

Time : 12.15-13.45

Meeting : I

The teaching and learning process start at 12.15-13.45 the teacher enters the classroom. When the teacher entered class After seeing the teacher coming, students immediately cleaned the classroom by throwing away food and drink waste and immediately sat down to prepare themselves to study. The teacher just remained silent and not long afterward the teacher opened the lesson by saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the student condition and asks to pray together before leaning process. After that, teacher check student attendance first. The teacher also said that “before we start our lesson today, please check your table is there any trash or something please take it on your trush”. then, the teacher explains the learning objectives to students

In the main activity, The teacher writes teaching materials and examples of asking and giving opinions conversations in the form of YouTube video links on the whiteboard. After that the teacher asked students to watch the video. Students are asked to study the teaching materials provided by the teacher. After that, the teacher gives several questions regarding the conversation of asking and giving opinions. Students are asked to answer several questions from the teacher independently.

After the materials have been explained by the teacher, the teacher ask to the students about the material that has been learned, and then the teacher evaluates students regarding the material such as exercise asking and giving opinion. After that the teacher close the lesson by praying together and say “Wassalamualaikum warahmatullahi wabarakatuh” and left the classroom.

H. Field Note 8

Teacher : Teacher II

Class : X.6

Topic : Asking and Giving opinion

Date : 24 May 2023

Time : 12.15-13.45

Meeting : II

The teaching and learning process start at the teacher enters the classroom and prepares herself in front of the class. The teacher starts the meeting by saying “Assalamualaikum Warrahmatullahi Wabarakatuh” and the students answer the greeting. The teacher asked the student condition and asks to pray together before leaning process. After that, teacher check student attendance first. The teacher also said that “before we start our lesson today, please check your table is there any trash or something please take it on your trush”. then, the teacher explains the learning objectives to students

In the main activity, the teacher Ask students to create groups according to student interests. Then the teacher gives the task to create a dialogue asking and giving opinion. After that, the teacher asked students to make presentations in groups in front of the class. This activity accordance with the *Profil Pelajar Pancasila* “*Gotong royong dan bernalar kritis*”.

At the end of the lesson, the teacher ask again to students about the material that has been studied. After that, the teacher do reflection to students about the feeling after learning the materials, the difficulties of the materials, and then explain the material for the next week. After that the teacher closed the lesson by say thanks and pray together. The teachers prepared herself again in front of the class and left the classroom.

Appendices 3.
Interview Guidline

List of Question Interview

1. What is your tone of voice when explaining lesson material to students?
2. Do you use different tones of voice when teaching?
3. What methods do you use to focus students during learning activities?
4. Have you ever deliberately become silent when class starts to become uncondusive?
5. How is the visual contact made between the teacher and students during the learning process?
6. Why does the teacher make eye contact with students?
7. During learning, do you use body language to explain the learning material?
8. What about changes in mother's position when teaching? Do you mostly teach only in front of the class?
9. Before starting learning, are there any rules that you make for students so that students are ready to learn?
10. How do you prepare students so that students are ready to learn?
11. Do you use discussion when discussing material with students?
12. Do you pay more attention to students who find it difficult to understand the material?
13. Have you ever provided training in the form of direct practice regarding the material that has been explained?
14. Have you ever asked students to express their opinions?
15. After explaining the material, do you give students practice in the form of questions?
16. Have you ever assigned students to do mini research?
17. Do you give students freedom to carry out mini research?

1. Bagaimana nada suara ibu saat menjelaskan materi pelajaran kepada siswa?
2. Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?
3. Bagaimana cara-cara yang digunakan ibu untuk memusatkan siswa saat kegiatan pembelajaran?
4. Apakah ibu pernah dengan sengaja diam tiba-tiba saat kelas mulai tidak kondusif?
5. Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?
6. Mengapa guru melakukan kontak pandang kepada siswa?
7. Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran?
8. Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?
9. Sebelum memulai pembelajaran, adakah peraturan yang ibu buat untuk siswa agar siswa siap untuk belajar?
10. Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?
11. Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?
12. Apakah ibu memberikan perhatian lebih kepada siswa yang merasa kesulitan dalam memahami materi?
13. Apakah ibu pernah memberikan latihan berupa praktik secara langsung mengenai materi yang telah di jelaskan?
14. Pernahkah ibu meminta siswa untuk mengekspresikan pendapat mereka?
15. Setelah menjelaskan materi apakah ibu memberikan latihan berupa soal kepada siswa?
16. Apakah ibu pernah menugaskan siswa untuk melakukan mini research?
17. Apakah ibu memberikan kebebasan pada siswa dalam membuat mini research?

Appendices 4.
Transcript Interview

The Result of Interview the Teacher 1 (T1)

Date : June 13, 2023

Place : Teacher's office at SMA Batik 2 Surakarta

Teacher : T1

01.	Researcher	:	Bagaimana nada suara ibu saat menjelaskan materi pelajaran kepada siswa?
02.	T1	:	Kalo menurut aku dan siswa suara aku keras, jelas dan lantang. Karena setiap aku kasih penjelasan ke siswa aku selau bertanya suara aku keras gak, jelas gak, terlalu cepet gak kalo jelasin materi. Dan mereka jawab kalau suara aku keras, jelas ga terburu-buru jelasinnya jadi mereka bisa memahami materi yang aku sampein ke mereka dengan baik.
03.	Researcher	:	Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?
04.	T1	:	Iyah, untuk poin-poin tertentu aku selalu nekanin suara dari rendah ke tinggi, dari cepet ke lambat biar siswa mudah memahami.
05.	Researcher	:	Bagaimana cara-cara yang digunakan ibu untuk memusatkan siswa saat kegiatan pembelajaran?
06.	T1	:	Aku kasih tahu ke siswa kalau selama pembelajaran dilarang menggunakan HP kecuali ada perintah dari aku buat menggunakan HP. Kalo ada siswa yang bicara sendiri pada saat kegiatan pembelajaran terutama pada saat diskusi biasanya aku tanya ke siswa tersebut apa yang di bahas, kalau gak bisa jawab aku minta siswa tersebut untuk lebih fokus ke pembelajaran.
07.	Researcher	:	Apakah ibu pernah dengan sengaja diam tiba-tiba saat kelas mulai tidak kondusif?
08.	T1	:	Tidak mba belum pernah
09.	Researcher	:	Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?
010.	T1	:	Selama proses pembelajaran kontak pandang/eye contact selalu melihat ke semua sudut/semua siswa agar siswa mendapat perhatian yang sama selain itu juga aku bisa memantau siswa yg fokus dan yang tidak fokus selama pembelajaran dan tidak hanya fokus pada 2-3 siswa saja.
011.	Researcher	:	Mengapa guru melakukan kontak pandang kepada siswa?

