READING GUIDE METHOD IN ADJUSTING THE INDEPENDENT CURRICULUM IN ENGLISH TEACHING LEARNING PROCESS FOR TENTH GRADE STUDENTS OF TKJ 2 AT SMK AL-ISLAM SURAKARTA IN THE ACADEMIC YEAR 2023/2024

THESIS

Submitted as A Partial Requirementsfor the Undergraduate Degree

By:

CELVIAULIA FITRI

SRN. 196121026

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

CULTURES AND LANGUAGES FACULTY

UIN RADEN MAS SAID SURAKARTA

2023

ADVISOR'S SHEET

Subject: Thesis of Celviaulia Fitri

SRN   : 196121026

> To:
>
> Dean
>
> Faculty of Cultures and Languages
>
> UIN Raden Mas Said Surakarta
>
> In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name   : Celviaulia Fitri

SRN   : 196121026

Title   : Reading Guide Method In Adjusting The Independent Curriculum In English Teaching Learning Process For Tenth Grade Students Of TKJ 2 At SMK Al-Islam Surakarta In The Academic Year 2023/2024
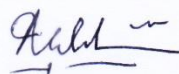
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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

> Sukoharjo, 28 November 2023
>
> Advisor,
>
> **Nor Laili Fatmawati. M. Pd.**
>
> **NIK. 198601092017012156**

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "Reading Guide Method In Adjusting The Independent Curriculum In English Teaching Learning Process For Tenth Grade Students Of TKJ 2 At SMK Al-Islam Surakarta In The Academic Year 2023/2024" by Celviaulia Fitri has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in UIN Raden Mas Said Surakarta.

Chairman   : <u>Linda Safitri, S. Hum., M. Pd.</u>   (.....................)
                      NIK. 198908242021032029

Secretary   : <u>Nor Laili Fatmawati, M. Pd.</u>   (.....................)
                      NIK. 198601092023212020

Main Examinor : <u>Prof. Dr. Imroatus Solikhah, M. Pd., M.E</u> (.....................)
                      NIP. 19770316 200912 2 002

Sukoharjo, 28 November 2023
Approved by
The Dean of Culture and Language Faculty

<u>Prof. Dr. Imam Makruf, S. Ag., M. Ag.</u>
NIP. 19710801 199903 1 003

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Mr. Yamrodin and Mrs. Rumiati)

2. My self.

3. My beloved siblings (Budi Laksono (old brother), Wahyu Rahmawati (old sister), and Farida Ainurrochmah (young sister)

4. My special person (Muhamad Bagas Reynaldi) and his family.

5. My almamater UIN Raden Mas Said Surakarta

MOTTO

"Allah SWT senantiasa menolong seorang hamba, selama hamba itu mau
menolong saudaranya yang lain"

(HR. Muslim)

"Believe in yourself and all that you are. Know that there is something inside you
that is greater than any obstacle"

(Christian D. Larson)

PRONOUNCEMENT

Name   : Celviaulia Fitri

SRN   : 196121026

Study Program   : English Language Education Study Program

Faculty   : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled **"Reading Guide Method In Adjusting The Independent Curriculum In English Teaching Learning Process For Tenth Grade Students Of TKJ 2 At SMK Al-Islam Surakarta In Academic Year 2023/2024"** 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.

Sukoharjo, 28 November 2023
Stated by,

Celviaulia Fitri
SRN. 196121026

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **"Reading Guide Method in Adjusting the Independent Curriculum in English Teaching Learning Process for Tenth Grade Students of TKJ 2 at SMK Al-Islam Surakarta in Academic Year 2023/2024"** Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S. Ag., M. Ag.as the Rector of the Raden Mas Said State Islamic University of Surakarta
2. Prof. Dr. H. Imam Makruf, S. Ag., M. Pd. as the Dean of Cultures and Languages Faculty
3. Dr. Hj. Fithriyah Nurul Hidayati, M. Pd. as the Coordinator of English Language Education Study Program
4. Nor Laili Fatmawati, M. Pd. as the advisor who has given the researcher time to guide on finishing the work. Thanks for her guidance, precious advice, correction, suggestion and motivation for the researcher.
5. Prof. Dr. Imroatus Solikhah, M. Pd., M. E. as the main examiners in my thesis.
6. Linda Safitri, S. Hum., M. Pd. as the first examiners in my thesis.
7. All the honorable lectures and academic staffs in Cultures and Language Faculty for always giving precious knowledge, kindness, friendliness, and cooperative work for the researcher.
8. Kurnia Aprianto, S. Pd., as the Headmaster of SMK Al-Islam Surakarta, for giving permission.
9. Fatimah Aqillah Irani, S. Pd. as the English teacher at the tenth grade students of SMK Al-Islam Surakarta who helped the researcher to do the research.

10. My beloved parents and siblings who always gives support, motivation and spirit.
11. My boy friend who always gives support and helping me.
12. All of my friends who always give support to finish the thesis.

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.

<div align="right">

Sukoharjo, 28 November 2023

The researcher

Celviaulia Fitri

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ABSTRACT

Celviaulia Fitri. 2023. "Reading Guide Method in Adjusting the Independent Curriculum in English Teaching Learning Process for Tenth Grade Students of TKJ 2 at SMK Al-Islam Surakarta in the Academic Year 2023/2024". Thesis : English Language Education Study Program, Cultures and Language Faculty, Raden Mas Said State Islamic University.

Advisor   : Nor Laili Fatmawati, M. Pd.

This research is aimed (1) to find out the implementation of Reading Guide Method in tenth grade students of Computer Network Engineering 2 at SMK Al-Islam Surakarta in the academic year 2023/2024, (2) to know the student response to the implementation of Reading Guide Method in tenth grade students of Computer Network Engineering 2 at SMK Al-Islam Surakarta in the academic year 2023/2024.

The research design is case study and using qualitative approach. This subject of this research is English teacher and tenth grade of Computer Network Engineering 2 in SMK Al-Islam Surakarta. The researcher collected the data by conducting observation, interview, and documentation. The data were analyzed using Miles and Huberman theory, then for the trustworthiness of the research data using methodological triangulation.

The results of this research are (1) the application of the Reading Guide Method by teachers in teaching English to tenth grade students in Computer Network Engineering 2 at Al-Islam Vocational School Surakarta in the 2023/2024 academic year, relevant to Margaret Bouchard's (2005) theory based on the Reading Method Guide and Question Guide. Apart from that, this method can also develop students' skills, such as reading, writing and speaking. (2) Student responses to the application of the Reading Guide Method carried out by the teacher in English lessons for tenth grade student of Computer Network Engineering at SMK Al-Islam Surakarta in the academic year 2023/2024 shows that with this method students can improve their reading, writing and speaking skills.

Key words   : Reading Guide, Method, Case Study

CHAPTER I

INTRODUCTION

A. Background of the Study

The reference to teaching materials applied in schools always adjusts from the curriculum that is applied in accordance with the provisions of the Indonesian Minister of Education. Since eight years ago, in 2014 to be suitable the education system in Indonesia used the 2013 curriculum or better known as K-13. In the 2013 curriculum, there are two versions, namely the 2013 curriculum after and before the revision. Even though both are in the 2013 curriculum, the 2013 curriculum after and before this revision has differences that are very influential in the student learning process at school. In the 2013 curriculum after revision, more emphasis is placed on active learning methods by students. So in the learning process students must have the courage to ask the teacher and brave to convey their ideas, ideas and opinions directly because this will also be assessed in student skills. In addition, the 2013 curriculum after the revision also emphasizes the simplification of aspects of evaluating teacher.

This curriculum itself focused more on students so that they could learn not only from one source (teacher), but can be obtained from various sources, such as books, the internet, articles and journoals. The application of the 2013 curriculum the lessons that must be obtained by students are in the form of attitudes, skills and knowledge values (Julfahnur, et all, 2018). However, after the implementation of the 2013 Curriculum went well, now

the educational curriculum in schools has been replaced with the "Independent Curriculum" and this curriculum has begun to be implemented in driving schools starting in the 2022/2023 school year.

This Independen Curriculum is a new curriculum to improve the quality of education and implementation of the previous post-pandemic curriculum that has occurred for approximately three years ago (Ihsan, 2022). In this Independent Curriculum, it is also a method of approach between teacher and students where the teacher will later become a facilitator for students in the learning process (Setiyaningsih & Wiryanto, 2022). Students will be required to study on their own according to their own methods and ways of learning. If students have difficulty understanding the lesson, students can ask the teacher as a facilitator to explain material that has not been understood. This step is used not without reason, but in this way it becomes a characteristic of the implementation of an Independent Curriculum. The Independent Curriculum which can develop soft skills and student character, focus on essential material where later students can explore the material and can build creativity and innovations from what has been learned with flexible time. Therefore, the Independent Curriculum is widely applied in driving schools.

The Driving School itself is a school that has a main focus on developing student learning outcomes in a holistic manner which includes literacy, numeracy and also character (cognitive and non-cognitive)

(Syafi'i, 2021). Based on government policy regarding the Independent Curriculum in the Decree of the Head of BSKAP No.009/H/KR/2022 of 2022 it states that in the 2021/2022 school year nearly 2500 schools have participated in the Driving School Program. Based on the website Kelas Pintar (2022) stated that around 140 thousand schools have implemented the Independent Curriculum starting in the 2022/2023 school year. Because of this, researcher consider that the Independent Curriculum is exact when applied to driving schools, especially at SMK Al-Islam Surakarta, because this curriculum also emphasizes the good learning outcomes of each student. Even more so in the field of literacy, in this curriculum students are emphasized to be able to study independently according to the learning methods of each student. That way students will get used to reading in studying it. However, researcher realized that the teaching system applied to the previous curriculum (2013 curriculum) and the Independent Curriculum was very different.

Whereas in the 2013 curriculum, it focuses on the competence and character of each student at school. Moreover, the school that will be studied by researcher is SMK Al-Islam Surakarta which has started using the Independent Curriculum in the 2021/2022 academic year. In this school has implemented the "Independent Curriculum Changed" which according to the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). According Direktorat (2022) is a curriculum that

gives freedom to schools in implementing the Independent Curriculum by using teaching tools that are already available in each school. At SMK Al-Islam Surakarta, the Independent Curriculum Changes is implemented by implementing "student-focused learning and the teacher is only a facilitator". SMK Al-Islam Surakarta applies learning that is focused on students and the teacher only acts as a facilitator by giving students time and freedom to read and understand the material being studied. With a method like this, it is almost the same as the "Reading Guide Method".

The Reading Guide Method according to Sutomo (2019) is a method that requires students to be more active in their learning by learning according to their own way. Students can learn as creatively as possible to understand the material and later be able to complete the assignments given by the teacher. In reading guide, students are usually given a learning material which instructs students to study the material and after that a question and answer will be held. With a strategy like this, students feel that there are differences in learning strategies that are felt when studying at school. Because, usually in the previous curriculum, the 2013 curriculum students studied together in class and "the teacher as the speaker" or the teacher first explained the material being taught to students and if after being explained by the teacher the students did not understand it, then students could ask questions and the teacher explained again the material that students have not understood. The difference in learning methods used makes students feel difficult because students are used to

learning together, which begins with the teacher explanation, while now they have to struggle to study independently.

