

**AN ANALYSIS OF TEACHING STRATEGY USED BY THE ENGLISH  
TEACHER IN ENGLISH LESSON AT SEVENTH GRADE STUDENTS OF  
SMP N 1 SELO BOYOLALI IN THE ACADEMIC YEAR OF 2023/ 2024**

**THESIS**

Submitted as A Partial Requirements  
for the degree of *Sarjana*



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2023**

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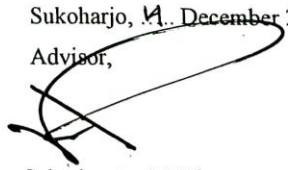
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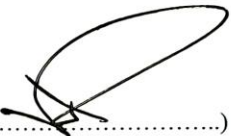
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## RATIFICATION


This is to certify the Sarjana thesis entitled “AN ANALYSIS OF TEACHING STRATEGY USED BY THE ENGLISH TEACHER IN ENGLISH LESSON AT SEVENTH GRADE STUDENTS OF SMP N 1 SELO BOYOLALI IN THE ACADEMIC YEAR OF 2023/2024” by Chalista Nazilatul Putri has been approved by the Board of The Thesis Examination as the requirements for the degree of the sarjana in Raden Mas Said State Islamic University of Surakarta.

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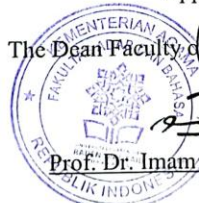
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## **DEDICATION**

The thesis is dedicated to:

1. My beloved parents Suparno and Yayuk Istiyani who give me love, support, and prayers in my journey.
2. My advisor, Sabariyanto, M.Pd., who give me advice and support in finishing my thesis.
3. My beloved brother Renal Prasetyo Widagdo.
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6. My friend in the Sambat Group, who give me support and motivation.
7. All my friends “F” who give me support in finishing my thesis.
8. My almamater UIN Raden Mas Said Surakarta.

## MOTTO

*“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.” –*

*QS Al Baqarah 286*

*“Pengetahuan yang baik adalah yang memberikan manfaat, bukan hanya diingat.” – Imam Syafi’i*

*“Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan akarnya.” – Ali bin Abi Thalib*

*“Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum, sebelum mereka mengubah keadaan diri mereka sendiri.” – QS Ar Rad 11*

*“Jangan menilai saya dari kesuksesan, tetapi nilai saya dari seberapa sering saya jatuh dan berhasil bangkit kembali.” – Nelson Mandela*

*“Sukses berjalan dari satu kegagalan ke kegagalan yang lain, tanpa kita kehilangan semangat.” – Abraham Lincoln*

*“Pelangi yang muncul setelah hujan adalah janji alam bahwa masa buruk telah berlalu dan masa depan akan baik-baik saja.” - Windry Ramadhina*

*“Gagal hanya terjadi jika kita menyerah.” - Bacharuddin Jusuf Habibie*

*“Bukan kesulitan yang membuat kita takut, tapi sering ketakutan yang membuat jadi sulit. Jadi jangan mudah menyerah.” - Joko Widodo*

## PRONOUNCEMENT

Name : Chalista Nazilatul Putri  
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I hereby sincerely state that the thesis entitled (*An Analysis of Teaching Strategy Used by the English Teacher in English Lesson at Seventh Grade Students of SMP N 1 Selo Boyolali in the Academic Year of 2023/ 2024*) is my own original work. To the best of my knowlwdge and belief, the thesis contains no material previously published or written by another person except where due references are made.

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

Surakarta, 26<sup>th</sup> December 2023

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## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of the day of judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Teaching Strategy Used by the English Teacher in English Lesson at Seventh Grade Students of SMP 1 Selo Boyolali in the Academic Year of 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:

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

Surakarta,

The Researcher,



Chalista Nazilatul Putri

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## **ABSTRACT**

Chalista Nazilatul Putri. 2023. An Analysis of Teaching Strategy Used by the English Teacher in English Lesson at Seventh Grade Students of SMP 1 Selo Boyolali in the Academic Year of 2023/ 2024. Thesis. Surakarta. English Language Education. Cultures and Languages Faculty. UIN Raden Mas Said Surakarta.

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Keywords : Teaching Strategy, Teacher, English Lesson.

Teaching strategy is a teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. English lesson is one of the efforts to build a basic human foundation a quality Indonesia, ready to compete in global associations. English lesson is still available at SMP N 1 Selo. English in this school is a compulsory subject taken from the curriculum structure published by the Ministry of Education then the curriculum is lowered back into a syllabus. This study aims to determine the strategies used by English teachers in teaching. The second goal is to find the teacher's problem in implementing the strategies used to teach.

This research was conducted by using descriptive qualitative method. The objects of this research were two English teachers at SMA Negeri 1 Seputih banyak in the academic year 2022/2023. Data were gathered by classroom observation, interview, and documentation.

The results of these results revealed that teachers divided the strategy into three steps, namely opening, core acticity, and closing. Teachers use brainstorming and Case-based Small-group discussion strategies when teaching, the reason why teachers use strategies is because the strategies are easier and effective strategies to use in the teacher's classroom. The problem for teachers for now is the mastery of vocabulary that is still lacking because there are no English subjects in elementary schools and children's abilities are still lacking.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English language already becomes one of international languages that must be learned by each person and it makes big influence for the whole aspect. English language has big contributions for people to communicate and interact with each other from different countries. In educational world, it has its own meaning. For the students especially, English language is really needed to access knowledge like science, technology, art and culture. Knowing and mastering English language will give big benefits for students. To help students mastering it, teacher as educator who has great role in school needs strategy to support in teaching and learning process.

The importance of the role of language in the process of learning and teaching requires an appropriate method to improve students' English language skills with fun learning activities and can encourage students' willingness to learn to play an important role in the teaching and learning process. This is expressed in Piaget's theory (1963: 34) "young learner's foundation of thinking, language, vision, attitudes, and other characteristics develop through the direct interaction with things and environment around them. In this case, foreign language learning must consider the needs and characteristics of young learners in order to be successful in learning. Various methods learning offers activities learning that can accommodate student needs in intimacy with objects, friends and environment surrounding them with student character which varies.

Therefore, the researcher will analyze the method strategy used by teachers in the learning process.

English lesson is one of the efforts to build a basic human foundation a quality Indonesia, ready to compete in global associations. English lesson is still available at SMP N 1 Selo. English in this school is a compulsory subject taken from the curriculum structure published by the Ministry of Education then the curriculum is lowered back into a syllabus.

Designing good strategies will be one of the important ways to achieve teaching goals in schools. Teaching strategies are the approach chosen to provide learning material to students in a particular learning environment that consists of the design, variety and arrangement of activities that can convey learning skills to students (Colombo, 2012). Teaching strategies have a strong relation with learning purposes. It can be seen from the description of the behavior and competencies that must be possessed by students during and after class in the manner that must be taken to achieve these goals.

Teaching strategy is a teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently (Hamruni, 2009: 2). The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit, 2006). These elements, integrated into the operational structures, are based on a systemic vision and designed to ensure an active and creative learning of knowledge and to rationalize the training process. The concept of "strategy" is



operated both at the macro level, the intermediate level and the micro level, the latter level being directly linked with learning pedagogy, training theory and practice.

SMP N 1 Selo is one of the Junior High Schools in Boyolali. Based on the observations of researchers in the seventh grade of SMP N 1 Selo on Tuesday, May 30, 2023, researchers want to conduct research at SMP N 1 Selo for several reasons. The first is that researchers want to know the strategies used by English teachers and how English teachers apply the strategy. They have many strategies in teaching such as making groups during learning because the background of students in Selo is varied, using pictures, crosswords, playing games, playing puzzles and others. The second is that the school has a good reputation and accreditation. The English teachers at SMP N 1 Selo have a lot of experience and also good ability in teaching English.

Based on similar research she found in a journal written by Kadek Lina Kurniawati (2023) entitled "An Analysis of Teacher's Strategies of Teaching Speaking in Junior High School". Speaking plays an important role in communication. This study is aimed at analysing teacher's strategies in teaching speaking skill at SMP Negeri 2 Melaya. This study is conducted to show the types of teaching strategies in teaching speaking, the problems and solutions were faced by the teacher in learning process. This study is a qualitative study. The subject of the study is the teacher at SMP Negeri 2 Melaya. Interview was used in this study to collect the data. The technique of data analysis was interactive model analysis that is adopted from Yin, those

are: compiling, disassembling, reassembling, interpreting, and concluding. The result showed that question and answer strategy was the only technique used by the teacher in teaching speaking. Its became the appropriate strategy due to the number of students in the classroom and the limited time in English learning. The problem faced by teacher in teaching speaking was a huge number of students in a class made him hard to control their speaking ability. Then, as a foreign language in Indonesia English becomes hard to learn by the EFL learner due to the lack of vocabulary. The solution of the problems is giving more English practice to the English learners and create students in group discussion.

In addition, I also found a journal written by Intania Dwiyanti Riduawan (2021) entitled "Analysis on Teaching Online Strategy in Speaking Skill Used a Teacher in School". Teaching strategy is a sequence of activities that systematic, general patterns of teacher activities that include about the sequence of learning activities, the order of achieving the goals that have been specified. The objective of the research are: (1) to identify the strategies used by the English teacher in teaching speaking . (2) To find out the problems faced by the English teacher in teaching strategy on speaking .The research methodology in this research is a descriptive-qualitative design. The subject of the research is the teacher of class at the seventh grade of Junior High School, in here only one teacher and the students it is consist of 31 students that one class only. the strategies in teaching speaking that are: use the Individual work, based on activities on easy language, give instruction or training in discussion

skills, and keep students to speak the target language. The techniques of collecting the data in this research are: doing interview with English teacher. This technique of data analysis which used in this research was interactive model of analysis, the model of data analysis from Miles and Huberman. That are: collecting the data, reducing the data, presenting the data and drawing conclusion. In this study used data triangulation, source and theory. This research finding that the teaching strategies used the teacher in speaking class of full day class at seventh grade in SMP Hangtuh 5 Candi . The first meeting, the teacher in teaching speaking skill used three strategies that are: used keep students to speak the target language, base the activities on easy language, and the teacher used the Individual work.

So based on the background above the researcher interested in carrying out a researcher entitled “An Analysis of Teaching Strategy Used by the English Teacher in English Lesson at Seventh Grade of SMP N 1 Selo Academic Year of 2023/ 2024”.