012.	T1	:	Agar siswa merasa di hargai saat kegiatan pembelajaran
013.	Researcher	:	Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran?
014.	T1	:	Iya, kadang aku menggunakan bahasa tubuh karena lebih fleksibel dalam memahami materi
015.	Researcher	:	Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?
016.	T1	:	Aku selalu keliling mbak karena siswa kan kalo tidak kita awasi mereka tidak akan fokus
017.	Researcher	:	Sebelum memulai pembelajaran, adakah peraturan yang ibu buat untuk siswa agar siswa siap untuk belajar?
018.	T1	:	Iya ada seperti dilarang main hp saat guru menjelaskan, dilarang keluar masuk kelas sama dilarang membawa makanan ke kelas.
019.	Researcher	:	Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?
020.	T1	:	Ice breaking di awal pembelajaran, berdoa, bertanya pada siswa menggunakan pertanyaan pemantik, memberi rules atau petunjuk siswa dalam proses pembelajaran dan membuat tujuan pembelajaran.
021.	Researcher	:	Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?
022.	T1	:	Iya, kalo aku di semua materi selalu ada diskusi mba jadi biasanya nanti siswa dibagi kelompok lalu siswa mempresentasikan hasilnya di depan kelas”
023.	Researcher	:	Apakah ibu memberikan perhatian lebih kepada siswa yang merasa kesulitan dalam memahami materi?
024.	T1	:	Iya, dengan cara tanya/mendekati siswa tersebut yang belum faham yang mana terus aku jelasin lagi materi yang belum difahami sampai siswa tersebut faham. Kalau siswa tersebut malu bertanya di kelas, aku kasih kesempatan buat tanya ke ruang guru menemui aku dan bertanya sepuasnya sampai faham.
025.	Researcher	:	Apakah ibu pernah memberikan latihan berupa praktik secara langsung mengenai materi yang telah di jelaskan?
026.	T1	:	Oh iya kalau untuk praktik dan soal itu kadang ada kadang tidak ada tergantung materinya juga ya mba

			seperti materi asking and giving opinion itu tadi tidak ada latihan berupa soal tapi langsung saya suruh praktik membaca dialog di depan.
027.	Researcher	:	Pernahkah ibu meminta siswa untuk mengekspresikan pendapat mereka?
028.	T1	:	Selalu, kadang kalau siswa ngasih ide atau pendapatnya akSu acungkan jempol atau aku bilangin good job kadang juga aku kasih nilai.
029.	Researcher	:	: Setelah menjelaskan materi apakah ibu memberikan latihan berupa soal kepada siswa?
030.		:	Iya, tiap selesai penjelasan dan diskusi materi kadang ada latihan berupa soal yang harus dikerjakan siswa baik kelompok/individu.
031.	Researcher	:	Apakah ibu pernah menugaskan siswa untuk melakukan mini research?
032.	T1	:	Selama ini sih di kelas 10 belum mbak, karena masih bingung sama materi apa. Tapi kalo yang berkaitan sama materi pembelajaran kelas 12 pernah kaya materi Procedure text kelas 12, aku pernah minta siswa bikin beberapa percobaan hydrophobic plant, terus ada lagi limbah air kotor jadi bersih bisa dipake buat cuci piring/baju dengan menggunakan metode STEM.
033.	Researcher	:	Apakah ibu memberikan kebebasan pada siswa dalam membuat mini research?
034.	T1	:	Iya kadang saya beri kebebasan tema agar nanti kemampuan yang dimiliki siswa itu terlihat oh anak ini memiliki kemampuan seperti ini

The Result of Interview the Teacher 2 (T2)

Date : June 12, 2023

Place : Teacher's office at SMA Batik 2 Surakarta

Teacher : T2

01.	Researcher	:	Bagaimana nada suara ibu saat menjelaskan materi pelajaran kepada siswa?
02.	T2	:	Kalo waktu menjelakan itu kan biasanya kan kalau awal-awal itu lebih pelan ya mba kemudian temponya lebih banyak stressing di materi yang sekiranya penting. Misalnya kayak jelasin procedure itu nanti waktu menjelaskan seperti misalnya goals, generic structure seperti itu kan biasanya lebih ada stressnya gitu. Misalnya what is the goals of the text? Jadi kayak ada stress nya di bagian bagian tertentu. Kalo masih awal-awal itu masih pelan memang menjelaskan materi itu kan harus pelan-pelan, tapi kalo setelah itu mereka sudah bisa mengikuti itu bisa lebih cepet lagi kayak mereka kan udah paham materi nya jadi tinggal review aja jadi langsung masuk ke latihan
03.	Researcher	:	Apakah ibu menggunakan nada suara yang berbeda-beda pada saat mengajar?
04.	T2	:	Iya, kadang menggunakan nada tinggi ke rendah kadang juga nada pelan ke cepet tergantung sikonnya gimana
05.	Researcher	:	Bagaimana cara-cara yang digunakan ibu untuk memusatkan siswa saat kegiatan pembelajaran?
06.	T2	:	Kalo misalnya mereka lagi ngomong sendiri sama temennya biasanya langsung saya panggil namanya . misalnya Dani, dani kenapa kok rame? Atau gak biasanya langsung tak suruh jawab pertanyaan yang ada hubungannya dengan materi yang sudah saya jelaskan gitu misalnya di bagian generic structure sudah saya jelakan terus si dani itu rame tak tanyain coba dani tadi generic structure dari procedure text itu apa what is generic structure of procedure text? Terus otomatis kan si dani itu akan bisa lebih fokus dan ga berani untuk ngomong sendiri ya
07.	Researcher	:	Apakah ibu pernah dengan sengaja diam tiba-tiba saat kelas mulai tidak kondusif?
08.	T2	:	Pernah biasanya kalo misalnya baru masuk kelas terus pas saya sudah masuk posisi sudah di kelas dan