SMK Al-Islam Surakarta having the implementation of the Independent Curriculum that provides freedom in the student learning system. So that teacher can free students to understand the lessons being learned and teachers can further motivate students to continue reading. From the method used by Mrs. A as the teacher, she applied learning with the Reading Guide Method. An example of the application of the Reading Guide Method carried out by Mrs. A is with students being given material according to the teaching module used. Students are given time to study the material independently and after that Mrs. A gives assignments. Assignments are done in the student assignment book.

In this study, researcher will collect the data from English teacher and tenth grade students TKJ 2 at SMK Al-Islam Surakarta as research subjects. The researcher took the research subject and the research location because after the researcher made observation at SMK Al-Islam Surakarta, the researcher found out that this school had implemented the Independent Curriculum and had been running for one ecademic year. In the observation made by the researcher, it was illustrated that the implementation of the Independent Curriculum using the Reading Guide Method in teaching English was going well. Therefore, the researcher wants to try to change the way to find out students understanding, which initially uses questions that are answered in writing by answering orally or

directly. In addition, the researcher took it at the tenth grade level because the researcher felt that in the tenth grade students were experiencing experience using the Independent Curriculum at the vacational high school level.

Related to this topic, there is three previous research. Research conducted by Enni & Riana (2019) entittle *"Increasing Students Reading Comprehension In Descriptive Text Through Reading Guide Method"*. In this study, researcher focused on improving student learning outcomes by using the Reading Guide Method which is carried out through four stages, namely planning, action, observation, and reflection. This research, indicators are used to determine whether or not this research can improve the reading comprehension results of descriptive text for tenth grade students at SMK Negeri 1 Mamuju. While the research that will be conducted by this researcher, focuses on teaching method with the reading guide method applied by teacher to their students in the implementation of an Independent Curriculum in English lessons and this research uses descriptive qualitative research design. And the novelty in this research is a way of evaluating student learning, where after students read the material the teacher will give questions orally and answer questions in front of the class.

Based on the explanation of the background above, the researcher is interested in conducting research on the implementation and responses of the Surakarta Al-Islam Vocational High School students to the differences

in learning systems and methods applied from the 2013 curriculum to the changing Independent Curriculum. Which is where this research is entitled "READING GUIDE METHOD IN ADJUSTING THE INDEPENDENT CURRICULUM IN ENGLISH TEACHING LEARNING PROCESS FOR TENTH GRADE STUDENTS OF TKJ 2 AT SMK AL-ISLAM SURAKARTA IN THE ACADEMIC YEAR 2023/2024"

B. Identification of the Problem

Based on the background of study, some problems that emerged in the Pre-Research could be identified as follow:

1. Students have problems with adjusting the applied curriculum.
2. Students have problems with adapting the learning system by reading a lot.
3. Students are not used to independent learning.
4. Students have limitations in understanding the material independently by reading.

C. Limitation of the Problem

In this study, the researcher limited the investigation to the implementation of the Reading Guide Method by the English teacher and the students responses to the implementation of the independent curriculum in tenth grade students of SMK Al-Islam Surakarta in academic year 2023/2024.

D. Formulation of the Problem

Based on the background above, the research questions can be identified as follows:

1. How does the teacher implement the Reading Guide Method for tenth grade students at SMK Al-Islam Surakarta in the academic year 2023/2024 in Independent Curriculum perspective?

2. How are the students respons on the implementation Reading Guide Method in tenth grade students of SMK Al-Islam Surakarta in the academic year 2023/2024?

E. Objective of the Study

Based on the research question, the research objective are:

1. To investigate how does the teacher implement the Reading Guide Method in tenth grade students at SMK Al-Islam Surakarta in the academic year 2023/2024.

2. To describe how the students respon on the implementation of Reading Guide Method in tenth grade students at SMK Al-Islam Surakarta in the academic year 2023/2024.

F. Benefits of the Study

1. Theoretical Benefit

   a. From the results of this study, it can provide a reference for a general description of the implementation of the independent curriculum.

b. Researchers hope that the results of this study can provide an overview of appropriate teaching strategies that are in accordance with the implementation of the independent curriculum.

2. Practical Benefit

   a. The Teacher

   The results of this study provide an explanation of strategies in teaching in the use of the independent curriculum.

   b. The Students

   The results of the research will help students to find out the right way of learning in implementing the independent curriculum.

   c. The School

   From the results of this study, it can help schools find the right strategy that can be used by their students in implementing the independent curriculum in the learning process.

   d. The Researcher

   The results of this study can provide a new reference for other researchers in conducting further research on the independent curriculum.

G. Definition of Key Terms

1. Reading Guide Method

   Reading Guide is a guided reading activity. Base on Hisyam (2008) the Reading Guide Method is a form of learning method that leads to optimal delivery of material due to the large amount of subject matter

that must be completed by involving reading activities in students. According to Yunus Abidin (in Arifin & Makhsun 2019) the use of the reading guide method can make it easier for students to understand the material independently, especially in material in the form of reading.

2. Independent Curriculum

Independent Curriculum is a curriculum with a diverse intracurricular learning system, so that the material presented to students will be more optimal with the aim that students can have a lot of time to understand the subject matter. According by Angga, et all (2022) the implementation of the 2013 Curriculum program has a very good and mature concept, but in application in the field it is not good and has not been able to run optimally, while in the Independent Curriculum it has very poor implementation at the beginning before being applied to schools, but in its implementation has been able to run well in its application in driving schools in the first year.

3. Reading

Susanti (2002) says that, reading is an activity of recognizing a collection of letters that have a certain meaning that express ideas in writing. According to Harmer (2005) by reading students will understand some of the language words inherent in their thoughts, especially if the material being read is material that is packaged in an attractive way so that students are interested in reading it.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. Methods in Teaching and Learning Reading Skill

In the world of education in schools, teaching methods are very necessary. Teaching methods are strategies used as tools to achieve teaching and learning goals. Selection and determination of appropriate teaching methods will result in achieving teaching and learning goals effectively and efficiently. Certain teaching and learning objectives will require certain teaching methods as well.

In teaching reading, strategies might be required. In accordance to Lawton (Sarode, 2018), it is a generalized plan for a lesson which include structure desired student behavior in terminology of aims instruction and outline of planned method. It is essential and becomes an indicator that hold the key role in classroom teaching. By implementing strategies, teachers can assess a student's ability. Margaret Bouchard (Bouchard, 2005) stated that, there are strategies that used in teaching reading comprehension, such as; Think Aloud, Question-Answer Relationship (QAR), Generating Interaction Between Schemata and Text (GIST), Reading Guide and Question Guide strategy.

Reading Guide is a learning model used for material that requires a lot of time and it is impossible to explain everything in

class and to make time more effective, students are given the task of reading a text that has been determined by the teacher and students have to do it by answering several questions given by the teacher. Reading guide is a guided learning model to help students use strategies to learn to read independently.

The reading guide learning model is one of the "Paikem" (Pembelajaran Aktif, Inovatif, Kreatif, dan Menyenangkan) learning models in which the teacher provides reading with questions that are appropriate to the material to be presented. Students study reading material by using reading material that has been prepared by the teacher.

2. **English Teaching and Learning Reading Skill**

In learning, there are several components that must be met so that the teaching-learning process can run well. The components contained in learning include objectives, learning materials, lesson activities, teaching and learning activities, methods and evaluation. The teaching method is also very influential in the continuity of a lesson because English teaching does not only focus on one ability. According to Brown (2000) in teaching English there are four very important skills, namely listening, speaking, writing and reading. Reading is an activity that carries and gets meaning from reading material and activities to understand the content contained in the reading.

The history of treating the four skills in separate segments of a curriculum, there is a recent trend toward skill integration. That is, rather than designing a curriculum to teach the many aspect of one skill, say, reading, curriculum designers are taking more of a whole language approach whereby reading is treated as one of two or more interrelated skills. A course that deals with reading skills, then, will also deal with related listening, speaking, and writing skills.

3. **Reading Skill**

Reading is a verbal process related to thinking and other communication. Because reading is one of the skills in learning a language, because by reading students can gain new knowledge and develop information involved in the thinking process. Reading can provide a lot of knowledge, especially for students in understanding a lesson.

Base on Pustika & Wiedarti (2019) reading is a basic skill needed by students in learning foreign languages because by reading students can get the input needed to learn a language. According to Harmer (2005) by reading students will understand some language words inherent from their thinking, especially if the material read is material that is packaged attractively so that students are interested in reading it (Harmer, 2005). Therefore, students can benefit greatly from reading. Based on Herlina & Muji

(2019) reading aims to acquire and expedite English vocabulary, as well as gain understanding from the lessons they read.

Lack of comprehension in reading will greatly affect students in following learning at school, it can even have an impact outside of school as well. Because by reading students will be able to find various sources of knowledge, especially during learning in the classroom. Therefore, in reading students must have a certain method in order to easily understand the subject matter they read. As explained by Heaton (in Nurweni 2019) there are specific skills involved in reading, namely:

1. Know words and groups of words.

2. Deduce the meaning of words by understanding word formation and using contextual clues

3. Understand explicit information

4. Understand relationships in sentences

5. Understand the relationships between sections of text through lexical devices and grammatical and connecting cohesive devices

6. Understand temporal and spatial relationships, as well as sets of ideas

7. Understand conceptual meaning

8. Anticipate and predict what will happen next in the text

9. Identify the main idea and other salient traits expressed by making inferences, and understand figurative language

10. Skim and scan

11. Read critically

12. Adopt a flexible approach and strategy appropriate to the type of material read and the purpose read.

4. Teaching Reading Skill

In reading, there are micro and macro skills in meeting reading needs for students. According to Brown (2003), there are seven micro abilities that can be considered, which include:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.

2. Retain chuncks of language of different lengths in short-term memory.

3. Process writing at an efficient rate of speed to suit the purpose.

4. Recognize a core of words, and interpret word order patterns and their significance.

5. Recognize grammatical word classes, system, patterns, rules, and elliptical forms.

6. Recognize that a particular meaning may be expressed in different grammatical forms.

Brown (2001:124) there are seven macro skills that should be mastered by the students to increase reading skills, they are:

1. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Recognize the rhetorical forms of written discourse and their significance for interpretation.

3. Recognize the communicative functions of written texts, according to form and purpose.

4. Infer context that is not explicit by using background knowledge.

5. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information,given information, generalization, and exemplification.

6. Distinguish between literal and implied meanings.

7. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

5. Reading Guide Method

The Reading Guide Method is a reading learning method that uses guidance tools, so that with the guidance tool students can master the subject matter quickly. Reading activities with the

reading guide method can improve students' skills in reading. In this Reading Guide Method the teacher is only a facilitator in the implementation of learning. According to Herlina (2019) Reading Guide is a combination of reading and discussion activities to achieve comprehension in reading. Reading Guide Method is a learning method that aims to increase student participation in learning, said Winata (in Safitri, 2023). With Reading Guide Method, students are also required to be able to follow learning more actively in understanding the material so that later they can carry out the tasks given by the teacher (Sutomo, 2019). This statement is in accordance with the advantages of the Reading Guide Method in Nisaissholihah, et all (2022). The use of the Reading Guide Method has indeed been proven to have a positive effect on students based on its advantages, but the Reading Guide Method can also bore for students who already understand the material first.