## **B. Identification of the Problem**

Based on background of the study above, the problem can be identification in question forms as follows:

1. Writing skills at SMP N 1 Selo turned out to be low.
2. Vocabulary is a problem for students in English lessons.
3. English lesson scores at SMP N 1 Selo are still low.
4. Teachers use methods that are still monotonous.

### **C. Limitation of the Problem**

A limitation of this study is that it focuses on describing the strategies used by the teachers in teaching English used by teachers experienced in Teaching and Learning Process of SMP N 1 Selo Students.

### **D. Formulation of the Problems**

Based on the background of the study above, the problem can be formulated in question forms as follows:

1. What is the strategy and how does the teacher apply the strategy in teaching at seventh grade Students of SMP N 1 Selo Boyolali in the Academic Year of 2023/ 2024?
2. What are the problems does the teacher face in applying the teaching strategies at seventh grade Students of SMP N 1 Selo Boyolali in the Academic Year of 2023/ 2024?

### **E. Objectives of the Study**

Based on the statement of problems mentioned above, purposes of the study are:

1. To describe the English teacher strategies at seventh grade Students of SMP N 1 Selo Boyolali in the Academic Year of 2023/ 2024.
2. To investigate the problems of teacher the applying the strategy at seventh grade tudents of SMP N 1 Selo Boyolali in the Academic Year of 2023/ 2024.

### **F. Benefits of the Study**

The result of the study is expected to give the following benefits:

### **1. For students**

This research is expected to help students to be better in terms of English learning.

### **2. For teachers**

This research can be one of the most references for junior high school English teacher in the used of strategy in English learning.

### **3. For readers**

The study of this study will be a good reference and knowledge for the reader who want to analysis of teaching strategy used by English teacher.

### **4. The researcher**

The result will be a useful reference for the researches because as a prospective teacher he should be able to know suitable strategies to teach English.

## **G. Definition of Key Terms**

Researchers classify the terms used in this study as follows:

### **1. Teacher Strategy**

Teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently (Hamruni, 2009 : 2)

### **2. Teacher**

According to Ngalim (2003:840) Teacher who can understand the difficulties of the students in terms of learning and other difficult beyond learning problems, especially those that can inhibit learning activities of

students. He said a relatively permanent change in behavior that occurs in a result of training or experience.

### **3. English lesson**

English lesson is one of the efforts to build a basic human foundation a quality Indonesia, ready to compete in global associations.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Strategy**

###### **a. Definition of Strategy**

Strategy is a design that planned by people which aims to achieve something. According to Athapaththu a strategy is a plan of actions that one use to formulate goals and objectives and the means of achieving these goals and objectives (Athapaththu, 2016). So, it can be concluded that a strategy is a plan to make the goal achieved by something that has been prepared. In teaching speaking, strategies are much needed. López (2011) said that strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language diverse situation. Strategy is generally used for achieve something. In teaching speaking, strategy means the way to make the speaking or the communication goes well as the goal.

###### **b. Teaching Strategy**

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling

the learnt responses, increasing the responses by extra activities and so on (Jerin C, 2010).

In this paper, we use term strategy to imply thoughtful planning to do something. When we use the term method, it implies some orderly way of doing something. Thus, we use the terms technique and procedure as synonyms to signify a series of steps that one takes to employ any general model being used in the classroom. Each of these aspects emanate from a broader and more encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010:4). Furthermore, the following are the difference between teaching method and teaching strategy in more detail:

Teaching Method: (1) it is limited to the presentation of subject matter; (2) methods come under strategy; (3) it is a micro approach; (4) teaching as an art; (5) effective presentation of subject matter; (6) classical Theory of human organization; (7) work is important.

Teaching Strategy: (1) when we try to achieve some objectives by any method it becomes strategies; (2) strategy is actually a combination of different method; (3) for E.g. Lecture or textbook or question answer method can be never be used separately; (4) it is a macro approach; (5) it considers teaching as science; (6) its purpose is to create conducive learning environment; (7) it is based on modern theories of organization; (8) (pre determined objectives, becomes strategy); (8) behavior of students and teachers and their mutual relationship. In teaching, teachers



must have various strategies to teach their students in the classroom. Strategy always related with goal, because in teaching, teachers must have goals. Khairuzzanilla says teaching strategy is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal (Khairuzzanilla, 2021). In the learning process, sometimes students can find problems or difficulties. As said by Sari and Zainil (2020) that teacher's strategy can solve the student's difficulties when they try to express their idea in speaking. In teaching speaking there are many strategies that can be implemented.

According to Aswan et al (2010), teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has planned. In other word, teaching strategies are approaches to teaching students (Aswan, 2010). The teacher has to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material. (Hamruni, 2009: 2)

Teaching strategy has been defined by several experts, such as Hamruni stated that teaching strategy is a teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently. Stone and Morris (Jerin C, 2010) state that teaching strategy is a program which contains the sequence, lesson target, sketch of a plan, and utility to apply the strategies. The other definitions stated by Kayi teaching speaking is delivering English language by saying the voice, sound system, an intonation, words, and

emphasizing sentence in understandably value to express the meaning (Hayriye, 2006).

c. Designing Teaching Strategies

Conducting a teaching activity is essentially a network or set of decisions that the trainer takes to correlate the priority elements of his work and to build the best solution with respect to the educational situation again. The one who instructs must find a rational and appropriate formula to combine methods, procedures, techniques, means and forms of organization that lead to an optimal use of the potential of the trained subjects (Neacșu, 1990:219-220). Choosing the procedures for training in relation to the trained subject is the teaching strategy. It is well known that the teaching strategy is the key tool in the instructional design (Ștefan, 2003; Reiser & Dempsey, 2011; & Regeluth, 2013).

The teaching strategy results in a didactic approach to teaching and learning, combining and optimal organizing of the methods, means and forms of grouping of the participants (Cerghit, 2006). These elements, integrated into the operational structures, are based on a systemic vision and designed to ensure an active and creative learning of knowledge and to rationalize the training process. The concept of "strategy" is operated both at the macro level, the intermediate level and the micro level, the latter level being directly linked with learning pedagogy, training theory and practice. Adopting a strategy means adopting a guideline for action, and associating it a certain global way of

organizational learning and learning conditions, the use of certain methods and means. It should, naturally, be pointed out that in reality we adopt mixed and combined strategies, according to the objectives, the level of the group we are working with, the contents covered etc.

It is understood that any trainer has great freedom to design their work, drawing graphs, charts, value tables or simply mental schemes which can help increasing their ability to decide and to use effectively combined sets of methods, tools and other training resources (Iurea, Neacsu, Safta & Suditu, 2011; Keegan, 2013). Experience has shown, moreover, that each teaching activity is unique through the configuration of factors and interactions that constitute it, therefore the permanent correcting of some strategies thought beforehand can bring more rigor or rather can provide a positive feedback.

#### d. Characteristics of Teaching Strategies

As mentioned before, teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics: (1) they have a normative character without the rigidity of a rule; they are the training component of dynamic situations, characterized by flexibility and internal elasticity. The general teaching approach outlined by educational strategies can be "adjusted" and adapted to the training events and conditions. The strategies largely carry the footprint of the trainer's teaching style, creativity and personality; (2) they have a structuring and modeling function to link the learning

situations where learners are placed and to trigger their psychological mechanisms of learning; (3) the components of the strategy (methods, means and organization forms of the work) form a system, establishing the connection between them, even interrelations and interdependencies. A teaching strategy can be decomposed into a series of operations, steps, rules of conduct specific to different teaching sequences so that each decision indicating the transition to the next sequence by exploiting the information obtained in the previous step; (4) they do not identify either with the opted methodological system or the basic teaching method because the teaching strategy aims at the training process as a whole, not a single training sequence; (5) they have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants, cannot guarantee the success of the training process because there is a large number of variables that can intervene in the process; (6) they involve the students in specific learning situations and rationalize and adequate the training content to their personality; and (7) they create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001:184-185).

e. The Component of Teaching Strategy

According to Hamruni, the components of teaching strategy are consisting of (Hamruni, 2009: 10 - 12):

#### 1) Teacher

Teacher is teaching agent so that in this matter teacher is the important point. Teacher can manipulate other components of teaching strategy to be variations. But the other components of teaching strategy cannot manipulate the teacher. The teaching manipulation purposes are to make student's environment to be expected environment from teaching-learning process, that finally make students reach an expectation standard competence. In teaching manipulation, the teacher must be based on the curriculum which implemented.

#### 2) Student

Student is a component that do study program to improve the ability to reach study purposes.

#### 3) Purpose

Purpose is base to determine strategy, material, media, and teaching evaluation. So that, in teaching strategy, determining purpose is the first thing that must choose by the teacher.

#### 4) Teaching material

Teaching material is media to reach teaching purpose. According to Suharsimi, teaching material is a core component in the teaching process (Suharsimi, 1990).

#### 5) Method

Method is a generalized set of classroom specification for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistics and subject matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

#### 6) Media

Media is the plural form of the term "medium". Media includes many things around us, like television, computer, picture, radio, and newspaper. In education, there are certain media used in the teaching-learning process to convey the knowledge to students this called by the media education.

#### 7) Evaluation

Evaluation is component to know the result teaching-learning process, so that teacher can know the result of expectation. Evaluation can be summative and formative.

#### 8) Situation or environment

Environment influence teacher in decides teaching strategy. Situation in this matter means situations and physical condition, such as climate, school, location, facilitation, and others.

#### f. Types of Teaching Strategies

There are many kinds of teaching strategies that can be applied in the language teaching process. Wehrli (2003) explained the teaching strategies as follow:

##### 1) Brainstorming

Brainstorming is a process for generating multiple ideas/options in which judgment is suspended until a maximum number of ideas has been generated. Al-maghrawy in Al-khatib (2012: 31) also defines that brainstorming as a group creativity forum for general ideas.

Moreover, Sayed in Al-khatib (2012: 31) purposed some importance of brainstorming for the students. Those are: (a) helping students to solve problems; (b) helping students to benefit from the ideas of others through the development and build on them; and (c) helping the cohesion of the students and building relationships among them and assess the views of others.

In addition, brainstorming has some advantageous, they are: (a) actively involving learners in higher levels of thinking; (b) promoting peer learning and creates synergy; (c) promoting critical thinking; and (d) helping groups reach consensus.

On the other hand, there are some disadvantageous of brainstorming. (a) requiring learners discipline; (b) may not be effective with large groups; and (c) can lead to “group think”.