			mereka masih rame masih makan pokoknya gak karuan gak langsung siap gitu itu biasanya saya diem dulu. Saya diem terus kalo mereka sudah mulai sadar itu saya gak memulai pelajaran gitu biasanya baru saya mulai. Gimana ini mau pelajaran atau gak? Kalau tetep mau istirahat ya istirahat aja gitu jadi biar mereka juga sadar kalo guru sudah masuk kelas dan harus melanjutkan proses KBM.
09.	Researcher	:	Bagaimana kontak pandang yang dilakukan antara guru dengan siswa selama proses pembelajaran?
010.	T2	:	Biasanya kalo ada siswa yang memang ada yang bertanya mau gak mau kan harus fokus ke dia kan, kalo pas menjelaskan pun saya eye contact nggak cuma ke siswa tertentu ya. Maksudnya kan ada ya yang eye contact nya ke siswa yang pintar aja tapi kadang siswa itu kalo kita memperhatikan dia itu kan dia lebih merasa kalo dia di hargai itu kan biasanya itu saya tetep eye contact sama semuanya jadi nggak cuma yang depan aja atau duduk tengah. Jadi yang duduk depan sampe belakang pun saya perhatikan
011.	Researcher	:	Mengapa guru melakukan kontak pandang kepada siswa?
012.	T2	:	Kalo saya tujuannya agar mereka merasa dihargai maksudnya kalo mereka sadar oh guru ini kok sering ngelihatin aku ya waktu jelasin , ya biasalah mba misalnya ada orang yang ngajak ngomong kalo melakukan eye contact itu kan rasa nya lebih dihargai. Jadi kalo menjelaskan ke siswa pun begitu kalo mereka merasa dihargai mereka bakal ngerasa fokus dan lebih memperhatikan materi yang saya sampaikan gitu.
013.	Researcher	:	Apakah selama pembelajaran ibu menggunakan bahasa tubuh dalam menjelaskan materi pembelajaran?
014.	T2	:	Iyaa, biasanya memang pake gesture ya jadi misalnya kalo menjelaskan itu pake gesture atau body language jadi nggak cuma diem dan tangannya cuma sedakep misalnya atau posisi siap itu kan aneh ya jadi harus lebih luwes dan lebih santai gitu kan. Kadang kan kalo kita yang menggunakan gesture atau body language itu orang yang melihat kita itukan kesanya lebih nyaman dan lebih enak
015.	Researcher	:	Bagaimana dengan perubahan posisi ibu saat mengajar? Apakah ibu lebih banyak mengajar hanya di depan kelas?

016.	T2	:	Kalo saya biasanya kalo menjelaskannya pake ppt memang hanaya di depan karna kan gonta ganti slide ya jadi di depan. Tapi kalo saya menjelaskan materinya ada di lks atau buku itu biasanya santai ke belakang pun saya pindah ke belakang, jadi saya ga cuma di depan tapi ke belakang juga soalnya kan mengontrol siswa juga yang di belakang itu kalo nggak kita tengok ke belakang biasanya ga fokus gitu mesti ngapain kayak mainan hp atau ngobrol sendiri
017.	Researcher	:	Sebelum memulai pembelajaran, adakah peraturan yang ibu buat untuk siswa agar siswa siap untuk belajar?
018.	T2	:	Ada iya mba biasanya aturan atau tata tertib di kelas saya itu pertama masuk kelas harus tepat waktu, kedua tidak boleh berkelahi di dalam maupun di lingkungan sekolah, lalu tidak boleh ribut sendiri saat guru menjelaskan dan lain lain. Dan biasanya saya ngejelasin itu semua itu di awal meeting semester baru, jadi nggak setiap pertemuan aku ngejelasin aturan yang tadi gitu mba.
019.	Researcher	:	Bagaimana cara ibu mempersiapkan siswa agar siswa siap untuk belajar?
020.	T2	:	Kalo saya pada saat sebelum dimulai pembelajaran saya minta siswa untuk membuang sampah dulu diluar terus merapikan baju siswa biar enak diliatnya terus dilanjut berdoa bersama, menjelaskan tujuan pembelajaran juga, memandu siswa dalam proses pembelajaran sama bertanya pada siswa menggunakan pertanyaan pemantik. Mungkin itu dulu aja nanti saya kabarin lagi kalau ada yang ingat lagi.
021.	Researcher	:	Apakah ibu menggunakan diskusi pada saat membahas materi kepada siswa?
022.	T2	:	Kalo diskusi itu di materi-materi tertentu ya mba jadi ga di semua materi menggunakan diskusi kalo saya. Misalnya tentang reading hortatory nah hortatory itu kan banyak isu-isu yang mana itu membutuhkan diskusi tapi kalo di materi seperti grammar lah misalnya simple present tense terus ada superlative tidak ada diskusi biasanya langsung saya beri latihan soal
023.	Researcher	:	Apakah ibu memberikan perhatian lebih kepada siswa yang merasa kesulitan dalam memahami materi?
024.	T2	:	Iyaa biasanya kalo siswa yang belum mengerti kadang syaa tanya atau maju itu gabisa jawab memang saya

			jelaskan lagi. Misalnya pada materi presentase, dan dia menjawab ada verb nya yang salah nah itu saya jelaskan lagi
025.	Researcher	:	Apakah ibu pernah memberikan latihan berupa praktik secara langsung mengenai materi yang telah di jelaskan?
026.	T2	:	Iyaa biasanya saya kasih materi langsung saya kasih exercise. Tapi kalo praktik langsung itu tergantung materinya ya mba, misalya pada materi procedure text itu biasanya nanti itu saya meminta siswa untuk membawa bahan atau alatnya sendiri atau kelompok lah kaya siswa mau bikin tutorial kemarin itu “how to open and close laptop” nanti siswa itu akan bawa laptop ke kelas dan dia akan menjelaskan tutorialnya itu di depan kelas gitu si mba.
027.	Researcher	:	Pernahkah ibu meminta siswa untuk mengekspresikan pendapat mereka?
028.	T2	:	Ya biasanya setelah diskusi itu si mba jadi misalnya ada topik dari hortatory exposition misalnya smart font harus di band nah biasanya itu kan biasanya harus diskusi dulu terus baru saya tanya misal dari argument yang pro itu gimana menurutmu menurut kelompok ini gimana. Jadi seperti presentasi tapi konteksnya lebih ke reading
029.	Researcher	:	Setelah menjelaskan materi apakah ibu memberikan latihan berupa soal kepada siswa?
030.	T2	:	Untuk soal pasti ada di setiap materi, jadi urutannya materi dulu baru exercise biasanya penilaiannya itu ada yang induktif dan kelompok baru setelah itu baru masuk ke exam. Jadi setiap chapter atau setiap materi itu pasti saya berikan exercise.
031.	Researcher	:	Apakah ibu pernah menugaskan siswa untuk melakukan mini research?
032.	T2	:	Belum mba, kalo itu belum pernah saya
033.	Researcher	:	Apakah ibu memberikan kebebasan pada siswa dalam membuat mini research?
034.	T2	:	Belum juga

Appendices 5.
Documentation of ATP & Lesson Plan

MODUL AJAR BAHASA INGGRIS KELAS X

Sekolah	: SMA BATIK 2 SURAKARTA
Penyusun	: Cynthia Laksmi Dewi,M.Pd
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	:X/Dua
Materi	: Asking and Giving Opinion
Alokasi Waktu	: 4jp
Fase CP	: E
Capaian Pembelajaran:	1. Menyimak-Berbicara (Listening-Speaking) 2. Menulis-Mempresentasikan (Writing-Presenting)