According Zaini (2007) (Bungfei, 2019) in the application of the Reading Guide Method has a procedure that must be done sequentially so that its application can run well. The procedure for implementing learning using the Reading Guide Method is as follows:

1. Determine the reading to be studied
2. Create questions that will be answered by students

3. Share reading materials with questions to students

4. Students learn the reading material in the teaching module using questions. Limit learners' time in understanding.

5. Discuss questions by asking learners for answers.

6. At the end of the lesson, give a sufficient review.

In the application of the Reading Guide Method, the teacher will start teaching activities and students will learn independently. After reading and understanding the lesson, the teacher will give questions that will be answered orally by students.

6. Teaching Reading in Independent Curriculum

The Independent Curriculum provides a more flexible curriculum system and learning activities that focus on essential materials. With this policy, it makes it easy for teachers to deliver material according to the needs and character of students. The Independent Curriculum Policy that has been implemented in several educational units certainly has several advantages over the previous curriculum. Some of these advantages include a simpler and deeper curriculum, more independent, and more relevant and interactive.

In the implementation of the Independent Curriculum, teachers use teaching modules as a tool to carry out learning. With this teaching module, it aims to be able to guide teacher in carrying out their learning process. So, in the teaching process, teacher have

guidelines and students can learn independently. In the Independent Curriculum, students are free to learn according to their own way of learning. And if students cannot understand the lesson, students can ask the teacher because in the Independent Curriculum the teacher acts as a facilitator.

The implementation of teaching activities in educational units or schools that implement the Independent Curriculum must pay attention to the principles of implementing the curriculum. Based on the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 concerning Guidelines for Curriculum Implementation in the Framework of Learning Recovery. There are principles that must be implemented by education units or schools that implement the Independent Curriculum. By applying these principles, it is hoped that the implementation of the Independent Curriculum can run optimally and optimally. The following are the principles in implementing the Independent Curriculum, namely:

1. Learning is designed taking into account the current stage of development and level of achievement of learners, according to learning needs. As well as reflecting the characteristics and development of diverse students so that learning becomes meaningful and fun.

2. Learning is designed and implemented to build capacity to become lifelong learners.

3. The learning process supports the holistic development of students' competencies and characters.

4. Relevant learning is learning that is designed according to the context, environment, and culture of students, and involves parents and communities as partners.

5. Learning is oriented towards a sustainable future.

7. Review on Student Responses

From every teaching, of course, there is a response or feedback given by students. Based on Brown (in Setiyadi 2006) claims that students' memory can improve if stimulated through various processes in learning a foreign language. So, in learning activities students must always be required to be active in order to understand and remember the materials they have learned. Leo (2013) explain that only students can know the effectiveness of teachers in teaching so that students can achieve maximum learning outcomes. So students can help teachers to find out the teaching methods they do right or not and can evaluate the teaching methods continuously. Because, by using teaching methods that students consider appropriate, students can get maximum understanding results.

According Walgito (in Maharani & Sri, 2016) response is an action that is the end result of simulation or stimulation. The response itself can be distinguished based on its kind, namely a positive response and a negative response. By Simanjuntak & Imelda (2018) explain that the response can be positive if the student feels happy and there is a special attraction while the negative response if the student feels unhappy about a stimulus. Student response in a lesson is very important because it will affect the teaching method carried out by the teacher. As done by Maslamah (2018) who apply the Reading Guide Method in the teaching process has a very good response for their students. The results of the research he conducted showed that activeness, interest in reading accuracy in his students increased.

B. Previous Related Studies

There are several researches of researcher related to this study of as follow:

Research written by Enni & Riana in 2019. Entitled *"Increasing Students Reading Comprehension In Descriptive Text Through Reading Guide Method"*. In this research show that the Reading Guide Method can improve reading comprehension of descriptive text. The similarity in this study has similarities in the use of the Reading Guide Method and also at vocational school level students. While the difference in research is the research design which uses Classroom Action Research,

the location of the research is in SMK Negeri 1 Mamuju and SMK Al-Islam Surakarta. and also in the form of a journal in this research.

The second is research entitled *"Teaching Reading Comprehension Strategies In Descriptive Text"* which was written by Saini et all in 2021. This research has something in common, namely that it focuses on the methods used by teachers in teaching in tenth grade at the vocational school level. This research also uses a qualitative research design. The difference in this research is that the research was conducted at SMKN 1 Kotabunan. The results of this research are that teachers develop two teaching strategies, namely Reading Guide and Question Guide and this strategy makes it easier for students to understand descriptive texts.

The third is research entitled *"The Effectiveness Of Reading Guide Using Wattpad In Teaching Reading For Senior High School"* written by Saiful Rifai in 2019. The results of this third study show that the use of Reading Guides is very effective in learning to read. The difference between this research is that this research is in the form of a journal while the research that will be carried out is in the form of a thesis and also in this research uses quantitative research while the research that will be carried out uses qualitative research. In this research, there are similarities in the use of Reading Guides in research.

Table 2.1 The Similarities and Differences of Previous Study

Comparity to The Present Study.

Nomor	Writer, Tittle, Year	Similarity	Different
1.	Enni and Dian Riana, Increasing Student's Reading Comprehension In Descriptive Text Through Reading Guide Method, 2019.	Both the researchers focused on the use of the Reading Guide method in learning.	The difference between these two studies lies in the learning taught and also in previous research in the form of journals while this research is a thesis.
2.	Saini, Halimah and Basala, Teaching Reading Comprehension Strategies In Descriptive Text, 2021.	Both the researcher focuses on the methods used by teachers in teaching in tenth grade at the vocational school level.	The research was conducted at SMKN 1 Kotabunan.
3.	Saiful Rifai, The Effectiveness Of Reading Guide Using Wattpad In Teaching Reading For Senior High School, 2019.	Using Reading Guides in research.	This research is that this research is in the form of a journal while this research is a thesis.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative research is a research that has the view that reality is comprehensive and a unity that cannot be separated (Sudaryono, 2016). The type of research conducted by researcher is qualitative research. According to Sukmadinata (2012), qualitative research is aimed at understanding the perspective of participants and has a scientific foundation by intervening in events in observed participants. There are several types of qualitative research used in a study, namely naturalistic, ethnographic, symbolic interactionist, perspective into entometodology, phenomenological, case studies, ecological and descriptive based on Moleong (in Setiyadi, 2006). This study used one type of descriptive qualitative research. Approaches that are often used in qualitative research are observation, interviews and documentation.

This study uses a qualitative descriptive. The research design that will focus on the Reading Guide Method of teaching by teachers and student responses in the use of the Reading Guide Method in the tenth grade of SMK Al-Islam Surakarta. This school uses an Independent Curriculum in the implementation of its learning.

B. Research Setting

1. Setting of Place

SMK Al-Islam Surakarta is located on Jl. Honggowongso No. 28A, Kemlayan, Serengan, Surakarta. SMK Al-Islam Surakarta also has various facilities and infrastructure that can be used in learning, which include:

a. Facilities

Eight classrooms, one library, one UKS room, one warehouse room, one teacher room, one computer laboratory, one kitchen room, one janitor room, four bathrooms, one administration room, one principal's room, one security officer's room, one counseling guidance room, one vice principal's room, one student council room, two parking lots, and one hall room.

b. Infrastructure

At SMK Al-Islam Surakarta has various infrastructures that can support the teaching and learning process. The infrastructure includes internet, electricity, one field, one mosque, and one school cooperative (canteen).

2. Setting of Time

Table 3.1 Time of Research

Activity					Month				
	Apr	May	June	July	Agst	Sept	Oct	Nov	Des
Writing Proposal	■	■	■						
Consultant and Guidance	■	■	■						
Submission and Seminar Proposal				■	■				
Collecting Data						■			
Analyzing Data						■			
Consulting and Writing the Research Report						■			
Thesis Examination							■	■	■

C. **Research Subject and Informant**

The subjects in this study is English teacher and tenth grade students of TKJ 2 at SMK Al-Islam Surakarta for the 2023/2024 academic year. The object of this study is the Reading Guide Method carried out by the teacher and the student responses to the Reading Guide Method carried out to tenth grade students of TKJ 2 at SMK Al-Islam Surakarta for the 2023/2024 academic year.

D. Data and Source of the Data

1. Data

   Data is an element used in analysis. In this study data were obtained from actions, activities of the teacher, statements and information of English teacher, regarding the application of the Reading Guide Method in the Independent Curriculum applied to English lessons in the tenth grade students of TKJ 2 at SMK Al-Islam Surakarta for the 2022/2023 academic year.

2. Source of Data

   Based on Sugiyono (Sudaryono, 2016), data obtained in qualitative research are data in the form of perceptions, individual and collective views studied by humans as instruments. The source of data in this study is informants. Informant is someone who will provide information or data related to this research topic. The informants in this study were English teacher and tenth grade students of SMK Al-Islam Surakarta for the 2022/2023 school year. Researcher will enter the classroom as participants and see learning activities directly. In data collection, researcher use tools such as field notes, recorders and interview guides. Those who will become informants and will provide information related to the application of the Reading Guide Method in the Independent Curriculum.

E. Research Instrument

The researcher is the main instrument in this study. In data collection, researcher used field notes, check list, interview guide and recorder. Researcher use protocols as instruments to do so, such as field notes, cameras and recorders.

F. Techniques of Collecting the Data

1. Observation

   Observation is an activity carried out by researcher in observing directly at the object of research. Observation is a technique of collecting data by observing ongoing activities. In the process of collecting data, researcher will use non-participatory observation, which means that researcher only observe ongoing activities. In the study, researcher will observe, record, and take photos of activities that are happening at the research site. The researcher can also ask questions to the participants of the object of research and participants can give their views.

   The following is a list of observation that will be carried out by researcher.

Table 3.2 Observation Checklist

Time	Activities	Check
	The teacher prepares teaching modules	
	The teacher explains the learning objectives to students	
	The teacher helps students with difficulties in understanding the material	

	and the teacher acts as a facilitator	
	Arouse students' interest in reading	
	Asking questions to students related to the ongoing material	
	Students answer questions actively orally	
	The teacher provides comments on student answers	
	Students convey ideas or understanding of the material	
	The teacher gives praise to students	

2. Interview

Researcher can conduct face-to-face interviews with participants one by one. Such an interview requires requiring a number of generally unstructured and open-ended questions to elicit the views and opinions of the participants.

The following is a list for interview guide to teacher and students that will be carried out by researcher.

Table 3.3 List of Interview Questions to Teacher

NO	Questions
1.	What should be prepared before teaching?
2.	What is the role of students in learning activities?
3.	How is the implementation of the learning process using the Reading Guide Method?

Table 3.4 List of Interview Questions to Students

NO	Questions
1.	How do students respond to using the Reading Guide Method in learning?
2.	What obstacles did you experience in using the Reading Guide Method?

3. Documentation

In this study, the documents obtained were in the form of school data such as teaching modules and lesson plans.

G. Trustworthiness of the Data

Triangulation is used to determine the trustworthiness of data in research. Moleong in (Nugrahani, 2014) explains that triangulation is a technique in checking the validity of data with a source to be able to check or to compare the data concerned. According to Academia (2022) triangulation becomes a qualitative research strategy in testing validity through the convergence of information from various sources and data collection methods. In this study the researcher used methodological triangulation. Methodological triangulation can be used by digging similar data with different methods (Nugrahani, 2014).