## 2) Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

Case-based Small-group Discussion has some advantageous. They can be (a) actively involves participants and stimulates peer group learning; (b) helps participants explore pre-existing knowledge and build on what they know; (c) facilitates exchange of ideas and awareness of mutual concerns; and (d) promotes development of critical thinking skills;

On the other hand, Case-based Small-group Discussion has some disadvantageous. It (a) can potentially degenerate into off-task or social conversations; (b) can be a challenge to ensure participation by all, especially in larger groups; and (c) can be frustrating for participants when they are at significantly different levels of knowledge and skill.



### 3) Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learner to transfer theory to practical application. Moreover, demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye, 2011).

The advantageous of demonstration are to (a) help people who learn well by modelling others; (b) promote self-confidence; (c) provide opportunity for targeted questions and answers; and (d) allow attention to be focused on specific details rather than general theories.

The disadvantageous of demonstration: (a) is of limited value for people who do not learn best by observing others; (b) may not be appropriate for the different learning rates of the participants; and (c) requires that demonstrator have specialized expertise if highly technical tasks are involved.

### 4) Games

Games are used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles. Carefully planned uses of games in the classroom (e.g., for practicing certain verbs, tenses, questions, locatives, etc.) add some interest to a classroom (Brown, 2000: 146).

The advantageous of game: (a) actively involves learners; (b) can add or regenerate motivation; (c) promotes team learning and

collaborative skills; (d) provides a challenge that can lead to confidence in knowing and expressing the material; (e) provides feedback; and (f) can create a “fun” learning environment.

The disadvantageous of game: (a) can create in-group/out-group feelings; (b) can demotivate students who are not competitive by nature; (c) can create feelings of inadequacy in those not as skilled or forceful; and (d) can discourage creativity if the format is very rigid and the focus is strongly on winning.

#### 5) Independent Study

Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology. Alberta Learning (2002: 73) also defines independent study as an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned.

The advantageous of independent study: (a) fosters independent learning skills; (b) allows learners to progress at their own rate; and (c) enhances other learning experiences.

The disadvantageous of independent study: (a) may be disconnected from immediate objectives; and (b) may be difficult to identify/access appropriate materials.

g. Problem of Teacher

The term problem / problematic comes from English, namely problematic which means problem or problem. Whereas in Indonesian, problem means things that have not been solved; that creates problems; Problems; a situation that can be defined as a difficulty that needs to be solved, overcome or adjusted (Rajasa, 2002: 499).

While Syukir stated that a problem is a gap between hope and reality that is expected to be resolved or can be needed or in other words can reduce the gap (Asmuni, 1983: 65). The description of opinions about problems is a variety of difficult problems faced in the empowerment process, both coming from individuals and in efforts to empower human resources or teachers in the world of education. Based on the Law of the Republic of Indonesia. Number 14 of 2005 concerning Teachers and Lecturers: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education formal education pathways, primary education, and secondary education." So teacher problems are problems or problems experienced by teachers both when carrying out their duties from school and carrying out their duties in educating, teaching, and guiding students while at school.

Types of Teacher Problems in Schools In general, the problems experienced by teachers can be divided into 2 groups, namely internal problems that come from within the teacher and external problems that come from outside the teacher's person. Here the author will explain in detail the two problems along with a few solutions.

#### 1) Internal Problems

As with recently graduated teachers, most of whom are young and inexperienced. Usually, they are faced with very large internal problems, such as class discipline, student motivation, teacher problems in schools. Sulton Baharuddin the existence of individual differences, evaluating students, liaising with parents, organizing student assignments in class, inaccuracy of subject matter, frequent changes of curriculum from the center, lack of source books, personal problems of students

#### 2) External Problems

External problems are problems / problems that come from outside the teacher himself. Here are some external problems / problems that are generally often experienced by teachers in schools.

### **B. Previous Related Studies**

In this case, researchers find several previous studies. It is related to research conducted by researchers. They are in thesis format, this study is a sign of that this research has been applied.

Faisal Ardianto (2013) in her thesis "An Analysis of the Reciprocal Teaching At SMP Negeri 16 Yogyakarta" the author used The Reciprocal Teaching because Reciprocal teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a student-led, team approach to develop reading comprehension skills among primary students. In this study a series of readings were prepared for a topic taught within the NSW key learning area of Human Society and its Environment (HSIE). The readings were used in a study comparing the effects of RT with those of a more traditional approach to reading.

Devi Nur'aini (2015) in her thesis "Strategies in Teaching Reading Comprehension and the students' responses toward their teachers' strategies in teaching reading comprehension at one junior high school in Riau". This study employed a qualitative research design which is a case study using three data collection techniques; observation, interview and questionnaire. This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association responses and partly-formed knowledge structure responses. These findings recommend that the three teachers need to increase their knowledge and experiences in order to understand the concepts, implementations and the reasons in using the strategies in teaching reading comprehension. They are also suggested to give instructions of teaching strategies to students with low

level association responses before starting the reading activities, and give some guidance to students with partly-formed knowledge.

Noor Aziz Kurniawan (2017) in his thesis “Teaching Strategies Use in Reading Comprehension Class at the Tenth Grade Students of SMk Islam 2 Ambarawa” The application of the strategies to improve the students’ reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students’ responses are good, most of them feel enjoy and interest with the teaching reading strategies. The strategies divide into 4; 1. Memorizing, 2. Answer relationship, 3. the use of game and 4 Discussion. The most used is the use of Game.

The researcher will show the previous studies that are in line with this research one is entitled “ Strategies Applied by English Teacher to Encourage Students to Speak at Tenth Grade of Senior High School 3 Sukoharjo in Academic Year 2016/2017 ”. This thesis was written by Shalindri Saraswati. The purpose of this study was to identifying the strategies used by the English teacher to encourage students to speak and describing the teacher applies the strategies to encourage students to speak. The result of this study was the strategies applied by English teacher to encourage students to speak, the teacher used strategies as follows : dividing the students into group randomly, structuring group discussion, hunting tourist, using games, using bilingual in teaching-learning for speaking skill, giving reward and the way of implementing the strategies to encourage students to speak.

Basically, this study has similarities with previous studies who pay attention to the teaching strategies used by the teacher . The difference between them research and research can be seen from what aspects are research studies. In this study, researchers want to describe strategies used by English teachers at seventh grade of SMP N 1 Selo.

Strategies in Teaching Reading Comprehension and the students' responses toward their teachers' strategies in teaching reading comprehension at one junior high school in Riau. This study employed a qualitative research design which is a case study using three data collection techniques; observation, interview and questionnaire. All of the data were analyzed by using three major phases of analyses: data reduction, data display, and conclusion drawing and verification (Miles and Huberman; 1994). This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: prereading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association responses and partly-formed knowledge structure responses. These findings recommend that the three teachers need to increase their knowledge and experiences in order to understand the concepts, implementations and the reasons in using the strategies in teaching reading comprehension.

Table 2. 1 Previous Research

| No | Appellative            | Title   | Research Result   | Similarities   | Differences  |
|----|------------------------|---|---|--|--|
| 1. | Faisal Ardianto (2013) | An Analysis of the Reciprocal Teaching at SMP Negeri 16 Yogyakarta  | The author used The Reciprocal Teaching because Reciprocal teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a student-led, team approach to develop reading comprehension skills among primary students.   | The method is descriptive qualitative, the technique off collecting data is documentati on and interview | The difference between this study is location and subject  |
| 2. | Devi Nur'aini (2015)   | Strategies in Teaching Reading Comprehensi on and the students' responses toward their teachers' strategies in teaching reading comprehension at one junior high school in Riau | This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association | The method is descriptive qualitative, the technique off collecting data is documentati on and interview | The difference between this study is the location at one Junior High School in Riau, while this study is the location at SMP N 1 Selo Boyolali |



|    |                            |  |   |  |  |
|----|----------------------------|--|---|--|--|
|    |                            |  | responses and partly-formed knowledge structure responses.  |  |  |
| 3. | Noor Aziz Kurniawan (2017) | Teaching Strategies Use in Reading Comprehension Class at the Tenth Grade Students of SMK Islam 2 Ambarawa | The application of the strategies to improve the students' reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students' responses are good, most of them feel enjoy and interest with the teaching reading strategies. The strategies divide into 4; 1. Memorizing, 2. Answer relationship, 3. the use of game and 4 Discussion. The most used is the use of Game. | The method is descriptive qualitative, the technique off collecting data is documentati on and interview | The difference between this study at tenth grade students of SMK Islam 2 Ambarawa, while this study at seventh grade students at SMP N 1 Selo Boyolali |
| 4. | Shalindri Saraswati (2016) | Strategies Applied by English Teacher to Encourage Students to   | The result of this study was the strategies applied by English teacher to encourage   | The method is descriptive qualitative, the technique   | The difference between this study at tenth grade students of   |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  | <p>Speak at Tenth Grade of Senior High School 3 Sukoharjo in Academic Year 2016/2017</p> | <p>students to speak, the teacher used strategies as follows : dividing the students into group randomly, structuring group discussion, hunting tourist, using games, using bilingual in teaching-learning for speaking skill, giving reward and the way of implementing the strategies to encourage students to speak.</p> | <p>off collecting data is documentati on and interview</p> | <p>Senior High School 3 Sukoharjo, while this study seventh grade students of SMP N 1 Selo Boyolali</p> |
|--|--|--|---|--|---|

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research design is the plan, structure and strategy investigation concaved so as to ontain search question and control variance (Borwankar 1995). The teaching strategy of the English teaching method were the subjects of this study. Therefore, the researcher needed to do descriptive research namely, which involved gathering descriptive information from people and observed behavior in the form of written or oral data. Consequently, this research used a descriptive qualitative technique for its research design.

#### B. Research Setting

1. This research has been conducted at Seventh Grade of SMP N 1 Selo. This school is located on JL. Ki Hajar Saloka Km.1, Gebyog, Selo, Kota Boyolali, Jawa Tengah 57363.
2. The researcher has taken from May 2023 until October 2023.

Table 3. 1 Schedule of Research

| NO | Activities                      | 2023 |     |     |     |     |     |     |     |     |     |
|----|---------------------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|    |                                 | MAR  | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
| 1  | Create Proposal                 |      |     |     |     |     |     |     |     |     |     |
| 2  | Pre-research                    |      |     |     |     |     |     |     |     |     |     |
| 3  | Examination of Proposal         |      |     |     |     |     |     |     |     |     |     |
| 4  | Research Collecting of the Data |      |     |     |     |     |     |     |     |     |     |
| 5  | Arrange Thesis                  |      |     |     |     |     |     |     |     |     |     |
| 6  | Examination of Munaqosah        |      |     |     |     |     |     |     |     |     |     |

### **C. Research Subject**

The subject of the study is an individual associated in the research or someone who is being researched as a data collector (Mc.Millan, 1993).