Kompetensi Awal : - Siswa telah memahami tentang bagaimana menyusun sebuah kalimat sederhana. - Siswa telah memahami penggunaan subjek dan to be.	
Asesmen Individu & Kelompok Jenis: Unjuk Kerja & Tertulis	Sarana Dan Prasarana Pembelajaran menggunakan media/Alat: Buku paket, HP, Jaringan Internet, Papan tulis
Target Peserta Didik Peserta didik reguler/toipikal/umum	
Model Pembelajaran: Discovery Learning	
Profil Pelajar Pancasila 1. Beriman, bertakwa kepada Tuhan Yang Maha Esa dan berakhlak Mulia Peserta didik melakukan berdoa bersama sebelum belajar dan sesudah belajar 2. Kreatif Peserta didik merangkai percakapan secara kreatif sesuai dengan materi 3. Bernalar kritis Peserta didik mampu memberikan pendapat disertai alasan tentang suatu hal atau fenomena 4. Bergotong royong Peserta didik bekerja sama merangkai percakapan secara kelompok Peserta didik bekerja sama mempraktekan percakapan dalam kelompok	

KOMPONEN INTI	
Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Diperdengarkan beberapa Asking and Giving Opinion Text lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri. 2. Peserta didik mampu menyusun Asking and Giving OpinionText lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya. 3. Peserta didik mampu mempresentasikan Asking and Giving Opinion Text lisan di hadapan kelas dengan penuh tanggungjawab. 4. Disediakan Asking and Giving Opinion Text tulis, pesertadidik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri. 5. Peserta didik mampu membuat Asking and Giving Opinion Text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
Pemahaman Bermakna	<p>Setelah mempelajari modul ini, peserta didik mengetahui:</p> <ol style="list-style-type: none"> 1. Penggunaan jenis Asking and Giving Opinion Text di dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya. 2. Dalam pekerjaan di masa depan, Asking and Giving Opinion Text digunakan saat berdiskusi dan memberikan pendapat dengan orang lain.
Pertanyaan Pemantik	<ol style="list-style-type: none"> 1. What do you think about this class? 2. What your opinion about my outfit?

Asesmen	<p>Asesmen Diagnostik</p> <ol style="list-style-type: none">1. What do you think about this class?2. What your opinion about my outfit? <p>Asesmen Formatif</p> <p>Membuat dialog sederhana mengenai asking and giving opinion sesuai kelompok.</p> <p>Asesmen Sumatif</p> <p>Penilaian UAS</p>
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KEGIATAN PEMBELAJARAN
Kegiatan Pendahuluan (35)
<ul style="list-style-type: none"> • Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). • Peserta didik diberikan pertanyaan pemantik. • Peserta didik diberi teks asking and giving opinion. • Menyampaikan pembelajaran hari ini. • Guru menyampaikan tujuan pembelajaran dan manfaat pembelajaran dalam kehidupan sehari-hari.
Kegiatan Inti
<ul style="list-style-type: none"> • Guru menjelaskan materi mengenai asking and giving opinion serta memberikan contoh ungkapan dengan menuliskan di papan tulis. • Guru memberikan contoh praktik secara langsung/pelafalan dari ungkapan yang sesuai dengan asking and giving opinion tersebut (<i>Stimulation</i>) • Peserta didik diberikan kesempatan untuk bertanya dan menyampaikan pendapat mengenai materi asking and giving opinion yang telah dijelaskan (<i>Problem Statement</i>) • Peserta didik diminta untuk menemukan contoh ungkapan asking and giving opinion di Internet (<i>Data Collection</i>) • Peserta didik menuliskan hasil temuan tentang asking and giving opinion serta mampu membedakan antara ungkapan asking atau giving opinion (<i>Data Processing</i>) • Peserta didik dibagi menjadi beberapa kelompok untuk membuat dialog yang mencakup ungkapan asking and giving opinion • Peserta didik mempresentasikan hasil diskusi kelompok di depan kelas dan kemudian ditanggapi oleh kelompok lain (<i>Verification</i>) • Setiap kelompok mampu memberikan kesimpulan hasil diskusi masing-masing kelompoknya (<i>Generalization</i>)
Kegiatan Penutup
<ol style="list-style-type: none"> 1. Guru bersama peserta didik menyimpulkan bersama tentang materi yang telah dipelajari. 2. Melakukan refleksi bersama peserta didik tentang kegiatan pembelajaran yang telah dilakukan. 3. Menyampaikan informasi tentang rencana kegiatan pembelajaran selanjutnya. 4. Mengucapkan salam penutup
Pengayaan dan Remedial

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran berupa penambahan bacaan dari jenis teks dengan membandingkan persamaan dan perbedaan dua jenis teks serupa untuk memperkaya pengetahuan.

Remedial

Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran berupa pembelajaran ulang atau asesmen ulang
Asesmen yang akan diberikan untuk remedial adalah asesmen yang serupa dengan asesmen yang telah dikerjakan dengan judul teks dan soal yang berbeda.

GLOSARIUM**DAFTAR PUSTAKA**

<https://englishadmin.com/2020/07/contoh-soal-asking-and-giving-opinion-dan-jawabannya.html>

<https://www.kompas.com/skola/read/2022/06/10/160000869/asking-and-giving-opinion--pengertian-contoh-kalimat-dan-dialognya>

<https://www.ef.co.id/englishfirst/kids/blog/penjelasan-asking-and-giving-opinion-dalam-bahasa-inggris/>

<https://www.english-academy.id/blog/asking-and-giving-opinion>

Mengetahui,

Surakarta, 03 July 2023

Kepala SMA BATIK 2 Surakarta

Guru Bahasa Inggris

Joko Sumarsono S.Pd., M.Pd

Chynthia Laksmi Dewi M.Pd.

Materi Asking and Giving Opinion

Asking for Opinion

1. What do you think about..?
2. What's your opinion about....?
3. How do you feel about....?
4. Where do you stand the question of....?
5. What's your reaction about.....?
6. What is your point of view on...?

Giving Opinion

1. I think.....
2. As far as i concerned.....
3. To my mind.....
4. I believe that.....
5. As i see it.....
6. In my point of view.....
7. In my opinion.....
8. From my point of view.....
9. I am of the point of view.....
10. My personal view is that.....

Task 1. Answer these questions orally.

1. What do you think about this class?
2. What your opinion about my outfit?

Task 2. Listen to these text and dialog read by your teacher. Listening Script

Example 1

Mona : “Do you think I should go to Loisa’s birthday party?”