The methodological triangulation is used to check the validity of data from several data collection methods. In this study using three data collection techniques, namely observation, interview, and documentation. Researcher use triangulation by using data sources. Researcher will re-examine information and data from observations, interviews,

documentation and final data obtained. Researcher used triangulation which is done by comparing the data collected with student responses and teaching methods.

H. Techniques of Analyzing the Data

Base on Miles and Huberman (in Ali & Asrori, 2014) qualitative data is down-to-earth, rich in descriptions and able to explain the process. So the analysis carried out is taken in the following steps:

1. Data Reduction

   Researcher select data and focus data on the problems studied, make simplification efforts, abstract and transform.

2. Displaying The Data

   The step of organizing data in a arrangement or rich information order so that it is easy to make conclusions.

3. Conclusion and Verification

   The conclusion made is the answer to the research problem. Whether or not the conclusions made are valid, the data needs to be verified.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher focuses in presenting the research finding for the result based on the data analysis. On the other side the researcher wants to present discussion based on the related theories for clarifying the findings. It presents the answer of research question.

A. Research Findings

Researcher analyzed data from observations and interviews conducted on September 15 and October 10 2023 to describe teacher implementation of the use of the Reading Guide Method in English language learning in the tenth grade student of TKJ 2 at SMK Al-Islam Surakarta. **There are three findings in this research**. **First**, in implementing the Reading Guide Method in English subjects in the tenth grade student of TKJ 2 at SMK Al-Islam Surakarta which was carried out by the teacher in accordance with the procedures stated in the theory of Margaret Bouchard (2005). **Second**, the implementing the Reading Guide Method in tenth grade student of TKJ 2 at SMK Al-Islam Surakarta resulted in the method being able to develop the skills possessed by students such as reading, writing and speaking skills. These skills can improve because with the Reading Guide Method students are accustomed to actively reading so that students' knowledge and vocabulary increase. Apart from that, with this method the teacher also gives assignments to students to create a text related to the material and also tell it in front of the class without using

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text. **Third,** the finding that students felt they understood the material better and that the students' skills could develop. From these three findings, it can be seen from the description of the data found in the research field which includes three parts, namely observation, interviews and documentation. The following is a description of the research data:

1. **The implementation of the Reading Guide Method by English teacher in tenth grade students of TKJ 2 at SMK Al-Islam Surakarta in academic year 2023/2024**

    This section explains the research findings that researcher found when conducting observations and interviews in the field. After analyzing the implementation of the Reading Guide Method, the researcher completed some data related to the implementation of the Reading Guide Method by English teacher in tenth grade students of TKJ 2 at SMK Al-Islam Surakarta. The following description summarizes the research findings:

    a The result from the Observation

        The researcher found the implementation of Reading Guide Method by the teacher through observation on Tuesday, 10 October 2023 & 21 November 2023. Learning was carried out in class with the researcher sitting at the back to observe and take field notes.

        For the first step, the teacher reviews the previous material and explains a little about the material to be studied. Then the

teacher prepares the teaching materials that the students will use. After that the teacher explains the learning objectives to be studied to the students. The teacher gives students 20 minutes to read and understand the material and the teacher also helps students who have difficulty understanding the material so that the teacher has a role as a facilitator in the class.

In the process of understanding material for students, teacher motivate students to read more actively because by reading students can understand the material they are studying. After students have finished reading and understanding the material, the teacher ask several questions related to the material being studied. In this question and answer process, students are given the opportunity to answer questions orally and students who can answer the questions will get added points from the teacher. The teacher also provide feedback on students' answers. Apart from that, teacher provide opportunities for students to convey their ideas or understanding to all other students.

In this research, researcher conducted two observations at SMK Al-Islam Surakarta. From these two observations, the researcher found that the implementation of the Reading Guide Method was not much different in each material.

In the first observation, the researcher found out about the teacher implementation of the Reading Guide Method to the

Recount Text material which was carried out on Tuesday 10 October 2023. Learning was carried out in class with the researcher sitting observing and taking field notes.

The teacher's ability to apply the Reading Guide Method which starts with distributing teaching materials to question sessions with students. To clarify, the researcher explains with the table below:

Table 4.1 Observation checklist on 10 October 2023

Time	Activities	Check
10 October 2023 at 10.00	The teacher prepares teaching modules	√
10 October 2023 at 10.00	The teacher explains the learning objectives to students	√
10 October 2023 at 10.00	The teacher helps students with difficulties in understanding the material and the teacher acts as a facilitator	√
10 October 2023 at 10.00	Arouse students' interest in reading	√
10 October 2023 at 10.00	Asking questions to students related to the ongoing material	√
10 October 2023 at 10.00	Students answer questions actively orally	√
10 October 2023 at 10.00	The teacher provides comments on student answers	√
10 October 2023 at 10.00	Students convey ideas or understanding of the material	√

In the opening activity, before starting the main lesson the teacher starts by reading a prayer together first and then the teacher checks the students' attendance. In the meeting on Tuesday, 10 October, there was recount text material. For the

first step, the teacher reviews the previous material and explains a little about the material to be studied. Then the teacher prepares teaching materials that students will use to learn according to the material being studied, namely Recount Text. The next step after the teaching materials are ready, students are given 20 minutes to read and understand the material individually.

Picture 4.1 : Students read and understand the material

After students have finished reading and understanding the material, in the core activity the teacher ask questions to determine the level of students' understanding of the material. To answer questions, students must answer orally. The teacher also informs that if students still don't understand the material, students can ask questions and the teacher answer them by discussing them together.

Teacher: *"Dari materi dan teks yang telah kalian baca, Ibu akan memberikan pertanyaan secara lisan untuk mengetahui pemahaman kalian. Apakah sudah siap?"*

Students: *"Siap Bu"*

Teacher : *"Dari teks yang telah kalian baca yang berjudul Dewi Sartika, what type of recount text can be identified?"*

Haidar: *"Biography Bu"*

Teacher: *"Bagaimana bisa teks tersebut dapat diidentifikasikan sebagai teks biografi?"*

Haidar: *"Karena menceritakan tentang Dewi Sartika Bu"*

Teacher: *"Alright. Haidar's answer is correct if Dewi Sartika text is a recount text in the form of a biography. Because it tells about the life journey of Dewi Sartika"*

Teacher: *"What is the text structure in the text Dewi Sartika? Siapa yang bisa menjawab? Seperti biasa untuk yang menjawab akan mendapatkan nilai tambahan"*

Fakhri: *"Saya Bu. Orientation ada di paragraf satu, series of events ada di paragraf dua, dan paragraf tiga sebagai re-orientation bukan Bu"*

Teacher: *"Benar sekali jawaban dari Fakhri. Dalam teks Dewi Sartika mencakup ketiga struktur teks recount text. Paragraf satu sebagai orientation, paragraf dua sebagai series of events yang menceritakan tentang peristiwa yang*

terjadi dan paragraf ketiga sebagai re-orientation yang menjadi rangkuman dari cerita"

Teacher: *"The next question. What contribution has Dewi Sartika made to become a national hero?"*

Amalia: *"Mendirikan sekolah pertama perempuan Bu"*

Teacher: *"In English please Amalia"*

Amalia: *"Dewi Sartika contribution was to establish the first school woman Bu"*

Teacher: *"Great. Dewi Sartika's contribution was to establish the first school for woman which later became to Sekolah Raden Dewi"*

Teacher: *"The last question. Where is the school founded by Dewi Sartika?"*

Putri: *"In ciguriang street Bu"*

Teacher: *"Benar Putri. The school that Dewi Sartika founded is on Ciguriang street"*

Several students can answer questions given by the teacher orally, while for students who still don't understand the material, the teacher asks what the students don't understand and the teacher explains one by one. For students who still do not understand the material, before the teacher explains, the teacher asks other students to explain it.

Teacher: *"Setelah kita bahas bersama adakah yang masih belum paham dengan recount text?"*

Yoga: *"Saya Bu. Saya bingung membedakan recount text bentuk biography sama historical recount. Soalnya menurut saya dari teks Dewi Sartika tadi juga termasuk ke historycal recount Bu"*

Teacher: *"Sebelum Ibu jawab adakah yang bisa membantu menjawab pertanyaan dari Yoga?"*

Teacher: *"Karena tidak ada yang bisa membantu menjawab, Ibu akan menjawab pertanyaan Yoga. Untuk membedakan antara recount text dalam bentuk biography dengan historycal recount dapat dilihat dari isi text nya. In biography, tells the life story of a character atau perjalanan hidup seseorang. seperti yang telah kita bahas tadi ada Dewi Sartika yang menceritakan tentang perjuangan beliau dalam membangun sekolah bagi wanita pada zaman dahulu. other example bisa kita ambil contoh Joko Widodo yang menceritakan perjalanan hidupnya dari lahir hingga menjadi presiden. Sedangkan kalau historical recount tells historical events that occurred in the past atau menceritakan tentang sejarah suatu tempat. For example Borobudur temple, Lake Toba"*

At the end, after the students have finished answering the questions the teacher will give additional points to students who can answer the questions. The class ends after the teacher evaluates the material.

In the second observation, the researcher found out about the teacher's application of the Reading Guide Method to the Procedure Text material which was carried out on Tuesday 21 November 2023. Learning was carried out in the classroom.

The teacher's ability to apply the Reading Guide Method which starts with distributing teaching materials to question sessions with students. To clarify, the researcher explains with the table below:

Table 4.2 Observation checklist on 21 November 2023

Time	Activities	Check
21 November 2023 at 10.00	The teacher prepares teaching modules	√
21 November 2023 at 10.00	The teacher explains the learning objectives to students	√
21 November 2023 at 10.00	The teacher helps students with difficulties in understanding the material and the teacher acts as a facilitator	√
21 November 2023 at 10.00	Arouse students' interest in reading	√
21	Asking questions to students	√

November 2023 at 10.00	related to the ongoing material	
21 November 2023 at 10.00	Students answer questions actively orally	√
21 November 2023 at 10.00	The teacher provides comments on student answers	√
21 November 2023 at 10.00	Students convey ideas or understanding of the material	√

In the opening class, before starting the main lesson the teacher starts by reading a prayer together first and then the teacher checks the students' attendance. In the meeting on Tuesday, 21 November 2023, there was procedure text material. For the first step, the teacher reviews the previous material and explains a little about the material to be studied. Then the teacher prepares teaching materials that students will use to learn according to the material being studied, namely Procedure Text. The next step after the teaching materials are ready, students are given 20 minutes to read and understand the material individually.

After students have finished reading and understanding the material, in the main activity the teacher will ask questions to determine the level of students' understanding of

the material. To answer questions, students must answer orally. The teacher also informs that if students still don't understand the material, students can ask questions and the teacher will answer them by discussing them together.