Researcher associated in qualitative research must have "capacity to provide full and sensitive descriptions of the experience below investigation" said by Darlington and Scott (2002: 52).

In this study, researcher use purposive sampling technique. Purposive sampling is a technique used in qualitative research to select a specific group of individuals or units for analysis. Participants are chosen on purpose, not randomly. It is also known as judgemental sampling or selective sampling. researcher took one English teacher, Academic Year 2023, at SMP N 1 Selo as a research subject. Researcher selected English teacher in the 2023 academic year at SMP N 1 Selo as research subject. It is expected to obtain interview data on the problems faced by teachers. In this 2023 school year, there are 3 English teachers at SMP N 1 Selo, and the researcher choose 1 teacher out of 3 English teachers who will be the subject of my research.

### **D. Data and Source of the Data**

Data can be identified as research material and cannot be identified as a research subject. As a material, data is not raw materials but finished materials  
Ingredients: They exist because they have gone through selection and sorting  
speech (Sudaryanto, 1993: p.23).

A data source is the source of the data obtained, such as people, events, behavior, documents, files, and other things (Maryadi, et al, 2011: p.13). Data

sources are all information such as events, things of reality. According to Sukandarmudi (2006: p. 44)

Data sources for qualitative research can come from many sources including documentation, interviews, observations, audiovisual recordings, and physical artifacts (Creswell, 2012). The data of this study was collected from participants and resources. The main data are from in-depth interviews of teachers, supporting data are from observations in the classroom and from teachers who give more information about the teacher's background in using the strategy and the latest data from the researcher's notes.

#### **E. Research Instrument**

From some research, instrument was very important for collecting data. The accuracy result of the research was the important part that depended how carefulness in use the instrument. Before the research was conducted, the instrument must be prepared well.

Relates with the problem of research, two were three instruments that researcher used, namely:

##### **1. Observation**

Observation is design to general data on activities, behaviors, and generally focus on setting. Observation was aimed to finding out the strategies that used by teacher in teaching reading comprehension.

##### **2. Interview**

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint

construction of meaning about a particular topic. Interview and discussion are faces to face personal interactions, which generate data about the research issue and allow specific to discuss from other peopleperspective (Burns, 1999: 17). Based on the type of questions, there are three kinds of interview (Suharsimi, 2010: 199) :

- a. Unguided interview, in this interview, the interviewer carries out the interview with no systematic plan of questions.
- b. Guided interview, the interviewer carries out the interview by using a set of questions which have been arranged and prepared.
- c. Guided and unguided interview, the interviewer uses a set of questions, which are developed to gain specific data.

In this research, the researcher used guided interview. The purpose of this interview was finding the problems openly and deeply. The researcher passed some producers in doing interview. First, the researcher prepared the instrument, the interview guide which contained question-related to the research topic. Second, the researcher asked and talked to the teachers. The last, the researcher wrote interview transcript based on the answer of the teachers.

### **3. Documentation**

Documentation is a technique of collecting data which are appropriate with the research goals by accumulating and analyzing documents, both in written and electronic forms (Sukmadinata, 2011:221). Document has the important role in qualitative research. It is used in the

research because of some reasons. Document is the source of research which is stable, rich and supported, it is as evidence to test and it has natural characteristics. In this research, the documentation is the lesson plan.

## **F. Techniques of Collecting the Data**

Data collection technique is the way who was used by the researcher for collecting data. The data collection of this research were observation and questionnaire.

### **1. Observation**

The researcher observed the subject of the research. And the most important that was observed is the teacher. The researcher observed the teacher to know what strategies was used by teacher in teaching reading in the classroom.

### **2. Interview**

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Interview and discussion are faces to face personal interactions, which generate data about the research issue and allow specific to discuss from other peopleperspective (Anne, 1999).

### **3. Documentation**

Documentation is a technique of collecting data which are appropriate with the research goals by accumulating and analyzing documents, both in written and electronic forms (Sukmadinata, 2011: 221).

## **G. Trustworthiness of the Data**

The researcher has to gain the validity of the findings, the meaning that the researcher determines the credibility of the findings to make sure the findings and interpretations are accurate through several strategies such as triangulation (Creswell, 2012). Zhang & Wildemuth (2009) assume in qualitative research conventional criteria unsuitable for judging its research results. Furthermore, he proposed 4 criteria for evaluating interpretive research work: credibility, transferability, dependability, and conformability.

### **1. Credibility**

The credibility of the data is also gained through triangulation process. The types of triangulation can be seen from different individuals, types of data, theories, and methods of data collection. This is to make sure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this research, the researcher uses all four kinds of triangulation: various sources in form of interview the students and classroom observation as the primary sources, also document review and as secondary sources. The types of data are observational field notes and report, interview transcript, and Google classroom screen shoot review. Additionally, in utilizing the theories, the researcher gathers and checks some written sources from various literatures that related to the topic to build research instruments. Lastly, the method used is varied from observation, interview and document review until the data are saturated.



## **2. Transferability**

Researcher also uses thick and rich description, detailed and systematic report of the steps to find the result of the research. In addition, this research use purposive sampling with specific characteristic of the subject is clear, which in this research are the students' processing in perceiving feedback in blended learning application. Therefore, the reader can understand the topic clearly. Furthermore, the reader can apply the finding of the research in other or similar situations, phenomenon, or characteristic of the subject. In this case, the research finding can be apply for teaching English to involve in giving and receiving feedback process in blended learning application.

## **3. Dependability**

In qualitative research, dependability check is conducted to audit the whole research process. In this study, researcher conducts the research systematically from the beginning until the conclusion of the finding supervised by supervisor. The researcher is also check the data to gain certainty and stability of the data. Furthermore, to makes sure that the data are coherence with the research questions, the researcher ensured that the process of data collection and data analysis are matching with the result of data collection. In this research, the result of triangulated data findings were consulted and discussed with the thesis supervisor as an expert.

#### **4. Conformability**

The conformability is determined by checking the internal relation among the data analysis, the findings, the interpretations, and the recommendations. The materials that can be used in this aspect involve field notes, memos, coding manuals, process notes, and so on. In other ways, to achieve the conformability, the researcher provides all data and asks thesis supervisor reviews to give comment, opinion, and suggestion regarding to the data analysis. Then, the result is also reviewed by the lecture as an

#### **H. Techniques of Analyzing the Data**

After collecting the data needed in this study, the data then, were analyzed systematically according to Donald Ary et al. theory who states that there are three steps to analysis the data qualitative: familiarizing and organizing, coding, reducing, interpreting and representing (Donald, 2018). Those of steps, were described sequently, i.e.,

##### **1. Familiarizing and Organizing**

Familiarizing means the researcher become more intimate and understand with every terminology or everything related to communication. Then, organizing mean the researcher gathering data-based interview with English students then making transcription of it.

##### **2. Coding and Reducing**

Coding is about developing concepts from the raw data. The step-in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. After familiarizing the transcripts, in this step the

researcher describes and categorize the data. It sorts by looking for units of meaning words, phrase, sentence, subject ways of thinking, behavior patterns and events that seem to appear regularly and that seem important. Coding of items is done in order to begin to recognize differences and similarities in the data. A code can be a word or short phrase that represents a theme or an idea.

### **3. Interpreting and Representing**

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Representation involves how the data are presented in graphs, pictures, diagrams, figures, or frameworks. In the last step, the researcher writes the reports and reports the data by themes, topics, or cases and demonstrates these through descriptive detail. In narrative inquiry, the researcher explains the large meaning of the story. Then, display findings and make conclusion.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

In this section, the researcher wants to discuss the findings related to teaching strategies used by English teachers. The study was conducted in seventh grade at SMP N 1 Selo academic year 2023/2024. The first observation was made on October 23, 2023, and the third observation was made on October 27, 2023. In this study, teacher strategies in teaching English in grades 7A, 7B, 7C, 7D, 7E at SMP N 1 Selo were observed. First, researchers observed the strategies teachers used in teaching in the classroom. Second, researchers do interviews with teachers about what reasons and how to use strategies in teaching in class, what problems do teachers face when using that strategy in teaching in class.

#### **1. Teaching strategy used by the English teacher**

##### **a. VII/ A**

##### **Opening:**

The teacher starts the class by greeting the students, followed by asking the students if there is homework or not. Then the teacher asks the students to collect the results of the homework that has been done and the teacher explains about the learning objectives of the teaching process that day.

##### **Core Activity:**

In this activity, the teacher explains the article material (a, an, the) and descriptive text. Then the teacher gives examples related to the material, after that the teacher gives 5 questions and students are told to work on them. Upon completion, the teacher asks students with random assignments to come to the front of the class to do the problem.

Closing:

Lastly, the teacher concluded the material with the students and closed the class by gave greeting.

Types of Teaching Strategies:

Brainstorming

The following step is interview . it is held on October, 24<sup>th</sup> 2023. The interview is the English teacher of seventh grade. It proposes to crosscheck the data which has gained in the observation and documentation, besides, the researcher used systematic interview list.

*R : Sebelumnya mohon maaf Bu, saya mau bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar sama seperti dengan kelas yang kemarin karena materinya kebetulan sama yaitu tidak hanya berceramah saja Mbak, tetapi saya menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah misalnya dalam mengerjakan 5 soal yang saya berikan tadi, apabila ada siswa yang bertanya misalnya nomor 1 bagaimana bu penyelesaian soalnya, otomatis kan saya memberikan contoh begitu Mbak.*

*R : Baik Bu, terimakasih atas jawabannya.*

b. VII/ B

Opening:

The teacher starts the class by greeting the students, and the teacher explains about the learning objectives of the day's teaching process.

Core Activity:

In this activity, the teacher explains the descriptive text material. Then the teacher gives examples related to the material, after that the teacher makes groups of 5 students in each group, then the teacher gives the task of looking for examples of descriptive texts. After finishing, the teacher asked the group representative to come to the front of the class to read the results of the discussion.

Closing:

Lastly, teachers close the material with students and close the class by giving a speech.

Type of Teaching Strategies:

Case-based Small-group Discussion

The following step is interview . it is held on October, 23<sup>th</sup> 2023. The interview is the English teacher of seventh grade. It proposes to crosscheck the data which has gained in the observation and documentation, besides, the researcher used systematic interview list.