Lisa : “Sure, she invites you too”

Mona : “But I don’t know what should I wear”

Lisa : “You have many beautiful clothes. I think this red dress is beautiful”
Mona : “Oh no. Not that red one. That’s belong to my sister”

Lisa : “What do you think about this white dress?”

Mona : “I think it looks too pale for my skin”

Lisa : “You are right”

Mona : “My mom bought me this blue silk dress. Do you think it looks good on me?”

Lisa : “I think it’s perfect!”

Example 2

Vic : Hi Kev, have you heard about the new bakery store?
Kev : Yes, I have
Vic : What do you think about it?
Kev : Personally, I think the flavor is little bit too sweet
Vic : Hmm, I disagree with you.
Kev : Then, what is your point of view?
Vic : In my opinion the cake and bread is delicious.
Kev : Fair enough, As far as I am concerned they're still new so they can still develop.
Vic : Yes, I totally agree with you.

Task 3. Learners create a simple dialog about the expression asking and giving opinion in group

YAYASAN PENDIDIKAN BATIK SURAKARTA
SMA BATIK 2 SURAKARTA
TERAKREDITASI : A

Email: smabatik2surakarta@gmail.com website: www.smabatik2solo.sch.id
Jl. Sam Ratulangi 86 Telp/Fax. (0271) 710887 Surakarta 57143

IDENTITAS

Mata Pelajaran : Bahasa Inggris

Penyusun : Dhevi Arifanita M.Pd

Tahun Penyusunan : 2022

Jenjang / Kelas : SMA / X

Alokasi Waktu : 45 Menit X 2JP

Fase CP : E

Dimensi CP : 1. Menyimak - Berbicara (Listening-Speaking)

KOMPETENSI AWAL

1. Siswa telah memahami conversational sederhana
2. Siswa telah memahami cara bertanya dan merespon dalam percakapan

PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

MODEL PEMBELAJARAN

Model Pembelajaran:

- Discovery learning
- Tatap Muka
- Diskusi

ASESMEN

Individu & Kelompok

Jenis: Unjuk Kerja & Tertulis

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:Laptop/komputer, LCD, Video, Audio, HP, Jaringan Internet, Speaker

TUJUAN PEMBELAJARAN

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Peserta didik mampu menangkap inti dari pembicaraan meminta dan memberi pendapat dan pikiran dengan orang lain dengan kritis
2. Peserta didik dapat menganalisis unsur kebahasaan teks interaksi transaksional dengan ungkapan pendapat dan pikiran dengan kritis
3. Peserta didik mampu mengemukakan pendapat dengan ungkapan meminta dan memberi pendapat dan pikiran kepada orang lain baik lisan maupun tulisan dengan santun

PERTANYAAN PEMANTIK

1. What do you think about Ayam geprek?
2. Do you think ayam geprek is a good food? Why?
3. What your opinion about ice tea?
4. Do you think ice tea is a good drink? Why?

LEARNING ACTIVITY (1st Meeting)

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



	<p>- <i>What do you think about Ayam geprek?</i></p> <p>- <i>Do you think ayam geprek is a good food? Why?</i></p> <p>3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</p> <p>4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.</p>
<p>Kegiatan Inti (70 Menit)</p>	<ol style="list-style-type: none"> 1. Stimulation <ul style="list-style-type: none"> - Guru memberikan bahan ajar berupa link video kepada peserta didik mengenai percakapan Giving and Asking Opinion. https://www.youtube.com/watch?v=XEYgZ_NJDd4&t=181s - Peserta didik berlatih secara mandiri mengucapkan Giving and Asking Opinion. 2. Problem Statement <ul style="list-style-type: none"> - Peserta didik mengamati video percakapan tentang Giving and Asking Opinion https://www.youtube.com/watch?v=XEYgZ_NJDd4&t=181s 3. Data Collection <ul style="list-style-type: none"> - Peserta didik menelaah bahan ajar yang diberikan guru untuk dipelajari secara mandiri. 4. Data Processing <ul style="list-style-type: none"> - Peserta didik menganalisis sebuah video tentang Asking and Giving Opinion dengan menjawab 6 pertanyaan berkaitan dengan fungsi sosial, struktur teks dan unsur kebahasaan Asking and Giving Opinion https://www.youtube.com/watch?v=XEYgZ_NJDd4&t=181s

**Kegiatan
Penutup
(10 Menit)**

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
Menyampaikan agenda pertemuan berikutnya

**LEARNING ACTIVITY (2nd
Meeting)**

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- *What your opinion about ice tea?*

- *Do you think ice tea is a good drink? Why?*

3. Mengingatn pekerjaan pekan lalu membuat dialog sederhana secara terbimbing.

Kegiatan Inti (70 Menit)

4. Verification:
 - Peserta didik secara berkelompok 4 orang.
 - Peserta didik secara mandiri membuat dialog asking and giving opinion secara tertulis.
 - Peserta didik mempresentasikan hasil tugas nya di depan kelas.
5. Generalization:
 - Peserta didik dapat menyimpulkan hasil kerja kelompok

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

ASSESMEN

Rancangan Asesmen Diagnostik

A. Diagnostik Non-Kognitif

Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)

Waktu pengerjaan : 10 menit

Persiapan : Menyiapkan media misalnya kertas/formulir daring

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	<ol style="list-style-type: none"> 1. Apakah kamu pernah menanyakan opini kepada orang lain? 2. Apakah kamu pernah memberikan opini kepada orang lain?

B. Diagnostik Kognitif

Waktu dilakukan : Awal pembelajaran

Waktu pengerjaan : 10 menit

Persiapan : Menyiapkan media misalnya kertas/formulir daring

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut : melakukan pengolahan pada hasil asesmen

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Which expression is appropriate for asking for opinions?	What do you think of my chocolate cake?	Paham utuh	Pembelajaran dapat dilanjutkan ke pokokbahasan
	Do you want to?	Paham sebagian	Memberikan pembelajaran remedial
	I don't know.	Tidak paham	Memberikan pembelajaran remedial
Which expression is appropriate to give an opinion?	In my opinion the cake and bread is delicious	Paham utuh	Pembelajaran dapat dilanjutkan ke pokokbahasan

I like the cake and bread	Paham sebagian	Memberikan pembelajaran remedial
No, thank you.	Tidak paham	Memberikan pembelajaran remedial

Rancangan Asesmen Formatif

Waktu dilakukan : Setiap pertemuan

Persiapan : Menyiapkan LKPD

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup

Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperdengarkan beberapa Asking and giving opinion lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Pertemuan 1	Tertulis
2. Peserta didik mampu menyusun Asking and giving opinion dengan bahasa sendiri sesuai dengankarakteristik jurusannya.	Pertemuan 1	Unjuk Kerja