Teacher: *"Dari materi dan teks prosedur yang telah kalian baca, apa saja yang sudah kalian pahami?"*

Students: *"Teks prosedur teks yang berisi langkah-langkah Bu"*

Teacher: *"Alright. Selain itu apa lagi? Ada yang bisa membantu untuk menjelaskan terkait prosedur teks?"*

Linda: *"Saya Bu. Prosedur teks adalah suatu teks yang menjelaskan tentang cara membuat sesuatu atau mengoperasikan sesuatu Bu dan kita bisa menemui teks ini di berbagai hal seperti di buku resep dan buku panduan pemakaian alat Bu"*

Teacher: *"Good Linda. Benar sekali yang di jelaskan oleh Linda. Thankyou. Jadi sudah paham semua ya bahwa teks prosedur merupakan teks yang menjelaskan atau memberitahu tentang cara membuat sesuatu, mengoperasikan sesuatu. Contohnya seperti: how to make cup cakes, how to operate the computer, how to use of hijab untuk perempuan dan masih banyak lagi. Dari sini ada yang masih belum paham tentang prosedur teks?"*

Students: *"Tidak Bu"*

Because the students already understand the procedure text material, the teacher gives them 15 minutes to create the procedure text independently. In this assignment the teacher gives students a free theme to create any procedural text according to their respective abilities

4.2 Students create Procedure Text

Teacher: *"Baik jika sudah paham semua, Ibu akan memberikan tugas untuk kalian. Saya beri waktu selama 15 menit untuk kalian membuat teks prosedur. Teks tersebut kalian bebas memilih temanya dan untuk tugas ini di kerjakan di buku. Jika nanti masih ada sisa waktu, nanti akan saya tunjuk tiga siswa untuk membacakan di depan. Sebelum mengerjakan ada yang mau di tanyakan terlebih dahulu?"*

Students: *"Tidak Bu"*

Because learning time has run out, students must submit their assignments. Before the teacher ends the lesson, the

teacher reminds the students to continue to improve their learning because next week the students will take the final semester exam.

b. The result from Interview with the teacher

Researcher obtained data from the implementation of the Reading Guide Method in English lessons in tenth grade Students of TKJ 2 at SMK Al-Islam Surakarta. The interview that the researcher conducted with the teacher was conducted on Friday 15 September 2023 and 14 Desember 2023 in SMK Al-Islam Surakarta at 09.30 with the following results:

Researcher: *"Bagaimana cara Ibu mengajar bahasa Inggris di kelas?"*

Teacher: *"Kalau dalam mengajar bahasa Inggris, biasanya saya menggunakan Metode Reading Guide mbak"*

Researcher: *"Dengan penggunaan Metode Reading Guide ini kira-kira apa saja yang harus Ibu siapkan sebelum mengajar di kelas? Dan dengan metode ini, bagaimana peran siswa dalam kegiatan pembelajaran?"*

Teacher: *"Yang harus di siapkan sebelum mengajar yaitu harus menyiapkan bahan ajarnya terlebih dahulu guna mendukung dari adanya modul ajar. Dan dengan Metode Reading Guide ini siswa saya berikan waktu untuk dapat memahami materi pelajaran secara mandiri"*

Researcher: *"Apakah boleh di jelaskan secara singkat mengenai implementasi dari penerapan Metode Reading Guide tersebut Bu?"*

Teacher: *"Untuk pengimplementasian dari metode ini yaitu nanti siswa disediakan bahan ajar yang akan di gunakan sesuai dengan materinya dan biasanya saya selalu carikan teks-teks yang berkaitan atau biasanya kita juga ada bukunya juga dari sekolah. Setelah itu siswa saya berikan waktu sekitar 20 menit untuk belajar dan memahami materi pelajaran secara mandiri. Jika sudah, nanti siswa saya beri pertanyaan untuk mengetahui seberapa jauh pemahaman siswa terhadap materi yang di pelajari. Namun jika masih ada siswa yang kurang paham dengan materi, siswa dapat bertanya kepada saya sebagai fasilitatornya di kelas"*

Researcher: *"Dalam bentuk apa bahan ajar yang digunakan oleh siswa untuk belajar Bu?"*

Teacher: *"Bahan ajarnya setiap materi ga sama mbak. Kadang saya buatkan PPT untuk siswa dapat membaca dan memahami materi dari PPT yang saya tampilkan di depan. Kadang juga menggunakan buku pegangan siswa dari sekolah, namun jika materi yang ada di buku kurang lengkap, biasanya saya carikan materi-materi dari sumber lain"*

Researcher: *"Untuk menjawab pertanyaan-pertanyaan tersebut siswa biasanya mengerjakannya dimana Bu? Di buku tugas siswa atau dari Ibu juga menyediakan lembar untuk menjawabnya?"*

Teacher: *"Kalau untuk sesi pertanyaan itu siswa mengerjakannya di buku siswa masing-masing"*

From the results of the second interview with the teacher, the researcher obtained data on learning outcomes obtained by students regarding the implementation of the Reading Guide Method.

1) Reading

Reading skills can be obtained by students by implementing the Reading Guide Method in English lessons. This is in accordance with the statements given by the teacher in two questions:

Researcher: *"Dalam pembelajaran bahasa Inggris dengan menggunakan Metode Reading Guide ini, skill apa saja yang dapat dikembangkan oleh siswa?"*

Teacher: *"Skill siswa yang bisa berkembang dengan metode ini juga banyak mbak, seperti reading, writing, speaking juga bisa"*

Researcher: *"Apakah boleh dijelaskan untuk cara mengajar skil-skill tersebut dengan Metode Reading Guide ini Bu?"*

Teacher: *"Yang pertama untuk reading ya. Untuk skill reading pada siswa dapat berkembang dari penggunaan Metode Reading Guide itu tadi mbak, karena dengan metode itu siswa jadi banyak membaca sehingga kemampuan siswa dalam membaca dapat bertambah. Baik dari segi comprehensionnya maupun vocabulary. Dengan membaca siswa dapat memahami teks yang di baca atau materi dan juga dengan banyak membaca siswa semakin banyak menemukan kosakata-kosakata baru"*

Students' reading abilities are found in the recount text and procedure text material provided by the teacher. From the data above, it can be concluded that the students' reading abilities observed by researchers while participating in classroom learning activities are in accordance with the interview data.

2) Writing

Writing skills can be obtained by students by implementing the Reading Guide Method in English

lessons. This is in accordance with the statements given by the teacher in two questions:

Researcher: "Dalam pembelajaran bahasa Inggris dengan menggunakan Metode Reading Guide ini, skill apa saja yang dapat dikembangkan oleh siswa?"

Teacher: "Skill siswa yang bisa berkembang dengan metode ini juga banyak mbak, seperti reading, writing, speaking juga bisa"

Researcher: "Dalam writing skill pada siswa, bolehkah dijelaskan secara singkat mengenai proses pembelajarannya Bu?"

Teacher: "Untuk writing skill siswa biasanya saya meminta siswa untuk membuat suatu teks yang berkaitan dengan materi dan biasanya saya memberikan kebebasan untuk siswa dalam membuat teks tersebut sesuai dengan kemampuan siswa masing-masing"

Students' writing skills are found in the procedure text material provided by the teacher. From the data above, it can be concluded that the students' reading abilities observed by researchers while participating in classroom learning activities are in accordance with the interview data.

3) Speaking

Students can gain speaking skills by implementing the Reading Guide Method in English lessons. This is in accordance with the statements given by the teacher in two questions:

Researcher: "Dalam pembelajaran bahasa Inggris dengan menggunakan Metode Reading Guide ini, skill apa saja yang dapat dikembangkan oleh siswa?"

Teacher: "Skill siswa yang bisa berkembang dengan metode ini juga banyak mbak, seperti reading, writing, dan juga speaking"

Researcher: "Dalam speaking skill pada siswa, bolehkah dijelaskan secara singkat mengenai proses pembelajarannya Bu?"

Teacher: "Untuk pengembangan speaking skill pada siswa biasanya siswa setelah saya minta untuk membuat suatu teks, biasanya siswa juga saya minta untuk membacakan hasil teksnya di depan kelas tanpa menggunakan teks mbak. Jadi agar siswa mempunyai kemampuan dan keberanian dalam berbicara dalam bahasa Inggris"

Students' speaking abilities are found in the procedure text material provided by the teacher. From the

data above, it can be concluded that the students' speaking abilities observed by the researcher are in accordance with the interview data. However, because when the researcher made observations on November 21, during the lesson on procedure text material, the learning time had already run out, so there was no opportunity for students to be able to progress in reading the text they had written.

From the discussion, the students' reading, writing and speaking abilities were improved. Reading makes students understand the material they are studying and also adds a lot of new vocabulary that students don't yet understand. Students' writing skills can be channeled through assignments to create a text so that students can channel their thoughts into writing. Students' speaking skills are developed through reading or telling students' writing results. These three abilities can be developed by using the Reading Guide Method in the classroom, such as increasing vocabulary and also improving pronunciation for students to be more active in using English words in speaking.

2. Student responses to the implementation of the Reading Guide Method in the tenth grade Students of TKJ 2 at SMK Al-Islam Surakarta in the academic year 2023/2024

Researcher obtained the data about student responses to the implementation of the Reading Guide Method from interviews conducted with fifteen students on Tuesday 10 October 2023 at 11.00 and on 14 Desember 2023 in the tenth grade classroom of TKJ 2 SMK Al-Islam Surakarta. The results of interviews with students had four responses, namely as follows:

1. The students feel more active in the lessons

By using the Reading Guide Method and question guides which are carried out orally, students feel more active in the lesson. This is confirmed by the results of interviews with students who said:

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Fakhri: *"Menurut saya dengan menggunakan Metode Reading Guide menjadikan suasana kelas menjadi lebih kondusif dari kelas pada waktu pelajaran lain. Dan saat melakukan tanya jawab yang dilakukan secara lisan seperti tadi juga membuat saya semakin aktif. Untuk kesulitan yang saya rasakan dengan metode ini belum ada"*

2. The students feel their interest in reading increases

By using the Reading Guide Method and question guides which are carried out orally, students feel their interest in reading increases. This is confirmed by the results of interviews with two students who said:

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Linda: *"Saya merasa dengan penggunaan metode ini minat membaca saya jadi bertambah dan vocabulary saya meningkat, selama menggunakan metode ini dan dengan menjawab pertanyaan saya belum menemukan kesulitan yang menganggu bagi saya. Mungkin hanya kadang ada yang belum saya pahami tapi masih bisa saya tanyakan kepada guru"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Shalsabila: *"Menggunakan metode ini saya merasa minat membaca saya meningkat karena sebelumnya saya sedikit malas untuk membaca materi. Tapi karna dengan metode ini saya dituntut untuk rajin membaca jadi saya mulai membiasakan untuk membaca materi"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Urfah: *" Dengan menggunakan metode ini saya merasa lebih nyaman dalam belajarnya. Dan dengan metode ini saya merasa kosakata bahasa Inggris saya jadi bertambah karena setiap saya membaca dan setiap ada kata yang saya tidak tahu saya cari sampai saya tahu"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Fajar: *"Saya rasa dengan metode ini saya jadi rajin membaca, namun terkadang ada beberapa kata yang saya tidak tahu artinya, tapi saya berusaha untuk mencari tahu arti kata tersebut"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Yesi: *"Dengan motode reading guide saya menjadi suka untuk membaca karena dengan metode ini saya dapat mendapatkan nilai tambahan jika saya bisa menjawab"*

3. The students feel more focused on the lesson

By using the Reading Guide Method and question guides which are carried out orally, students feel focused in following the lesson.