*R : Sebelumnya mohon maaf Bu, sembari menunggu anak-anak mengerjakan soal saya mau sedikit bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar menggunakan strategi discussion. Tujuannya untuk memfasilitasi pertukaran ide dan kesadaran akan keprihatinan bersama. Seperti halnya apabila dibentuk kelompok maka minat belajar siswa akan meningkat. Karena ini merupakan kelas yang paling special Mbak, kurang menghargai saat guru mengajar di kelas. Maka dari itu saya sering membuat kelompok saat proses pembelajaran.*

*R : Baik Bu, terimakasih atas jawabannya.*

c. VII/ C

Opening:

The teacher starts the class by greeting the students, before explaining the material the teacher invites students to sing the song " Here Happy There Happy" the teacher explains about the learning objectives of the teaching process that day.

Core Activity:

In this activity, the teacher explains the article material (a, an, the). Then the teacher gives examples related to the material, after which the teacher makes 10 questions students are given tasks to complete the rumpang text. When finished, the teacher asked 10 students to come to the front of the class to fill in the text.

Closing:

Finally, the teacher closes the material with the students and closes the class by giving a speech.

Types of Teaching Strategies:

Brainstorming

The following step is interview . it is held on October, 27<sup>th</sup> 2023. The interview is the English teacher of seventh grade. It proposes to crosscheck the data which has gained in the observation and documentation, besides, the researcher used systematic interview list.

*R : Sebelumnya mohon maaf Bu, saya mau bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah misalnya dalam mengerjakan 10 soal yang saya berikan tadi hamper mirip sama kelas yang kemarin suda masuk hanya bedanya kelas ini saya mengganti soal dengan mengisi teks rumpang, dan tadi sebelum memulai materi saya juga mengajak siswa siswi untuk bernyanyi, nah itu agar siswa siswi tidak bosan saat pelajaran begitu Mbak.*

*R : Baik Bu, terimakasih banyak atas jawabannya.*

#### d. VII/ D

##### Opening:

The teacher starts the class by greeting the students, the teacher explains about the learning objectives of the teaching process that day.

##### Core Activity:

In this activity, the teacher explains the material of the article (a, an, the). Then the teacher gives examples related to the material, after that the teacher makes 10 questions, students are given the task to complete the clumped text. Because the lesson time is up, the task is completed at home.



Closing:

Finally, the teacher closes the material with the students and closes the class by giving a speech.

Types of Teaching Strategies:

Brainstorming

The following step is interview . it is held on October, 27<sup>th</sup> 2023. The interview is the English teacher of seventh grade. It proposes to crosscheck the data which has gained in the observation and documentation, besides, the researcher used systematic interview list.

*R : Sebelumnya mohon maaf Bu, saya mau bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah misalnya dalam mengerjakan 10 soal yang saya berikan tadi, tetapi karena waktu tidak cukup keburu saya mau rapat maka tugasnya saya suruh mengerjakan dirumah begitu Mbak.*

*R : Baik Bu, terimakasih atas jawabannya.*

e. VII/ E

Opening:

The teacher starts the class by greeting the students, followed by asking the students if there is homework or not. Then the teacher asks the students to collect the results of the homework that has been done and the teacher explains about the learning objectives of the teaching process that day.

### Core Activity:

In this activity, the teacher explains the article material (a, an, the) and descriptive text. Then the teacher gives examples related to the material, after that the teacher gives 5 questions and students are told to work on them. Upon completion, the teacher asks students with random assignments to come to the front of the class to do the problem.

### Closing:

Lastly, the teacher concluded the material with the students and closed the class by gave greeting.

### Types of Teaching Strategies:

#### Brainstorming

The following step is interview . it is held on October, 23<sup>th</sup> 2023. The interview is the English teacher of seventh grade. It proposes to crosscheck the data which has gained in the observation and documentation, besides, the researcher used systematic interview list.

*R : Sebelumnya mohon maaf Bu sembari menunggu anak-anak mengerjakan soal, saya mau sedikit bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah misalnya dalam mengerjakan 10 soal yang saya berikan tadi, sedikit berbeda dengan kelas yang lain. Kelas ini saya suruh bergantian menjawab soal yang saya berikan tadi karena dari semua kelas, ini yang mudah sekali diajak bekerjasama (anak-anaknya tidak ramai). Selain itu tadi saya menggunakan gambar dalam setiap soal, agar lebih mudah dipahami begitu Mbak.*

*R : Baik Bu, terimakasih banyak jawabannya.*

## **2. Problems of teacher in applying the strategy**

The teaching and learning process in the world of education is not always smooth, especially for those who really don't like some of the subjects they have to learn. There are always obstacles in the teaching and learning process in any place of education. These learning difficulties will also have an impact on decreasing the academic achievement of students who are carrying out the education. The problem experienced by teachers in these schools is the mastery of vocabulary that is still lacking due to the absence of English subjects in elementary school and the ability of students who are still lacking.

### **Result of Interview**

*R : Selamat pagi Bu, mohon maaf mengganggu waktunya. Saya mau bertanya terkait apa masalah atau hambatan dalam apa menerapkan strategi yang digunakan (semua kelas 7)?*

*T : untuk masalah atau kesulitannya sejauh ini yaitu penguasaan vocabulary yang masih kurang karena tida adanya mata pelajaran Bahasa Inggris saat di Sekolah Dasar dan kemampuan anak yang masih kurang begitu Mbak.*

*R : Baik Bu, terimakasih banyak atas jawabannya.*

## **B. Discussions**

### **1. Teaching strategy used by the English teacher**

Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone and Morris, in Issac, 2010). Furthermore, Issac (2010) explains that teaching tactics are that behavior of

the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

Based on the findings that researcher explained before, there are two strategies used by the teacher. Those are Case-based Small-group Discussion and brainstorming strategy.

Case-based small-group discussion, in this teaching strategy, small groups of 5-10 address case-based tasks, exchanging points of view while working through a problem-solving process. In this teaching strategy process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which both students and facilitators share responsibility for coming to closure on cardinal learning points.

The teacher assigns the task of creating a description text for each group. Then, students discuss to create and determine the structure. Then, the teacher gives the others a chance group members to ask questions and other groups can also respond to or assist the group being questioned. Teacher clarifying students' answers. Then, the students summarized the materials.

Case-based small-group discussion due to interaction between teachers and students when students ask the teacher or when the teacher requires students' answers and also interacts between students when another

group asks one group and another group one group replied. It seems that the advantageous of case-based small-group discussion is a teaching procedure designed to teach students about self-understanding strategies in the form of discussions between teachers and teachers. Students and students with students who provide opportunities to think and exchange learning experiences based on questioning principles through direct instruction and modeling by teachers to improve students' abilities.

Then, based on observations, the strategy used by teachers is brainstorming. At first, the teacher pointed out draw it to the students, then the teacher asks the students about cats, a general description of cats, a specific description of cats, etc. This method is used by the teacher so that all students can express their ideas or opinions related to the picture. After the teacher gathers all the students' ideas or opinions, the teacher and students choose which opinion is suitable based on the picture

## **2. Problems of teacher in applying the strategy**

Problem solving is often broadly defined as "the ability to understand the environment, identify complex problems, review related information to develop, evaluate strategies and implement solutions to build the desired outcome" (Fissore, C. et al, 2021). True problem solving is the process of applying a method – not known in advance – to a problem that is subject to a specific set of conditions and that the problem solver has not seen before, in order to obtain a satisfactory solution.

The teaching and learning process in the world of education is not always smooth, especially for those who really don't like some of the subjects they have to learn. There are always obstacles in the teaching and learning process in any place of education. These learning difficulties will also have an impact on decreasing the academic achievement of students who are carrying out the education. The problem experienced by teachers in these schools is the mastery of vocabulary that is still lacking due to the absence of English subjects in elementary school and the ability of students who are still lacking.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

This study aims to analyze the teaching strategies used by English technicians in English lessons in seventh grade students of SMP N 1 Selo boyolali for the 2023/2024 school year. Based on data analysis and research findings in this study, it can be concluded that teachers use brainstorming strategies and case-based small groups. On the other hand, when teaching the teacher invites students to sing so that students do not get bored. Finally, give conclusions and comments are activities to close the classroom by the teacher. Each applies the same strategy when Conduct the teaching and learning process in class with some adjustments.

The teaching and learning process in the world of education is not always smooth, especially for those who really don't like some of the subjects they have to learn. There are always obstacles in the teaching and learning process in any place of education. These learning difficulties will also have an impact on decreasing the academic achievement of students who are carrying out the education. The problem experienced by teachers in these schools is the mastery of vocabulary that is still lacking due to the absence of English subjects in elementary school and the ability of students who are still lacking.

## **B. Suggestions**

Based on the conclusions above, several suggestions can be put forward that are expected to be useful for the company and for other parties. The advice given, among others.

### **1. For Teacher**

English Teacher should prepare the material, the media, and the tools as interested as possible before begin the teaching learning activity in order to make the teaching learning process effectively and interesting.

### **2. For Students**

Researchers suggest that students learn more vocabulary, as a way to improve reading, speaking, writing, and listening skills.

### **3. For Researcher**

Researchers as a reference for their research on teacher strategies in teaching in the classroom. The future researchers may conduct the same study with a different viewpoint of the study as doing this research by taking a student's point of view related to the strategies applied by teachers in class.