Rancangan Asesmen Sumatif

- Waktu dilakukan : Akhir pertemuan
 Persiapan : Menyiapkan daftar soal
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. Diperdengarkan beberapa Asking and giving opinion lisan, peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	2	Soal Listening
2. Peserta didik mampu menyusun Asking and giving opinion lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	1	Soal Listening
3. Peserta didik mampu mempresentasikan Asking and giving opinion lisan di hadapan kelas dengan penuh tanggungjawab	1	Soal Listening
4. Disediakan Asking and giving opinion tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5. Peserta didik mampu membuat Asking and giving opinion secara tertulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	2	Soal Reading

PENGAYAAN & REMEDIAL

Pengayaan diberikan kepada siswa yang telah melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa penambahan bacaan dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial diberikan kepada siswa yang belum melampaui kriteria ketercapaian tujuan pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesme

BAHAN AJAR



Video Materi Asking and Giving opinion yang telah diunggah di youtube dengan alamat <https://www.youtube.com/watch?v=SuN8M-zpm28>)

Task 1

Please observe the video below and answer the following questions correctly! https://www.youtube.com/watch?v=XEYgZ_NJDd4&t=42s

1. What are they talking about?
2. What does the woman say about learning a new language?
3. What language are they talking?
4. In the video, the man says about the benefit of learning new language. Can you mention what they are?
5. In her opinion, how many language should everybody speak?
6. What does the woman say when she ask opinion to the man?

ANSWER KEYS

1. They are talking about a new language (20)
2. She says that learning a new language is exercise for the brain(20)
3. Japanese(10)
4. It opens up the world and We can meet many people and learn about culture (30)
5. 2 languages(10)
6. What do you think?(10)

Task 2

In pair please write a dialogue about Asking and Giving Opinion *The topic is about the social media" The dialogue should be in 5 exchanges

A:.....

B:.....

A:.....

B:.....

A:.....

B:.....

GLOSARIUM

attendant (noun) attention (noun) bow (verb)

clue (noun) construct (verb) difficult (adjective) ensure (verb)

experience (verb, noun) flight (noun)

foreigner (noun) interest (noun) introduce (verb) language (noun) meet (verb)

possessive (adjective) pronoun (kata ganti) since (adverb)

shake-hands (verb)

DAFTAR PUSTAKA

https://www.youtube.com/watch?v=XEYgZ_NJDd4&t=42s

<https://www.youtube.com/watch?v=SuN8M-zpm28>



**YAYASAN PENDIDIKAN BATIK SURAKARTA
SMA BATIK 2 SURAKARTA**



TERAKREDITASI : A Email: smabatik2surakarta@gmail.com website: www.smabatik2solo.sch.id

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ALUR TUJUAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

A. IDENTITAS

Nama dokumen	: Alur dan Tujuan Pembelajaran
Mata pelajaran	: Bahasa Inggris
Fase	: E
Kelas	: X Semua Program Keahlian
Penyusun	: Dhevi Arifanita, M.Pd.

B. CAPAIAN PEMBELAJARAN FASE E

Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

C. CAPAIAN BERDASARKAN ELEMEN

ELEMEN	CAPAIAN
Menyimak	Menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda
Berbicara	Menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Memberikan pendapat dan membuat perbandingan. Menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Membaca	Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.

Memirsa	Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Menulis	Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar
Mempresentasikan	Menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

1. ELEMEN : Menyimak – Berbicara

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	KONTEN MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
<p>Menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda/</p> <p>Menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Memberikan pendapat dan membuat perbandingan. Menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami</p>	<p>M1. Peserta didik mampu menangkap inti dari pembicaraan meminta dan memberi pendapat dan pikiran dengan orang lain dengan kritis</p> <p>M2. Peserta didik dapat menganalisis unsur kebahasaan teks interaksi transaksional dengan ungkapan pendapat dan pikiran dengan kritis</p> <p>M3. Peserta didik mampu mengemukakan pendapat dengan ungkapan meminta dan memberi pendapat dan pikiran kepada orang lain baik lisan maupun tulisan dengan santun</p>	<ol style="list-style-type: none"> 1. Listening expressions use in asking, giving opinion and thought, dialogue involving asking, giving opinion and thought 2. Expressions and responses use in asking, giving opinion and thought 3. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their etc 4. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 5. Simple Present/ Future Tense 	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri</p>	<p>2 jam</p> <p>2 jam</p>

<p>dalam sebagian konteks.</p>	<p>B1. Peserta didik mampu menyusun opini tentang kehidupan keseharian dan minat pemuda dengan kreatif</p> <p>B2. Peserta didik mampu mempertahankan pendapat sendiri dan membandingkannya pada pendapat orang lain dengan santun</p> <p>B3. Peserta didik dapat mengkombinasikan bahasa lisan dengan bahasa non – verbal dengan kreatif untuk bisa dipahami dalam sebagian konteks dalam memberikan pendapat</p>	<p>1. Expressions and responses use in asking, giving opinion and thought</p> <p>2. Expressions and responses use in defending, supporting and giving alternatives opinion and thought</p> <p>3. Non – verbal expression to defend, support and give alternatives opinion and thought</p>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri</p>	<p>2 jam</p> <p>2 jam</p>
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2. ELEMEN : Membaca – Memirsa

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	KONTEN MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.	M1. Peserta didik mampu mengidentifikasi fungsi social Narrative text	1. Definition, social Function, generic structure, language feature Narrative text	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri	2 jam
	M2. Peserta didik mampu menganalisis struktur Narrative text dan unsur kebahasaan dengan benar	2. Narrative text example ,information, moral value on the text		2 jam
	M3. Menyimpulkan isi text Narrative dengan benar			2 jam
	M4. Menganalisis pesan moral text Narrative dengan tepat			2 jam