This is confirmed by the results of interviews with five students who said:

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Putri: *"Menggunakan Metode Reading Guide sangat enak menurut saya karena dengan metode ini saya bisa lebih fokus dalam belajar terlebih lagi jika metode tanya jawabnya secara lisan seperti tadi. Selama ini saya belum menemukan kendala selama menggunakan metode ini"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Haidar: *"Menggunakan metode ini enak di terapkan dalam pelajaran bahasa Inggris tapi biasanya pada sesi tanya jawab sering membuat mengantuk. Tapi berbeda saat tanya jawab yang dilakukan seperti tadi secara lisan saya bisa berkonsentrasi kembali terhadap pelajaran. Untuk kesulitannya jika menggunakan teknik tanya jawab seperti biasanya membuat ngantuk, jadi susah untuk fokus kembali"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Yoga: *"Saya merasa tepat belajar dengan menggunakan metode ini karena biasanya saya belajar dengan fokus ke membaca. Tapi kadang merasa jenuh jika materi yang harus di baca banyak dan setelah itu masih harus menjawab pertanyaan secara tertulis. Namun dengan tanya jawab secara lisan saya bisa lebih semangat dan fokus lagi"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Ilham: *"Dengan metode ini saya merasa puas karena jika dalam pelajaran bahasa Inggris seperti biasanya yang menjawab pertanyaan secara tertulis hanya membuat ngantuk. Namun dengan metode seperti tadi membuat saya menjadi semangat dan fokus terlebih lagi pada sesi pertanyaan"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Amalia: *"Dengan metode seperti ini saya rasa tepat digunakan dalam pelajaran bahasa Inggris dan dengan sesi jawab pertanyaan secara lisan. Karena jika pengulasan materi dengan hanya menjawab pertanyaan secara tertulis biasanya saya mudah bosan dan kurang fokus karena mengantuk. Tetapi dengan metode yang dilakukan seperti tadi saya tidak merasa ngantuk dan menjadi*

bersemangat dan fokus karena harus benar-benar memahami materi agar dapat menjawab pertanyaan yang di berikan secara lisan"

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Allam: *"Dengan metode ini saya merasa lebih dapat mengikuti pelajaran dari biasanya. Karena dengan metode ini harus bagaimanapun harus paham dengan materi agar dapat menjawab pertanyaan dan juga dapat mengerjakan tugas lainnya"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Daffa: *"Menggunakan metode ini saya merasa konsentrasi dalam mengikuti pelajaran bertambah karena biasanya saya sering merasa bosan dengan pelajaran bahasa Inggris"*

4. The students feel bored and sleepy

By using the Reading Guide Method and question guides which are carried out orally, students can feel bored and sleepy when participating in learning activities. This is confirmed by the results of interviews with two students who said:

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Faiz: *"Menggunakan metode reading guide dalam pelajaran bahasa Inggris enak tapi kadang juga bosan dan ngantuk"*

Researcher: *"Bagaimana pendapat anda tentang penggunaan Metode Reading Guide dalam pelajaran bahasa Inggris? Apakah anda merasa ada kesulitan dalam penggunaan metode ini?"*

Hanif: *"Dengan menggunakan Metode Reading Guide saya tidak ada masalah tapi juga membuat bosan karena harus banyak membaca"*

From the data above, it can be interpreted that using the Reading Guide Method in English lessons can make students more active, increase their interest in reading, and also be more focused. Apart from that, with this Reading Guide Method, students can also develop other skills such as reading, writing and speaking.

B. Discussion

In this section the researcher tries to discuss the research findings. There are two research questions asked in this research. The discussion focuses on the findings from both research questions. First, a discussion about the teacher's implementation of the Reading Guide Method in English lessons. The second discusses students' responses to the implementation of the Reading Guide Method in English lessons in the tenth grade of TKJ 2 at SMK Al-Islam Surakarta in the academic year 2023/2024.

1. **The implementation of the Reading Guide Method by English teacher in tenth grade students of TKJ 2 at SMK Al-Islam Surakarta in academic year 2023/2024**

   In this research question there are two research findings. First, the implementation of the Reading Guide Method in the tenth grade student of TKJ 2 at SMK Al-Islam Surakarta shows that the implementation carried out by the teacher is in accordance with the procedures in Margaret Bouchard's (2005) theory. Margaret Bouchard's (2005) states that the steps taken in the Reading Guide are for the teacher to distribute reading sheets to students as a tool for learning. After that the teacher will ask questions to students through a question guide. In implementing the Reading Guide Method, the teacher takes the following steps: first, creates and prepares a teaching module. Second, explain the learning objectives of the material to be studied and provide teaching modules to students. Third, the teacher helps students if someone has difficulty understanding the material. Fourth, provide encouragement to students to actively read. Fifth, provide a question guide to students regarding the material studied orally and each question will be answered directly by students orally. Sixth, provide feedback to students regarding the answers students give. And finally, teacher also provide time for students to convey their understanding of the material to everyone.

Second, the implementation of the Reading Guide Method in the tenth grade student of TKJ 2 at SMK Al-Islam Surakarta also resulted in the fact that by using this method students could improve their skills. Based on the results of observations, interviews and documentation conducted at SMK Al-Islam Surakarta with Mrs. A as an English teacher in the tenth grade student of TKJ 2, there are several skills that students can develop, as follows:

a. Reading

The first ability that students can acquire is reading. Based on observations on 10 October and 21 November 2023, when learning activities took place, teachers provided time for students to read and understand the material independently. In this reading process, the teacher provides opportunities for students to develop understanding in reading in students and also look for more vocabulary that students do not yet know.

One of the reasons teacher use the Reading Guide Method is to develop students' reading skills. Brown (2000) states that reading is one of the skills that teacher expect from students. This reading skill is quite successful in the learning process using the Reading Guide Method. This is proven by the results of observations made by researcher. Students can create texts based on their thoughts and vocabulary. By reading a lot, students will understand what they have read and by reading a lot, students will discover new words.

With the presence of new words that students don't yet know the meaning of, of course students will know the meaning of the word. By continuing to read, students will become more accustomed to it and it will be easier to remember every word that students get from reading.

b. Writing

The second skill is writing. Teacher often give assignments to students to create a reading text that is appropriate to the material. In making this text, the teacher frees students to be creative in channeling the understanding that is in their minds and so that students can create texts according to the English language skills that students have. With this, students will have different skills from others. This is in accordance with Brown (2000) that writing is a skill with its own conventions. Students have a stock of vocabulary obtained from their own abilities and also from reading results. By writing a lot or creating reading texts, students will get used to it and will be able to develop their writing abilities more.

c. Speaking

The third skill is speaking. By using the Reading Guide Method, students can also develop their speaking skills. The teacher carries out this development by means of students retelling the text that the students have created. In this way students can also increase their confidence in speaking English. In addition, by continuing to speak

English, students will get used to the pronunciation. Speaking is a skill that must be developed. By speaking, apart from increasing students' self-confidence, it can also make intonation or pronunciation clearer.

From the three skills above, it can be concluded that using the Reading Guide Method in learning English can help develop students' skills. With this method the skills that can be developed are reading, writing and speaking skills. Using this method can also make students more creative and create a conducive classroom situation. This is in accordance with previous research conducted by Enni & Riana (2019) which stated that using the Reading Guide Method makes learning activities more active, efficient and creative.

2. **Student responses to the implementation of the Reading Guide Method in the tenth grade Students of TKJ 2 at SMK Al-Islam Surakarta in the academic year 2023/2024**

In this research question, regarding students' responses to the implementation of the Reading Guide Method, there is one research finding, namely that students can understand the material being studied and students can develop their skills in English. Because in a lesson, students can develop their skills or not, it depends on the way the teacher teaches. This is according to Leo (2013) who said that students' responses to lessons can be seen from the teacher's effectiveness in

teaching so that students can achieve maximum learning. Based on the results of interviews conducted with fifteen students, there were four student responses. First, students can participate in learning actively. This happens because according to students, using the Reading Guide Method and answering questions orally makes the class atmosphere more conducive and active when answering questions orally.

Second, it can increase students' interest in reading. This happens because by using the Reading Guide Method students are required to continue reading in order to understand the material so that later they can answer questions given by the teacher. Apart from that, with this method students also say that they can develop their skills, such as reading, writing and speaking. Third, increase student enthusiasm and focus on learning. Students' enthusiasm for learning and focus can increase because students must really be able to understand the material in order to be able to answer questions given by the teacher and get added value. Apart from getting additional points, students can also do other assignments given by the teacher, such as writing reading texts and also being able to tell stories in front of the class in English. The final response from students was that students felt bored and sleepy. This happens because students who still lack interest in reading feel bored and sleepy if they have to continue reading.

From these responses, it can be interpreted that students' responses to the implementation of the Reading Guide Method in English lessons

can help develop English language skills. Students can develop skills in reading, writing, and speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to draw the conclusion based on the research findings of the previous chapter. The researcher also gives several suggestions for other.

1. **Conclusion**

In this chapter the researcher draws conclusions from the results of the research discussion. Based on the research and results above, the researcher concludes first regarding the teacher's implementation of the use of the Reading Guide Method in teaching English for tenth grade TKJ 2 students at Al-Islam Vocational School, Surakarta in the 2023/2024 school year. Research question one produced two findings, namely, one was the implementation of the Reading Guide Method carried out by the teacher in accordance with existing procedures. Second, applying the Reading Guide Method can help students develop their skills in English.

Second, regarding student responses to implementing the Reading Guide Method in English lessons for tenth grade TKJ 2 students at Al-Islam Vocational School, Surakarta. This research question shows that students feel their reading, writing and speaking skills have improved.

2. **Suggestion**

Based on the research results above, the researcher provides several suggestions, especially for teacher, students and other researchers.

Researcher hope that these suggestions can be useful for improving teaching and learning in English, as follows:

1. For the teacher

   Teaching English is not an easy thing, especially when reading requires a strong understanding. It is hoped that this research can provide motivation for teachers to develop learning methods so that students can more easily understand the subject matter.

2. For the student's

   Learning a foreign language, especially English, is not an easy thing. Learning this language requires strong motivation and self-confidence. Don't be afraid to try, keep learning and read more so you can understand a certain context.

3. For the researcher

   The researcher hopes that the results of this research can provide benefits or references for other researchers to conduct research related to English language learning using the Reading Guide Method.

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Appendix 1

Field Note of The Observation

1. First Observation

   Teacher   : Mrs. A

   Time   : Tuesday, 10th October 2023

   Class   : Tenth of TKJ two

   Material   : Recount Text

   The researcher made observations by participating in learning activities in the tenth grade of TKJ 2 on Tuesday, October 10 2023 with Mrs. A as the English teacher. In teaching activities the teacher uses the Reading Guide Method. Classes start at 10.00-10.45. The first step taken by the teacher is to open the class and check the student attendance list. Before starting learning, the teacher explains the learning objectives for the material to be studied and prepares the teaching modules that students will use. After that, the teacher gives students 20 minutes to read and study the material. After students understand the material, the teacher asks several questions orally to determine the level of students' understanding of the material they are studying. Students who can answer or explain the question will get additional points. The teacher also provides feedback on student answers.