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## APPENDIX

### Appendix 1 Transcript of the Interview

#### Transcript of the Interview

##### Transcript 1 (VII/ A)

R : *Sebelumnya mohon maaf Bu, saya mau bertanya.*

T : *Baik Mbak, silahkan !*

R : *Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

T : *Untuk kelas ini saya mengajar sama seperti dengan kelas yang kemarin karena materinya kebetulan sama yaitu tidak hanya berceramah saja Mbak, tetapi saya menggunakan*

##### Transcript 2 (VII/ B)

R : *Sebelumnya mohon maaf Bu, sembari menunggu anak-anak mengerjakan soal saya mau sedikit bertanya.*

T : *Baik Mbak, silahkan !*

R : *Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

T : *Untuk kelas ini saya mengajar menggunakan strategi discussion. Tujuannya untuk memfasilitasi pertukaran ide dan kesadaran akan keprihatinan bersama. Seperti halnya apabila dibentuk kelompok maka minat belajar siswa akan meningkat. Karena ini merupakan kelas yang paling special Mbak, kurang menghargai saat guru mengajar di kelas. Maka dari itu saya sering membuat kelompok saat proses pembelajaran.*

R : *Baik Bu, terimakasih atas jawabannya.*

##### Transcript 3 (VII/ C)

R : *Sebelumnya mohon maaf Bu, saya mau bertanya.*

T : *Baik Mbak, silahkan !*

R : *Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

T : *Untuk kelas ini saya mengajar menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah*

*misalnya dalam mengerjakan 10 soal yang saya berikan tadi hamper mirip sama kelas yang kemarin suda masuk hanya bedanya kelas ini saya mengganti soal dengan mengisi teks rumpang, dan tadi sebelum memulai materi saya juga mengajak siswa siswi untuk bernyanyi, nah itu agar siswa siswi tidak bosan saat pelajaran begitu Mbak.*

*R : Baik Bu, terimakasih banyak atas jawabannya.*

#### **Transcript 4 (VII/ D)**

*R : Sebelumnya mohon maaf Bu, saya mau bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah misalnya dalam mengerjakan 10 soal yang saya berikan tadi, tetapi karena waktu tidak cukup keburu saya mau rapat maka tugasnya saya suruh mengerjakan dirumah begitu Mbak.*

*R : Baik Bu, terimakasih atas jawabannya.*

#### **Transcript 5 (VII/ E)**

*R : Sebelumnya mohon maaf Bu sembari menunggu anak-anak mengerjakan soal, saya mau sedikit bertanya.*

*T : Baik Mbak, silahkan !*

*R : Saat mengajar tadi njenengan menggunakan strategi apa ya Bu?*

*T : Untuk kelas ini saya mengajar menggunakan strategi Brainstorming. Tujuannya adalah untuk membantu siswa dalam memecahkan masalah misalnya dalam mengerjakan 10 soal yang saya berikan tadi, sedikit berbeda dengan kelas yang lain. Kelas ini saya suruh bergantian menjawab soal yang saya berikan tadi karena dari semua kelas, ini yang mudah sekali diajak bekerjasama (anak-anaknya tidak ramai). Selain itu tadi saya menggunakan gambar dalam setiap soal, agar lebih mudah dipahami begitu Mbak.*

*R : Baik Bu, terimakasih banyak jawabannya.*

**(Problem of Teacher)**

*R : Selamat pagi Bu, mohon maaf mengganggu waktunya. Saya mau bertanya terkait apa masalah atau hambatan dalam apa menerapkan strategi yang digunakan (semua kelas 7)?*

*T : untuk masalah atau kesulitannya sejauh ini yaitu penguasaan vocabulary yang masih kurang karena tida adanya mata pelajaran Bahasa Inggris saat di Sekolah Dasar dan kemampuan anak yang masih kurang begitu Mbak.*

*R : Baik Bu, terimakasih banyak atas jawabannya.*

Appendix 2 Documentation



# **MODUL AJAR BAHASA INGGRIS**

**Disusun Oleh:**  
**Nurul Hidayati, S.Pd**  
**FASE : D KELAS : VII**  
**Materi : Greeting, Parting, Thanking, Apologizing**

**SMP NEGERI 1 SELO**  
**2023**

| INFORMASI UMUM PERANGKAT AJAR  |   |
|--|---|
| 1. Nama Penulis  | : Nurul Hidayati  |
| Instansi   | : SMP Negeri 1 Selo   |
| Tahun  | : 2023  |
| 2. Jenjang Sekolah   | : SMP   |
| 3. Kelas   | : VII   |
| 4. Alokasi Waktu   | : 2 x Pertemuan (4 x 40 menit)  |
| TUJUAN PEMBELAJARAN  |   |
| <ul style="list-style-type: none"> <li>• Fase : D</li> <li>• Elemen :<br/>Menyimak – Berbicara<br/>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal.</li> <li>• Tujuan Pembelajaran: <ol style="list-style-type: none"> <li>1. Peserta didik dapat menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal yang melibatkan tindakan greetings, leave taking (parting), thanking, apologizing.</li> <li>2. Peserta didik dapat menyusun teks interaksi interpersonal yang melibatkan tindakan greetings, leave taking (parting), thanking, apologizing dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.</li> </ol> </li> <li>• Indikator Pencapaian Tujuan Pembelajaran: <ol style="list-style-type: none"> <li>1. Peserta didik mampu menggunakan unsur kebahasaan teks interaksi interpersonal lisan dan tulis terkait materi greetings, leave taking (parting), thanking, apologizing dengan baik dan benar.</li> <li>2. Peserta didik mampu menyusun percakapan acak terkait materi greetings, leave taking (parting), thanking, apologizing dengan struktur teks yang runtut dan unsur kebahasaan yang benar.</li> <li>3. Peserta didik mampu mempraktekan percakapan acak terkait materi greetings, leave taking (parting), thanking, apologizing dengan struktur teks yang runtut dan unsur kebahasaan yang benar.</li> </ol> </li> <li>• Konsep Utama : greetings, leave taking (parting), thanking, apologizing</li> </ul> |   |
| KOMPETENSI AWAL  |   |
| <ol style="list-style-type: none"> <li>1) Sebelum pembelajaran peserta didik belum mengetahui ungkapan greetings, leave taking (parting), thanking, apologizing. Setelah pembelajaran, peserta didik dapat mengetahui ungkapan greetings, leave taking (parting), thanking, apologizing.</li> <li>2) Sebelum pembelajaran peserta didik belum mampu mempraktekkan ungkapan greetings, leave taking (parting), thanking, apologizing. Setelah pembelajaran, peserta didik dapat mampu mempraktekkan ungkapan greetings, leave taking (parting), thanking, apologizing.</li> </ol>   |   |
| PROFIL PELAJAR PANCASILA   |   |
| Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.  | Berdo'a pada saat memulai dan mengakhiri pelajaran, serta santun dalam berdiskusi kelompok.                             |
| Gotong royong  | Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam grup.  |
| Mandiri  | Melakukan proses brainstorming pada kegiatan awal pembelajaran.   |
| Kreatif  | Menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau |

|   |   |                               |       |
|---|---|-------------------------------|-------|
|   | perasaannya.  |                               |       |
| Berfikir Kritis   | Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.  |                               |       |
| <b>SARANA DAN PRASARANA</b>   |   |                               |       |
| Fasilitas   | 1. LCD Projector<br>2. Komputer/laptop<br>3. Jaringan internet<br>4. Papan tulis, spidol, dan penghapus<br>5. Lingkungan belajar di dalam kelas   |                               |       |
| <b>TARGET PESERTA DIDIK</b>   |   |                               |       |
| Peserta didik regular kelas VII   |   |                               |       |
| <b>MODEL PEMBELAJARAN:</b><br>Problem Based Learning  |   |                               |       |
| <b>METODE PEMBELAJARAN:</b><br>1. Pendekatan Saintifik<br>2. Diskusi, tanya jawab   |   |                               |       |
| <b>MODA PEMBELAJARAN :</b><br>Luring  |   |                               |       |
| <b>KOMPONEN INTI</b>  |   |                               |       |
| <b>PEMAHAMAN BERMAKNA</b><br>This greeting is usually done at the beginning of learning and when learning ends. Greetings are an expression made by someone to greet each other. This activity is something that is commonly done as a social being to initiate interactions with others. |   |                               |       |
| <b>PERTANYAAN PEMANTIK</b><br>1. Hi, good morning students?<br>2. How are you today?<br>3. Are you okay?  |   |                               |       |
| <b>URUTAN KEGIATAN PEMBELAJARAN</b><br>Pertemuan 1  |   |                               |       |
| <b>Kegiatan Awal</b>  |   |                               |       |
| Kegiatan / Sintaks  | Deskripsi Kegiatan  | Penguatan Pendidikan Karakter | Waktu |
| Pendahuluan   | <i>Apersepsi</i><br>Guru membuka dengan salam dan berdoa untuk memulai pembelajaran.  | Religius<br>Sopan Santun      | 10'   |
|   | Guru memeriksa kehadiran siswa sebagai sifat kedisiplinan.<br>Guru memberikan motivasi lewat tayangan video dan meminta siswa untuk mengambil hikmah dari tayangan tersebut                         | Disiplin                      |       |
|   | Guru memberikan gambaran dan semangat belajar serta menjelaskan tujuan pembelajaran dan manfaat mempelajari greetings, leave taking (parting), thanking, apologizing dalam kehidupan sehari – hari. | Sopan Santun                  |       |
|   | Guru menanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif.<br>a. Are you feeling okay now?   | Aktif                         |       |

|   | b. Are you ready to study now?<br>c. Did you study last night?   |  |       |
|---|--|--|-------|
| Kegiatan Inti                               |  |  |       |
| Kegiatan / Sintaks                          | Deskripsi Kegiatan   | Penguatan Pendidikan Karakter                  | Waktu |
| 1. Mengorientasi peserta didik pada masalah | <p><i>Creativity Thinking and Innovation</i></p> <p>a. Peserta didik mengerjakan pre test dengan materi greetings, leave taking (parting), thanking, apologizing melalui platform quizizz.<br/><a href="https://quizizz.com/join/quiz/62b2b27dee323c001e22390e/start">https://quizizz.com/join/quiz/62b2b27dee323c001e22390e/start</a></p> <p>b. Peserta didik menjawab pertanyaan pemantik terkait materi greetings, leave taking (parting), thanking, apologizing</p> <p>c. Peserta didik <b>mencermati</b> video yang berkaitan dengan greetings, leave taking (parting), thanking, apologizing.<br/><a href="https://www.youtube.com/watch?v=8s-_5xfDwLA">https://www.youtube.com/watch?v=8s-_5xfDwLA</a> (TPACK/HOTS - C4)</p> <p>d. Peserta didik <b>menggal informasi</b> dan menyebutkan ungkapan - ungkapan terkait materi greetings, leave taking (parting), thanking, apologizing. (HOTS)</p> <p>e. Peserta didik <b>menirukan</b> pelafalan setiap kata pada ungkapan greetings, leave taking (parting), thanking, apologizing (LOTS-C1)). Kemudian peserta didik diminta untuk membacakan dialog tentang ungkapan greetings, leave taking (parting), thanking, apologizing.</p> | Kemandirian Aktif Berani mengemukakan pendapat | 20'   |
| 2. Mengorganisasikan kerja peserta didik    | <p><i>Collaboration</i></p> <p>a. Guru menjelaskan materi tentang ungkapan greetings, leave taking (parting), thanking, apologizing.</p> <p>b. Guru mengajukan pertanyaan terkait materi greetings, leave taking (parting), thanking, apologizing yang telah ditayangkan melalui video untuk menganalisis pemahamannya.</p> <p>c. Peserta didik merespon pertanyaan guru serta menyampaikan sejauh mana mereka memahami materi greetings, leave taking (parting), thanking, apologizing setelah mengamati video.</p> <p>d. Peserta didik menyampaikan beberapa pertanyaan terkait hal - hal yang belum mereka pahami dalam materi greetings, leave taking (parting), thanking,</p>   | Sopan santun Kemandirian                       | 20    |