<p>Mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.</p>	<p>M5. Peserta didik mampu mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif dengan penuh percaya diri dan bertanggung jawab M6. Peserta didik mampu menganalisis struktur kebahasaan</p>	<ol style="list-style-type: none"> 1. Definition, social function, generic structure, language feature Descriptive text 2. Descriptive text example and information in the text 3. Adjectives used to 	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri</p>	<p>2 jam</p>
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	<p>yang digunakan dalam teks berbentuk deskriptif dengan penuh percaya diri</p> <p>M7. Peserta didik mampu membandingkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dengan teks lainnya dengan teliti</p> <p>M8. Peserta didik mampu menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif dengan benar</p> <p>M9. Peserta didik mampu menyusun teks deskriptif tulis sederhana tentang objek wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>describe things, places or person</p>		<p>2 jam</p> <p>2 jam</p>
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	M10. Peserta didik mampu mengidentifikasi tujuan teks prosedur lisan dan tulis dengan memberi dan meminta informasi	1. Definition,social function,generic structure,language feature Procedure text	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri	2 jam
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	<p>sesuai dengan konteks penggunaannya dengan teliti</p> <p>M.11 Peserta didik mampu merinci ke bagian - bagian struktur teks prosedur lisan dan tulis dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya dengan kreatif</p> <p>M.12 Peserta didik mampu menyimpulkan unsur kebahasaan teks prosedur lisan dan tulis dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya dengan bertanggungjawab</p> <p>M.13 Peserta didik mampu menyusun teks prosedur berbentuk essay dengan memberi dan meminta informasi sesuai dengan konteks</p>	<p>2. Procedure text example and information in the text</p>		<p>2 jam</p> <p>2 jam</p>
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	penggunaannya dengan benar			
	M.14 Peserta didik mampu	1. Definition, social	Bernalar kritis, kreatif, gotong	2 jam

	menganalisis fungsi sosial,	function, generic	royong, berakhlak mulia,	
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	struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya secara baik M.15 Peserta didik mampu menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum dengan kritis M.16 Peserta didik mampu menyusun Exposition text tentang topik yang hangat dibicarakan umum dengan jujur	structure, language feature Exposition Analytical text 2. Exposition Analytical example and information in the text	Mandiri	2 jam 2 jam
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	<p>M.17 Peserta didik mampu membuat garis besar tentang fungsi social Recount text dengan teliti</p> <p>M.18 Peserta didik mampu menganalisis struktur Recount text dan unsur kebahasaan dengan benar</p>	<p>1. Definition, social function, generic structure, language feature Recount text</p> <p>2. Recount text example and information in the text</p>		<p>2 jam</p> <p>2 jam</p>
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M.19 Peserta didik mampu menyimpulkan isi Recount text dengan benar			2 jam
<p>M.20 Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada Report text sederhana tentang benda, binatang, gejala/peristiwa alam.</p> <p>M.21 Peserta didik menangkap makna dalam Report text lisan dan tulis sederhana tentang benda, binatang, gejala/peristiwa alam</p> <p>M.22 Peserta didik mampu menyusun Report text sederhana tentang benda, binatang, gejala/peristiwa alam</p>	<p>1. Definition, social function, generic structure, language feature Report text</p> <p>2. Report text example and information in the text</p>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri, berkebhinekaan global</p>	<p>2 jam</p> <p>2 jam</p> <p>2 jam</p>

3. ELEMEN : Menulis – Mempresentasikan

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	KONTEN MATERI	PROFIL PELAJAR PANCASILA	PERKIRAAN JUMLAH JAM
Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.	M.23 Peserta didik mampu merencanakan penyusunan teks fiksi Narrative text sesuai dengan tujuan dan target pembaca dengan teliti	1. Definition, features, generic structure, language feature making fiction or non – fiction stories	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri	2 jam
Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar	M.24 Peserta didik mampu mengarang cerita fiksi Narrative sesuai dengan tujuan dan target pembaca dengan baik	2. Conjunctions, time connective, capitalization, grammar		2 jam
Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik	M.25 Peserta didik mampu mengoreksi dan mengembangkan Narrative text yang telah disusunnya			

<p>terhadap tujuan dan target pembaca.</p> <p>Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar</p>	<p>dengan baik</p> <p>M.26 Peserta didik mampu menyajikan Narrative text yang telah disusun kepada publik melalui berbagai saluran</p> <p>M.27 Peserta didik mampu merencanakan penyusunan teks non fiksi Recount text sesuai dengan tujuan dan target pembaca dengan teliti</p> <p>M.28 Peserta didik mampu menyusun cerita non fiksi Recount sesuai dengan tujuan dan target pembaca dengan baik</p>			<p>2 jam</p>
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	<p>M. 29 Peserta didik mampu mengoreksi dan mengembangkan Recount text yang telah disusunnya dengan baik</p> <p>M. 30 Peserta didik mampu menyajikan Recount text yang telah disusun kepada publik melalui berbagai saluran</p>			2 jam
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Diperiksa oleh,
Waka Kurikulum

Surakarta, Juli 2022
Guru Mata Pelajaran

Dadang Yhan Edy, S.Pd, M.Si.

Dhevi Arifanita , M.Pd

Mengetahui,
Kepala Sekolah

Joko Sumarsono, M.Pd.
NIP. 19670507 199403 1 013

CAPAIAN PEMBELAJARAN BAHASA INGGRIS

Umum	<p>Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>	
Elemen	Capaian Pembelajaran	Konten
Menyimak-Berbicara	<p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	Opinion
		Degree of Comparison
		Introduction
		Announcement
		Offering Help & Services
Membaca-Memirsa	<p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu -isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p>	Narrative Text
		Deskriptive Text
		Procedure Text
		Exposition Text
		Recount Text
Menulis-Mempresentasikan	<p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>	Factual Report Text
		Narrative Text (Fiction)
		Deskriptive Text (Non Fiction)
		Procedure Text (Non Fiction)
		Exposition Text (Non Fiction)
Recount Text (Non Fiction)		
Factual Report Text (Non Fiction)		

PROGRAM SETAHUN PEMBELAJARAN (PETA MATERI BAHASA INGGRIS KELAS X)

Jumlah Minggu Efektif :36

Jumlah Jam Pembelajaran Per Minggu: 2

No	Materi	Semester	ELEMEN CP			PROFIL PELAJAR PANCASILA					Alokasi Pertemuan	Jumlah JP	
			Menyimak-Berbicara	Membaca-Memisa	Menulis-Mempresentasikan	Beriman, Bertakwa pada TYME dan	Berkebinekaan Global	Gotong Royong	M	Bernalar Kritis			K
1	Introduction	Ganjil	v	v	v	v	v	V	v	v	v	2	4
2	Factual Report Text		v	v	v	v	v	V	v	v	v	4	8
3	Degree of Comparison		v	v	v	v	v	V	v	v	v	2	4
4	Descriptive Text		v	v	v	v	v	V	v	v	v	4	8
5	Announcement		v	v	v	v	v	V	v	v	v	2	4
6	Narrative Text		v	v	v	v	v	V	v	v	v	4	8
7	Opinion	Genap	v	v	v	v	v	V	v	v	v	2	4
8	Procedure Text		v	v	v	v	v	V	v	v	v	4	8
9	Offering Services		v	v	v	v	v	V	v	v	v	2	4
10	Exposition Text		v	v	v	v	v	V	v	v	v	4	8
11	Suggestion		v	v	v	v	v	V	v	v	v	2	4
12	Recount Text		v	v	v	v	v	V	v	v	v	4	8
JUMLAH											36	72	

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS KELAS X SMA BATIK 2 SURAKARTA

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.1	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi perkenalan lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Introduction	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 1
10.2	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi perkenalan lisan dengan bahasa sendiri sesuai konteks yang diberikan.					
10.3	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi perkenalan lisan di hadapan kelas dengan penuh tanggungjawab					
10.4	Membaca-Memirsa	Disediakan monolog/dialog berisi perkenalan tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Introduction	Discovery Learning (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 1
10.5	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi perkenalan tulis dengan bahasa sendiri sesuai konteks yang diberikan.					