2. Second Observation

    Teacher   : Mrs. A

    Time   : Tuesday, 21 November 2023

    Class   : Tenth of TKJ two

    Material   : Procedure Text

    Researchers made observations by participating in learning activities in class X TKJ 2 on Tuesday 10 October 2023 with Mrs. A as the English teacher. In teaching activities the teacher uses the Reading Guide Method. Classes start at 10.00-10.45. The first step the teacher takes is to open the class and check the student attendance list. Before starting learning, the teacher explains the learning objectives of the material to be studied and prepares the teaching modules that students will use. After that the teacher gives students 20 minutes to read and study the material. After students understand the material, the teacher asks several questions verbally to determine the level of students' understanding of the material they are studying. Students who can answer or help explain questions will get additional points. To determine students' understanding of the material, the teacher gives each student the task of creating a procedure text with a free theme. If learning time is still available, the teacher will give students the opportunity to read the procedure text assignment in front of the class. However, because time was running out, students only collected their assignment books.

Appendix 2

Interview With The Teacher

Date   : Friday, 15th September 2023

Place   : SMK Al-Islam Surakarta

Teacher   : Mrs. A

1. Researcher: Dengan penggunaan Metode Reading Guide ini kira-kira apa saja yang harus Ibu siapkan sebelum mengajar di kelas? Dan dengan metode ini, bagaimana peran siswa dalam kegiatan pembelajaran?

    Teacher: Yang harus di siapkan sebelum mengajar yaitu harus menyiapkan bahan ajarnya terlebih dahulu guna mendukung dari adanya modul ajar. Dan dengan Metode Reading Guide ini nantinya siswa diberikan waktu untuk dapat memahami materi pelajaran secara mandiri

2. Researcher: Apakah boleh di jelaskan secara singkat mengenai implementasi dari penerapan Metode Reading Guide tersebut Bu?

    Teacher: Untuk pengimplementasian dari metode ini yaitu nanti siswa disediakan bahan ajar yang akan di gunakan sesuai dengan materinya dan biasanya saya selalu carikan teks-teks yang berkaitan. Setelah itu siswa saya berikan waktu sekitar 20 menit untuk belajar dan memahami materi pelajaran secara mandiri. Jika sudah, nanti siswa saya beri pertanyaan untuk mengetahui seberapa jauh pemahaman siswa terhadap materi yang di pelajari. Namun jika masih ada siswa yang kurang paham dengan materi, siswa dapat bertanya kepada saya sebagai fasilitatornya di kelas

3. Researcher: Untuk menjawab pertanyaan-pertanyaan tersebut siswa biasanya mengerjakannya dimana Bu? Di buku tugas siswa atau dari Ibu juga menyediakan lembar untuk menjawabnya?

   Teacher: Kalau untuk sesi pertanyaan itu siswa mengerjakannya di buku siswa masing-masing

Appendix 3

Umum	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.

Elemen	Capaian Pembelajaran	Konten
Menyimak-Berbicara	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	Opinion
		Degreeof Comparison
		Introduction
		Announcement
		Offering Help & Services

	menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan ada suara untuk dapat dipahami dalam sebagian konteks.	Suggestion
	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	Narrative Text
		Deskriptive Text
Membaca-Memirsa	mendapatkan informasi. Mereka 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. 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-Mempresentasikan	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 kosa kata 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.	

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	Memba	Menulis	Berrtaqw	Beriman,Be	Berkebine	G	M	Ber	K		
1	Introduction	Ganjil	v	v	v	v	v	v	v	v	v	v	2	4
2	Factual Report Text		v	v	v	v	v	v	v	v	v	v	4	8
3	Degree of Comparison		v	v	v	v	v	v	v	v	v	v	2	4
4	Descriptive Text		v	v	v	v	v	v	v	v	v	v	4	8
5	Announcement		v	v	v	v	v	v	v	v	v	v	2	4
6	Narrative Text		v	v	v	v	v	v	v	v	v	v	4	8
7	Opinion	Genap	v	v	v	v	v	v	v	v	v	v	2	4
8	Procedure Text		v	v	v	v	v	v	v	v	v	v	4	8
9	Offering Services		v	v	v	v	v	v	v	v	v	v	2	4
10	Exposition Text		v	v	v	v	v	v	v	v	v	v	4	8
11	Suggestion		v	v	v	v	v	v	v	v	v	v	2	4
12	Recount Text		v	v	v	v	v	v	v	v	v	v	4	8
												JUMLAH	36	72

ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS KELAS X SMK AL-ISLAM SURAKARTA

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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	1. BKoF- Diperdengarkan beberapa contoh teks 2. MoT- penjelasan materi 3. JCoT- Menyusun teks secara terbimbing 4. ICoT - Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (UnjukKerja)	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- Mempre- sentasikan	Peserta didik mampu mempresentasikan **monolog/dialog berisi perkenalan lisan** dihadapan 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	1. BKoF– Diperlihatkan contoh teks 2. MoT- Penjelasan	Genre Based	MenulisTeks Tulis	2 JP	Modul

| 10.5 | Menulis-Mempre-sentasikan | Peserta didik mampu membuat **monolog/dialog berisi perkenalan tulis** dengan bahasa sendiri sesuai konteks yang diberikan. | Introduction | materi
3. JCoT-Menulis teks secara terbimbing
4. ICoT-Menulis secara mandiri | Approach (Siklus Tulis) | (Tertulis) | | 1 |

No	ElemenCP	TujuanPembelajaran	Materi	Kegiatan	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	1. BKoF- Diperdengarkan beberapa contoh teks 2. MoT– Penjelasan materi 3. JcoT– Menyusun teks secara terbimbing	GenreBased Approach (Siklus Lisan)	Menyusun Teks Lisan (UnjukKerja)	2 JP	Modul 2
10.7	Menulis - Mempre-sentasikan	Peserta didik mampu menyusun **teks factual report** isan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT– Menyusun teks secara terbimbing 2. IcoT– Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (UnjukKerja)	2 JP	Modul 2
10.8	Menulis - Mempre-sentasikan	Peserta didik mampu mempresentasikan **teks factual report** dihadapan 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 Factu	1. BKoF– Diperlihatkan beberapa contoh teks 2. MoT– Penjelasan materi 3. JcoT– Menyusun	Genre Based Approach (Siklus	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 2

			al Repor t	teks secara terbimbing	Tulis)			
10.10	Menulis - Mempre- sentasika n	Peserta didik mampu membuat **teks factual report** tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT– Menyusun teks secara terbimbing 2. IcoT– Menyusun teks secara mandiri	Genre Based Approa ch (Siklus Tulis)	Menyusu n Teks Tulis (Tertulis)	2 JP	Modul 2

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Aloka si Wakt u	Keterang an
10.1 1	Menyimak-Berbicara	Diperdengarkan beberapa **monolog/ dialog yang berisi perbandingan** peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Degree of Compariso n	1. BKoF- Diperdengarkan beberapa contoh teks 2. MoT- penjelasan materi 3. JCoT- Menyusun teks secara terbimbing 4. ICoT- Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 3
10.1 2	Menyimak-Berbicara	Peserta didik mampu menyusun **monolog/ dialog yang berisi perbandingan** dengan bahasa sendiri sesuai konteks yang diberikan.						
10.1 3	Menulis - Mempre-sentasika n	Peserta didik mampu mempresentasikan **monolog/ dialog yang berisi perbandingan** dihadapan kelas dengan penuh tanggungjawab						
10.1 4	Membaca - Memirsa	Disediakan **monolog/ dialog yang berisi perbandingan**, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Degree of	1. BKoF– Diperlihatkan contoh teks 2. MoT- Penjelasan materi	Genre Based Approach	Menulis Teks Tulis	2 JP	Modul 3

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.15	Menulis - Mempre-sentasikan	Peserta didik mampu membuat **monolog/ dialog yang berisi perbandingan** dengan bahasa sendiri sesuai konteks yang diberikan.	Compariso n	3. JCoT- Menulisteks secara terbimbing 4. ICoT- Menulis secara mandiri	(Siklus Tulis)	(Tertulis)		

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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	1. BKoF- Diperdengarkan beberapa contoh teks 2. MoT– Penjelasan materi 3. JcoT– Menyusunt eks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4
10.17	Menulis-Mempre-sentasikan	Peserta didik mampu menyusun **descriptive teks tentang orang/benda/tempat** lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT– Menyusun teks secara terbimbing	Genre Based Approach	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 4

10.18	Menulis-Mempre-sentasi kan	Peserta didik mampu mempresentasikan **descriptive teks tentang orang/benda/tempat** di hadapan kelas dengan penuh tanggungjawab		2. IcoT– Menyusun teks secara mandiri	(Siklus Lisan)			
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	1. BKoF– Diperlihatkan beberapa contoh teks 2. MoT– Penjelasan materi 3. JcoT– Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4
10.20	Menulis-Mempre-sentasi kan	Peserta didik mampu membuat **descriptive teks tentang orang/benda/tempat** tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		1. JcoT– Menyusun teks secara terbimbing 2. IcoT– Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 4

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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 Anouncement	1. BKoF- Diperdengarkan beberapa contoh teks 2. MoT- penjelasan materi 3. JCoT- Menyusun teks secara terbimbing 4. ICoT- Menyusun teks secara mandiri	Genre Based Approach (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-Mempre-sentasikan	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	4. BKoF– Diperlihatkan contoh teks 5. MoT- Penjelasan	Genre Based	Menulis Teks Tulis	2 JP	Modul 5

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.25	Menulis-Mempre-sentasikan	Peserta didik mampu membuat **teks pengumuman lisan** dengan bahasa sendiri sesuai konteks yang diberikan.		materi 6. JCoT-Menulis teks secara terbimbing 7. ICoT-Menulis secara mandiri	Approach (Siklus Tulis)	(Tertulis)		

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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	3. BKoF- Diperdengarkan beberapa contoh teks 4. MoT–Penjelasan materi 5. JcoT–Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6
10.27	Menulis-Mempre-sentasikan	Peserta didik mampu menyusun **narrative text lisan** dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		A. JcoT–Menyusun teks secara terbimbing B. IcoT–Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 6

10.28	Menul is- Mempr e- sentasi kan	Peserta didik mampu mempresentasikan **narrative text lisan** di hadapan kelas dengan penuh tanggungjawab						
10.29	Memba ca- Memir sa	Disediakan **narrative text tulis**, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written Narrati ve Text	b BKoF–Diperlihatkan beberapa contoh teks c MoT–Penjelasan materi d JcoT–Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6
10.30	Menul is- Mempr e- sentasi kan	Peserta didik mampu membuat **narrative text tulis** dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		e. JcoT–Menyusun teks secara terbimbing f. IcoT – Menyusun teks secara mandiri	Genre Based Approach (Siklus Tulis)	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 6

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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	4. BKoF- Diperdengarkan beberapa contoh teks 5. MoT-penjelasan materi 6. JCoT - Menyusun teks secara terbimbing 7. ICoT- Menyusun teks secara mandiri	Genre Based Approach (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-Mempre-sentasikan	Peserta didik mampu mempresentasikan **monolog/dialog berisi opini lisan** dihadapan 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	A. BKoF– Diperlihatkan contoh teks B. MoT- Penjelasan materi C. JCoT- Menulis teks secara terbimbing D. ICoT- Menulis secara mandiri	Genre Based Approach (Siklus Tulis)	Menulis Teks Tulis (Tertulis)	2 JP	Modul 7

10. 35	Menulis-Mempre-sentasika n	Peserta didik mampu membuat **monolog/dialo g berisi opini tulis** dengan bahasa sendiri sesuai konteks yang diberikan.						