|  |   |  |       |
|--|---|--|-------|
|  | <p>apologizing.</p> <p>e. Peserta didik diminta untuk membentuk kelompok. Setiap kelompok terdiri dari 4 orang.</p> <p>f. Secara berkelompok peserta didik mendiskusikan fungsi social, struktur teks dan fungsi kebahasaan terkait dalam materi greetings, leave taking (parting), thanking, apologizing.</p>  |  |       |
| 3. Melakukan penyelidikan atau penelusuran untuk menjawab permasalahan   | <p><i>Critical Thinking and Problem Solving</i></p> <p>Guru membimbing dan memantau peserta didik untuk mengumpulkan informasi yang sesuai dari berbagai sumber untuk mendapatkan penjelasan dan pemecahan masalah.</p>   | Disiplin<br>Gotong royong<br>Kemandirian   | 20'   |
| <b>Kegiatan Akhir</b>  |   |  |       |
| Kegiatan / Sintaks   | Deskripsi Kegiatan  | Penguatan Pendidikan Karakter  | Waktu |
| Penutup  | <p>a. Guru mengajukan beberapa pertanyaan yang berhubungan dengan pemahaman peserta didik terkait materi greetings, leave taking (parting), thanking, apologizing.</p> <p>b. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan serta meminta peserta didik untuk menyampaikan pengalaman belajar terhadap proses pembelajaran dari berbagai sudut pandang secara tulus dan meminta mereka menyampaikan usulan sehingga pertemuan selanjutnya berlangsung lebih baik.</p> <p>c. Guru memberikan tugas kepada siswa untuk membuat contoh percakapan greetings, leave taking (parting), thanking, apologizing</p> <p>d. Guru menutup kelas dengan salam dan mengarahkan siswa untuk berdoa sebelum meninggalkan kelas.</p> | <p>Kemandirian<br/>Disiplin<br/>Rendah hati<br/>Percaya diri</p> <p>Religius</p> | 10'   |
| <b>REFLEKSI PENDIDIK</b>   |   |  |       |
| <p>a. Kegiatan apa yang belum dilaksanakan dalam pembelajaran ini?</p> <p>b. Apakah seluruh peserta didik terlibat aktif dalam pembelajaran?</p> <p>c. Apakah penggunaan media dalam pembelajaran sudah tepat?</p> <p>d. Upaya apa yang dilakukan untuk mengatasi kegiatan yang belum dilaksanakan dalam pembelajaran ini?</p> |   |  |       |
| <b>REFLEKSI PESERTA DIDIK</b>  |   |  |       |
| <p>a. Apakah materi yang disampaikan sudah cukup jelas?</p> <p>b. Bagaimana pendapatmu tentang materi ini?</p> <p>c. Adakah tahapan dalam pembelajaran yang sulit dipahami?</p>  |   |  |       |
| <b>URUTAN KEGIATAN PEMBELAJARAN</b>  |   |  |       |
| Pertemuan 2  |   |  |       |

| <b>Kegiatan Awal</b>   |   |  |       |
|--|---|--|-------|
| Kegiatan / Sintaks Pendahuluan   | Deskripsi Kegiatan  | Penguatan Pendidikan Karakter  | Waktu |
|  | <i>Apersepsi</i><br>Guru membuka dengan salam dan berdoa untuk memulai pembelajaran.  | Religius<br>Sopan Santun   | 10'   |
|  | Guru memeriksa kehadiran siswa sebagai sifat kedisiplinan.  | Disiplin   |       |
|  | Guru menanyakan pekerjaan rumah yang telah disampaikan pada pertemuan sebelumnya.   | Sopan Santun   |       |
|  | Guru menanyakan hal-hal yang berkaitan dengan aspek diagnosis non-kognitif.<br>a. Are you feeling okay now?<br>b. Are you ready to study now?<br>c. Did you study last night?   | Aktif  |       |
|  | Guru mengingatkan kembali peserta didik tentang tujuan pembelajaran dan manfaatnya dalam kehidupan sehari - hari  | Sopan santun   |       |
|  |   |  |       |
| <b>Kegiatan Inti</b>   |   |  |       |
| Kegiatan / Sintaks   | Deskripsi Kegiatan  | Penguatan Pendidikan Karakter  | Waktu |
| 4. Menyusun hasil karya dan mempresentasikannya                          | <i>Collaboration</i><br>a. Guru membantu peserta didik dalam merencanakan, menyiapkan dan menyajikan laporan hasil solusi pemecahan masalah.<br>b. Peserta didik mendapatkan bimbingan dari guru dalam berdiskusi menyusun percakapan acak<br>c. Peserta didik secara berpasangan mempraktekkan percakapan yang telah disusun.<br>d. Peserta didik menyajikan hasil karya di depan kelas. | Kemandirian<br>Cermat<br>Teliti<br>Gotong royong,<br>Menghargai pendapat | 40'   |
| 5. Melakukan evaluasi dan refleksi proses dan hasil penyelesaian masalah | <i>Communication</i><br>a. Peserta didik memberikan evaluasi terhadap hasil kerja kelompok lain.<br>b. Guru memberikan penguatan hasil evaluasi peserta didik.<br>c. Guru meminta peserta didik mengerjakan pre tes melalui quizizz <a href="https://quizizz.com/join/quiz/62e720d7f92141001df31ec9/start">https://quizizz.com/join/quiz/62e720d7f92141001df31ec9/start</a>               | Rrendah hati   | 15'   |
| <b>Kegiatan Akhir</b>  |   |  |       |
| Kegiatan / Sintaks   | Deskripsi Kegiatan  | Penguatan Pendidikan Karakter  | Waktu |
| Penutup  | a. Guru memberikan umpan balik dan  | Kemandirian  | 15'   |

|  |   |  |  |
|--|---|--|--|
|  | <p>refleksi terhadap pembelajaran yang sudah dilakukan serta meminta peserta didik untuk menyampaikan pengalaman belajar terhadap proses pembelajaran dari berbagai sudut pandang secara tulus dan meminta mereka menyampaikan usulan sehingga lebih baik.</p> <p>b. Guru menyampaikan gambaran materi pada pertemuan selanjutnya.</p> <p>c. Guru menutup kelas dengan salam dan mengarahkan siswa untuk berdoa sebelum meninggalkan kelas.</p> | <p>Disiplin<br/>Rendah hati<br/>Percaya diri</p> <p>Religius</p> |  |
| <b>REFLEKSI PENDIDIK</b>   |   |  |  |
| <p>a. Kegiatan apa yang belum dilaksanakan dalam pembelajaran ini?</p> <p>b. Apakah seluruh peserta didik terlibat aktif dalam pembelajaran?</p> <p>c. Apakah penggunaan media dalam pembelajaran sudah tepat?</p> <p>d. Upaya apa yang dilakukan untuk mengatasi kegiatan yang belum dilaksanakan dalam pembelajaran ini?</p>   |   |  |  |
| <b>REFLEKSI PESERTA DIDIK</b>  |   |  |  |
| <p>a. Apakah materi yang disampaikan sudah cukup jelas?</p> <p>b. Bagaimana pendapatmu tentang materi ini?</p> <p>c. Adakah tahapan dalam pembelajaran yang sulit dipahami?</p>  |   |  |  |
| <b>LAMPIRAN-LAMPIRAN</b>   |   |  |  |
| <p>1. Bahan Ajar</p> <p>a. Video pembelajaran dari youtube : <a href="https://www.youtube.com/watch?v=8s_5XfDwLA">https://www.youtube.com/watch?v=8s_5XfDwLA</a> (materi greeting, leave taking (parting), thanking, apologizing)</p> <p>b. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2017.</p> <p>2. Media Pembelajaran Berbasis AI dan AR</p> <p>3. Lembar Kerja Peserta Didik</p> <p>4. Alat Evaluasi dan Kisi - Kisi</p>   |   |  |  |
| <b>PENGAYAAN DAN REMEDIAL</b>  |   |  |  |
| <p>a. Pengayaan bagi peserta didik yang telah mencapai batas ketuntasan yaitu mengerjakan soal – soal tambahan yang disediakan di platform quizizz. .</p> <p>b. Remedial bagi peserta didik yang belum mencapai batas ketuntasan yaitu mengerjakan kembali soal yang jawabannya masih salah dengan sebelumnya mengadakan bimbingan atas materi greetings, parting, thanking and apologizing yang belum dipahami atau mengadakan pembelajaran mengulang.</p>  |   |  |  |
| <b>BAHAN BACAAN PENDIDIK</b>   |   |  |  |
| <p>Greeting is a salutation upon meeting someone or an expression of good wishes. In other words, to greet someone or to extend a polite word of welcome.</p> <p>Leave taking or parting is usually used if we part with someone we know.</p> <p>Social Function of Parting: to express parting/leave someone/people.</p> <p>Gratitude is an expression of thanking someone for giving either something or a favour by using polite and sincere words.</p> <p>Apology is an expression to apologize or say sorry for having a mistake(s) to other people.</p> <p>Social Function of Apology: to apologize in order someone to forgive us</p> |   |  |  |
| <b>BAHAN BACAAN PESERTA DIDIK</b>  |   |  |  |
| <p>Greetings adalah sapaan atau ungkapan salam. Greetings yang mungkin paling sering kalian dengar adalah "Hello", "Hi", "Good morning", "Good afternoon", dan "Good evening".</p> <p>Example:</p>   |   |  |  |

Roy : "Good morning, Sir. My name is Roy.."  
 Mr. Adi : "Good morning, Roy. How can I help you?"  
 Roy : "I am a new student and I do not know where my class is?"  
 Mr. Adi : "Alright. What class are you in?"  
 Roy : "7.G class, Sir."  
 Leave taking adalah ungkapan pamitan/perpisahan. Ungkapan ini berfungsi sebagai penutup percakapan.  
 X : "I think I am going to go. My mom has called me several times."  
 Y : "But, it is only 7 p.m. now. Can you stay for a couple more hours?"  
 X : "I cannot. I'll see you on Monday. Bye!"  
 Y : "Okay, bye."  
 Thanking adalah tindakan berterima kasih.  
 Adel : "Miss, you left your phone in the class. Here is it."  
 Miss Selsi : "Oh, I think I lost it. Thank you for giving it back to me, Adel."  
 Adel : "You are welcome, Miss."  
 Apologizing adalah ungkapan untuk meminta maaf karena telah melakukan kesalahan/menyesali suatu perbuatan.  
 Mr. Adnan : "Linda, have you put the weekly report to my desk?"  
 Linda : "I am sorry, Sir. I lost the weekly report."  
 Mr. Adnan : "Are you sure you lost it?"  
 Linda : "Yes, sir. I have looked for it everywhere but I could find it. I am terribly sorry for my mistake, Sir. I will write the new one as soon as possible."  
 Mr. Adnan : "Okay, but please don't let it happen again."