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.6	Menyimak-Berbicara	Diperdengarkan beberapa teks factual report , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Factual Report	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.7	Menulis-Mempresntasikan	Peserta didik mampu menyusun teks factual report lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 2
10.8	Menulis-Mempresntasikan	Peserta didik mampu mempresentasikan teks factual report di hadapan kelas dengan penuh tanggungjawab					
10.9	Membaca-Memirsa	Disediakan teks factual report tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Factual Report	Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2
10.10	Menulis-Mempresntasikan	Peserta didik mampu membuat teks factual report tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.11	Menyimak-Berbicara	Diperdengarkan beberapa monolog/ dialog yang berisi perbandingan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Comparison	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.12	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.					
10.13	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/ dialog yang berisi perbandingan di hadapan kelas dengan penuh tanggungjawab					
10.14	Membaca-Memirsa	Disediakan monolog/ dialog yang berisi perbandingan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of Comparison	Discovery Learning (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 3
10.15	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/ dialog yang berisi perbandingan dengan bahasa sendiri sesuai konteks yang diberikan.					

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.16	Menyimak-Berbicara	Diperdengarkan beberapa descriptive teks tentang orang/benda/tempat , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Descriptive Text	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.17	Menulis-Mempresentasikan	Peserta didik mampu menyusun descriptive teks tentang orang/benda/tempat lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.18	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan descriptive teks tentang orang/benda/tempat di hadapan kelas dengan penuh tanggungjawab					
10.19	Membaca-Memirsa	Disediakan descriptive teks tentang orang/benda/tempat tertulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Descriptive Text	Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4
10.20	Menulis-Mempresentasikan	Peserta didik mampu membuat descriptive teks tentang orang/benda/tempat tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.21	Menyimak-Berbicara	Diperdengarkan beberapa teks pengumuman lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Announcement	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 5
10.22	Menyimak-Berbicara	Peserta didik mampu menyusun teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.					
10.23	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan teks pengumuman lisan di hadapan kelas dengan penuh tanggungjawab					
10.24	Membaca-Memirsa	Disediakan teks pengumuman lisan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Announcement	Discovery Learning (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 5
10.25	Menulis-Mempresentasikan	Peserta didik mampu membuat teks pengumuman lisan dengan bahasa sendiri sesuai konteks yang diberikan.					

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.26	Menyimak-Berbicara	Diperdengarkan beberapa narrative text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Narrative Text	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.27	Menulis-Mempresentasikan	Peserta didik mampu menyusun narrative text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.28	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan narrative text lisan di hadapan kelas dengan penuh tanggungjawab					
10.29	Membaca-Memirsa	Disediakan narrative text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrative Text	Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6
10.30	Menulis-Mempresentasikan	Peserta didik mampu membuat narrative text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.31	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi opini lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Opinion	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 7
10.32	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi opini lisan dengan bahasa sendiri sesuai konteks yang diberikan.					
10.33	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi opini lisan di hadapan kelas dengan penuh tanggungjawab					
10.34	Membaca-Memirsa	Disediakan monolog/dialog berisi opini tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Opinion	Discovery Learning (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 7
10.35	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi opini tulis dengan bahasa sendiri sesuai konteks yang diberikan.					

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.36	Menyimak-Berbicara	Diperdengarkan beberapa procedure text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Procedure Text	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.37	Menulis-Mempresentasikan	Peserta didik mampu menyusun procedure text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.38	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan procedure text lisan di hadapan kelas dengan penuh tanggungjawab					
10.39	Membaca-Memirsa	Disediakan procedure text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Procedure Text	Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8
10.40	Menulis-Mempresentasikan	Peserta didik mampu membuat procedure text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.41	Menyimak-Berbicara	Diperdengarkan beberapa dialog berisi penawaran bantuan lisan peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Offering Services	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 9
10.42	Menyimak-Berbicara	Peserta didik mampu menyusun dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.					
10.43	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan dialog berisi penawaran bantuan lisan di hadapan kelas dengan penuh tanggungjawab					
10.44	Membaca-Memirsa	Disediakan dialog berisi penawaran bantuan lisan , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Offering Services	Discovery Learning (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 9
10.45	Menulis-Mempresentasikan	Peserta didik mampu membuat dialog berisi penawaran bantuan lisan dengan bahasa sendiri sesuai konteks yang diberikan.					

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa exposition text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempresentasikan	Peserta didik mampu menyusun exposition text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan exposition text lisan di hadapan kelas dengan penuh tanggungjawab					
10.49	Membaca-Memirsa	Disediakan exposition text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Exposition Text	Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempresentasikan	Peserta didik mampu membuat exposition text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 10

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.51	Menyimak-Berbicara	Diperdengarkan beberapa monolog/dialog berisi saran peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Suggestion	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 11
10.52	Menyimak-Berbicara	Peserta didik mampu menyusun monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.					
10.53	Menulis-Mempresentasikan	Peserta didik mampu mempresentasikan monolog/dialog berisi saran di hadapan kelas dengan penuh tanggungjawab					
10.54	Membaca-Memirsa	Disediakan monolog/dialog berisi saran , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Suggestion	Discovery Learning (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 11
10.55	Menulis-Mempresentasikan	Peserta didik mampu membuat monolog/dialog berisi saran dengan bahasa sendiri sesuai konteks yang diberikan.					

No	Elemen CP	Tujuan Pembelajaran	Materi	Metode	Penilaian	Alokasi Waktu	Keterangan
10.56	Menyimak-Berbicara	Diperdengarkan beberapa recount text lisan , peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Recount Text	Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.57	Menulis-Mempresntasikan	Peserta didik mampu menyusun recount text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 12
10.58	Menulis-Mempresntasikan	Peserta didik mampu mempresentasikan recount text lisan di hadapan kelas dengan penuh tanggungjawab					
10.59	Membaca-Memirsa	Disediakan recount text tulis , peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Recount Text	Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12
10.60	Menulis-Mempresntasikan	Peserta didik mampu membuat recount text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		Discovery Learning (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 12

Mengetahui :
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Surakarta, 01 Juli 2022

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Figure 1. Teaching and learning of T1



Figure 2. Teaching and learning of T2