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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	2. BKoF-Diperdengarkan beberapa contoh teks 3. MoT–Penjelasan materi 4. JcoT–Menyusun teks secara terbimbing	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.37	Menulis-Mempre-sentasikan	Peserta didik mampu menyusun **procedure text lisan** dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		3. JcoT – Menyusun teks secara terbimbing 4. IcoT–Menyusun teks secara mandiri	Genre Based Approach (Siklus Lisan)	Menyusun Teks Lisan (Unjuk Kerja)	2 JP	Modul 8
10.38	Menulis-Mempre-sentasikan	Peserta didik mampu mempresentasikan **procedure text lisan** dihadapan 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	3. BKoF–Diperlihatkan beberapa contoh teks 4. MoT–Penjelasan materi 5. JcoT–	Genre Based Approach (Siklus	Menyusun Teks Tulis (Tertulis)	2 JP	Modul 8

				Menyusun teks secara terbimbing	Tulis)			
10.40	Menulis - Mempre- sentasika n	Peserta didik mampu membuat **procedure text tulis** dengan bahasa sendiri sesuai dengan karakteristik jurusannya.		5. JcoT– Menyusun teks secara terbimbing 6. IcoT – Menyusun teks secara mandiri	Genre Based Approa ch (Siklus Tulis)	Menyusu n Teks Tulis (Tertulis)	2 JP	Modul 8

No	Elemen CP	Tujuan Pembelajaran	Materi	Kegiatan	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	2. BKoF-Diperdengarkan beberapa contoh teks 3. MoT-penjelasan materi 4. JCoT - Menyusun teks secara terbimbing 5. ICoT- Menyusun teks secara mandiri	Genre Based Approach (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 - Mempre - sentasikan	Peserta didik mampu mempresentasikan **dialog berisi penawaran bantuan lisan** di hadapan kelas dengan penuh tanggungjawab						
10.44	Membac a-Memirs a	Disediakan **dialog berisi penawaran bantuan lisan**, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Written	c. BKoF– Diperlihatka n contoh teks	Genre Based	Menulis Teks Tulis	2 JP	Modul 9

10.45	Menulis - Mempre - sentasikan	Peserta didik mampu membuat **dialog berisi penawaran bantuan lisan** dengan bahasa sendiri sesuai konteks yang diberikan.	Offering Servic es	d. MoT-Penjelasan materi e. JCoT - Menulis teks secara terbimbin g f. ICoT-Menulis	Approach (Siklus Tulis)	(Tertulis)		

No	ElemenCP	TujuanPembelajaran	Materi	Kegiatan	Metode	Penilaian	Alokasi Waktu	Keterangan
10.46	Menyimak-Berbicara	Diperdengarkan beberapa **expositiontextlisan**,peserta didik mampu membandingkan struktur teks dan unsur kebahasaan secara mandiri.	Spoken Exposition Text	13. BKoF-Diperdengarkan beberapacontohteks 14. MoT–Penjelasanmateri 15. JcoT–Menyusun teks secara terbimbing	GenreBased Approach (Siklus Lisan)	Menyusun TeksLisan (Unjuk Kerja)	2 JP	Modul 10
10.47	Menulis-Mempre-sentasikan	Peserta didik mampu menyusun **expositiontextlisan**denganbahasa sendiri sesuai dengan karakteristik jurusannya.		3. JcoT – Menyusun tekssecaraterbimbing 4. IcoT–Menyusun teks secara mandiri	GenreBased Approach (Siklus Lisan)	Menyusun TeksLisan (Unjuk Kerja)	2 JP	Modul 10
10.48	Menulis-Mempre-sentasikan	Peserta didik mampu mempresentasikan **exposition text lisan**dihadapankelasdenganpenuh tanggungjawab						

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10.49	Membaca-Memirsa	Disediakan **exposition text tulis**, pesertadidikmampumenganalisis strukturteksdanunsurkebahasaan secara mandiri	Written Exposition Text	1. BKoF– Diperlihatkan beberapaconto h teks 2. MoT–Penjelasanmateri 3. JcoT– Menyusun teks secara terbimbing	Genre Based Approach (Siklus Tulis)	Menyusun TeksTulis (Tertulis)	2 JP	Modul 10
10.50	Menulis-Mempre-sentasikan	Peserta didik mampu membuat **expositiontexttulis**denganbahasa sendiri sesuai dengan karakteristik jurusannya.		5. JcoT– Menyusun teks secara terbimbing 6. IcoT – Menyusun tekssecaramandiri	Genre Based Approach (Siklus Tulis)	Menyusun TeksTulis (Tertulis)	2 JP	Modul 10

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
PEMBELAJARAN TATAP MUKA
TAHUN PELAJARAN 2023/2024

Jago Komputer
Ngaji Pinter

RPP	3.5.1	**Nama Sekolah**	:	**SMK "AL-ISLAM" SURAKARTA**	**Fatimah Aqillah Irani, M. Pd**
Mata Pelajaran : **Bahasa Inggris**		**Kelas/Semester**	:	**X / Genap**	
Kompetensi Keahlian : **TKJ & TJA**		**Tahun Pelajaran**	:	**2023/2024**	

Kompetensi Dasar **Pengetahuan:** 3.5 Menganalisis fungsi sosial, struktur teks, karakteristik dan contoh teks *Prosedur* dan unsur kebahasaan pada pernyataan atau tindakan yang bersifat perintah.	**Alokasi Waktu (JP)** : **2 jp**
	Materi Pelajaran : **Procedure Text**

Kompetensi Dasar **Pengetahuan:** 3.5 Menganalisis fungsi sosial, struktur teks, karakteristik dan contoh teks *Prosedur* dan unsur kebahasaan pada pernyataan atau tindakan yang bersifat perintah. **Ketrampilan:** 4.5. Menyusun teks lisan dan tulis untuk menyatakan pernyataan persuasive dengan memperhatikan fungsi sosial, struktur teks, dan karakteristik yang benar dan sesuai konteks. **Sikap/Karakter:** Tanggung jawab, jujur dan disiplin	**Tujuan Pembelajaran:** Setelah mengikuti pembelajaran siswa dapat : menggunakan kalimat dalam bentuk Simple Present Tense dengan memperhatikan fungsi sosial , struktur teks, dan unsur kebahasaan yang benar serta menunjukaan prilaku jujur , disiplin, percaya diri dan bertanggungjawab.	Mengetahui, Kepala Sekolah **Kurnia Aprianto, S. Pd**
	Model Pembelajaran : **Discovery Learning**	

Pendahuluan
1. Menyapa siswa untuk bersiap mengikuti pembelajaran tatap muka.
2. Memberi motivasi belajar siswa sesuai manfaat dan aplikasi materi pelajaran dalam kehidupan sehari-hari
3. Mengajukan pertanyaan yang mengaitkan materi sebelumnya dengan materi yang akan dipelajari
4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
5. Menyampaikan cakupan materi dan penjelasan uraian kegiatan

Inti
1. Stimulus : Guru membagikan teks yang akan digunakan oleh siswa untuk mempelajari materi *Procedure Text*.
2. Identifikasi masalah : Siswa mengidentifikasi struktur teks prosedur melalui materi yang sudah di berikan oleh guru dan menjawab pertanyaan guru secara lisan.
3. Pengumpulan data : Siswa membuat contoh teks prosedur.
4. Pembuktian : Siswa mengumpulkan tugas yang di tulis di kertas dan di kumpulkan kepada guru sesuai dengan tengat waktu yang ditentukan.

Assesment As Learning
☐ Penilaian Diri
☐ Penilaian Teman Sejawat
☐ Penilaian Kelompok
☐ Graphic Organizer

Assesment For Learning
☐ Observasi
☐ Wawancara
☐ Catatan Anekdot

5. Menarik simpulan : Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang telah di sampaikan.
Penutup
   1. Mengevaluasi rangkaian aktivitas pembelajaran dan hasilnya serta **manfaat pembelajaran untuk DUNIAWI dan UKHROWI** dalam pembelajaran tatap muka.
   2. Memberikan umpan balik terhadap proses dan hasil pembelajaran secara langsung.
   3. Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas.
   4. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
	☐ Cek list
	☐ Penugasan
	Assesment Of Learning
	☐ Tes
	☐ Ujian (UTS, UAS)
	☐ Unjuk Kerja
	☐ Proyek
	☐ Produk
	☐ Portofolio

Penilaian 1.Pengetahuan:Tes tulis dan penugasan. 2.Ketrampilan: Membuat contoh teks prosedur. **Alat dan Bahan**: Laptop, HP, Buku Tulis, Buku Teks, Bolpen	

LAMPIRAN Materi

Procedure Text

a. Definition Procedure text is a text that explains/ tells about how to make, use or operate something. There are two kinds of procedure texts; there are recipe and manual procedure text. For the first meeting we will discuss about Manual. Manual procedure text is the part of procedure text that contains of explanation about how something should be done in sequenced steps. Or in short explanation recipe procedure text is a text that explains/tells about how to make something.

b. The Purpose of Procedure Text
   1. To describe how something is done in sequenced steps.
   2. To provide a series of steps in sequence that explains the reader.
   3. To tell the steps of doing something.

c. The Generic Structure of the Recipe procedure Text
   1. Aim/goal. This part describes the purpose of doing/operate something. For example 'How to operate Camera'
   2. Material/Equipment It is contains of the material/equipment in a processes of doing/operating something.
   3. Steps It is contains of the instruction doing/operating something.

d. The Language Feature of Procedure Text
   1. Using simple present tense
      Procedure text uses simple present tense because in this text there are facts sentences regarding the making or use of something.
   2. Imperative
      Sentence The imperative sentence begins with the verb. For example heat, mix, add, plug in, etc.
   3. Connectives
      This word is a link between one sentence and another. For example, firstly, secondly, finally, etc.
   4. Adverbs
      Used to provide time and method information. For example, in 10 minutes, slowly, etc. e. The Example of Manual Procedure Text How to Use An Electronic Iron Materials 1. Iron 2. Electricity socket Steps 1. Plug the iron cable into an electricity socket and wait until the iron get warmer. 2. Place the clothes on the place mat. 3. Apply the iron on the clothes surface evenly.

e. Kinds of Procedure Text
   1. Manual :Procedure text yang memaparkan bagaimana cara mengoperasikan/menggunakan sesuatu.we need to follow the proceure contained manual seperti ; How to use a blender , how to use a washing machine , and how to operate a computer
   2. Recipe : Procedure text contained in recipe/yang memberikan instruksi dalam melakukan kegiatan tertentu seperti How to make orang e juice , how to make fried rice , how to make fried noodle.
   3. Tutorial : Video making tutorial , make up tutorial , hijab tutorial
   4. Life hack : How to pack for traveling , how to recycle things , how to fold cloth quickly
   5. Game rules : How to play hide and seek , how to play srabble , how to play snake and leathers
   6. Experiment : How to change flowers color , how to make salt , how to make

eco-enzim

7. Procedure text can also talk about steps dialing with human behaviour Procedure text yang berkaitan dengan kiat-kiat menjalani hidup yang berhubungan prilaku manusia , example :How to live happily , how to succed , how to manage time.

TUGAS TIDAK TERSTRUKTUR

Make an example of a procedure text which tells about anything!

Appendix 5