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## LAMPIRAN

### 1. MEDIA AJAR

- a. Materi greetings, parting, thanking dan apologizing :  
[https://www.youtube.com/watch?v=8s-\\_5XfDwLA](https://www.youtube.com/watch?v=8s-_5XfDwLA)
- b. Pre Test : <https://quizizz.com/join/quiz/62b2b27dee323c001e22390e/start>
- c. Post Test : <https://quizizz.com/join/quiz/62f8fdef3b4a0a001d1d659b/start>
- d. Pengayaan : <https://quizizz.com/join/quiz/5f1d05f864b03b001c1338bd/start>

### 2. BAHAN AJAR

#### Greeting and Parting

##### Greeting

###### a. Definition of Greetings

Greetings are the expression that is almost always used by the people when they meet someone, either known or unknown people. The greeting is usually used at the beginning of a conversation. Before starting the main topic, people generally use greeting. However, it is not impossible if greeting might be appeared in the middle or after another issue, but it is usually done in a formal situation (Duranti: 1997).

As Duranti (1997) stated that greeting in every culture is different, so it will affect the form of greeting or the way to greet. The forms of greetings can be varied, such as formal greetings and informal greetings. It was used depending on the context. The people can handle different forms of greetings based on their speech partners. It is not separated from the context: the goal, the situation, and the speech partner. There are many ways to express a greeting. It can be expressed by some words or only by gestures such as smiling, nodding, and so on.

###### b. Social Function of Greeting

A function of greeting to show attention is usually delivered to family, kin, friend, and so on. Next, the function of greeting to respect is usually conveyed to the teacher, lecturer, parents, and so on. Then, besides to show attention and to respect, to maintain a relationship is also the function of greeting. By delivering greeting, the people will know that the relationship among them runs well.

###### c. Kind of Greetings

###### ❖ Formal Greetings

Formal greetings are greetings that can be used when we are in a formal situation, for example at meetings, presentations, etc.

| Formal Greetings                           | Responses                                  |
|--|--|
| Hello                                      | Hello                                      |
| Good Morning/ Good Afternoon/ Good Evening | Good Morning/ Good Afternoon/ Good Evening |
| How are you?                               | I am fine, thank you.                      |
| How are you doing?                         | I'm doing well, thank you.                 |
| How is everything?                         | Everything is fine, thank you.             |
| How do you do? (first meeting)             | How do you do?                             |
| Nice to meet you.                          | Nice to meet you.                          |

###### ❖ Informal Greetings

Informal greetings are greetings that can be used when we are in a relaxed situation, for example when meeting peers, at rest, during holidays, etc.

| Formal Greetings                         | Responses              |
|--|------------------------|
| What's up?                               | Pretty well            |
| It's good to see you? / Good to see you? | Good to see you too.   |
| How are things with you?                 | Ok, not bad.           |
| How is it going?                         | Well, nothing special. |

|   |                           |
|---|---------------------------|
| How is life been treating you?/ How's life? | It's pretty good, thanks. |
| What's new with you?                        | Nothing much.             |
| What's cracking?                            | Awesome                   |
| What's cooking?                             | Nice                      |
| How have you been?                          | I have been fine.         |
| What's up?                                  | Pretty well               |

Note:

- Good morning digunakan dari jam 00.00 s/d 12.00 (Jam 00 dini hari sampai dengan 12 siang)
- Good day/noon diucapkan jam 12.00
- Good afternoon digunakan dari setelah jam 12.00 s/d 18.0
- Good Evening dipakai dari jam 18.00 s/d 24.00(00.00)
- Good night digunakan untuk mengucapkan selamat berpisah/selamat tidur.
- P.m. (post merediem) = dari jam 12.00 siang s/d 24.00 malam
- A.m (Ante merediem) = dari jam 24.00/00.00 s/d 12.00 siang
- di Indonesia menggunakan jam sistem 24 jam sedangkan di Inggris/Amerika menggunakan sistem 12 jam dengan menggunakan a.m dan p.m untuk membedakan malam dan siang.

Example for Greetings



Ungkapan Sapaan (Greeting)

| Greeting                                   | Responses                                   |
|--|---|
| - Good...(morning/afternoon/evening/night) | - Good...(morning/afternoon/eve ning/night) |

|   |   |
|---|---|
| - Hello!<br>- Hi!<br><br>- How are you?<br>- How are you doing?<br>- What's up?<br>How do you do? | - Hello!<br>- Hi!<br><br>- Fine/great/I am fine, thanks<br>- Not bad/never better/so so<br>- I've got a headache/flu<br>How do you do |
|---|---|

**Partings**

a. Definition of Partings

The linguistic definition of parting is separation. But the understanding in parting material is an expression ending a conversation or meeting.

b. Macam-Macam Partings

❖ Formal Partings

Formal partings are greetings that can be used when we are in a formal situation, for example meetings, presentations, etc.

| FORMAL PARTINGS               | RESPONSES                     | MEANING                        |
|-------------------------------|-------------------------------|--------------------------------|
| It was a pleasure seeing you. | It was great seeing you also. | Senang melihat Anda.           |
| It was nice to meet you.      | Nice to meet you too.         | Senang bertemu dengan Anda.    |
| Have a nice day!              | You have a nice day too!      | Semoga hari Anda menyenangkan. |
| Goodbye.                      | Goodbye.                      | Selamat tinggal.               |

❖ Informal Greetings

Informal Partings are greetings that can be used when we are in a relaxed situation, for example when meeting peers, at rest, during holidays, etc.

| INFORMAL PARTINGS       | RESPONSES        | MEANING                           |
|-------------------------|------------------|-----------------------------------|
| Nice seeing you!        | See you later!   | Senang melihatmu! / Sampai jumpa! |
| Goodbye/Bye.            | Goodbye/Bye.     | Selamat tinggal.                  |
| See you (later)!        | See you (later)! | Sampai ketemu lagi.               |
| Later (sangat informal) | Goodbye.         | Sampai nanti.                     |

### Thanking and Apologizing

Setelah kita belajar mengenai sapaan dan pamitan atau greeting and leave taking, berikutnya kita belajar mengenai cara berterima kasih (expressing gratitude) dan meminta maaf (making apology).



#### a. Thanking

Thanking, to thank artinya berterima kasih atau mengucapkan terima kasih kepada orang lain yang telah membantu atau menolong kita.

Berikut ini adalah ungkapan/ekspresi dan jawaban/respon yang biasa digunakan untuk mengungkapkan terima kasih kepada orang lain:

| Expressing gratitude/Thanking | Responding to thanking |
|-------------------------------|------------------------|
| Thank you                     | You are welcome        |
| Thank you so much             | You're welcome         |
| Thank you very much           | Don't mention it       |
| Thanks a lot                  | No problem             |
| Thanks                        | All right              |
| Many thanks                   | Never mind             |
| Thanks for helping me         |                        |
| Thanks for your help          |                        |

#### b. Apologizing

Apologizing, to apologize artinya meminta maaf atas kesalahan/kekhilafan kepada orang lain. Dengan kata lain, meminta maaf dapat berarti menyesali atas perbuatan yang telah dilakukan.

Berikut adalah ungkapan/ekspresi dan tanggapan atau menerima maaf yang umumnya digunakan untuk meminta maaf kepada orang lain:




| Making apology (Meminta maaf) | Accepting apology (Menerima maaf) |
|-------------------------------|-----------------------------------|
| Sorry                         | That's all right                  |
| I'm sorry                     | That's okay                       |
| I'm so sorry                  | It's all right                    |
| I'm really sorry              | It's okay                         |
| Sorry it was my fault         | It's fine                         |
| Forgive me                    | Forget it                         |
| I do apologize                | Never mind                        |
| I apologize                   | Don't apologize                   |
| Pardon me                     | It doesn't matter                 |
| Please accept my apology      | Don't worry about it.             |
| Sorry for my mistakes.        |                                   |



3. Student's Worksheet (Lembar Kerja Peserta Didik)

LKPD (Activity 1)

Read the text and answer the questions!

|   |  |
|---|--|
|    | <ol style="list-style-type: none"> <li>1. What is the text in the picture about?</li> <li>2. What is the text in the picture written for?</li> <li>3. What will you say if you meet your friends at 6.30 a.m.?</li> <li>4. Mention word to describe your feeling!</li> </ol> <p>Key Answer :</p> <ol style="list-style-type: none"> <li>1. It is about greeting.</li> <li>2. It is to greet someone in the morning.</li> <li>3. Good morning.</li> <li>4. Happy</li> </ol> <p>Nilai = 4 x 25 = 100</p>                       |
|   | <ol style="list-style-type: none"> <li>1. What is the text in the picture about?</li> <li>2. What is the text in the picture written for?</li> <li>3. What will you say if your friend help carry your bag?</li> <li>4. What will you say if your teacher gives you a complement?</li> </ol> <p>Key Answer :</p> <ol style="list-style-type: none"> <li>1. It is about thanking.</li> <li>2. It is to thank someone for giving the gift.</li> <li>3. Thank you.</li> <li>4. Thank you</li> </ol> <p>Nilai = 4 x 25 = 100</p> |
|  | <ol style="list-style-type: none"> <li>1. What is the text in the picture about?</li> <li>2. What is the text in the picture</li> </ol>  |

|  |   |
|--|---|
|  | <p>written for?</p> <p>3. What will you say to your teacher if you come late?</p> <p>4. What will you say to your friend if you can't join the study club?</p> <p>Key Answer :</p> <ol style="list-style-type: none"> <li>1. It is about apologizing.</li> <li>2. It is to apologize to someone.</li> <li>3. I'm sorry.</li> <li>4. I'm sorry.</li> </ol> <p>Nilai = 4 x 25 = 100</p> |
|--|---|

**LKPD (Activity 2)**

Arrange the utterances to create a good dialogue and put the right utterances to fill the gaps. Then practice it in front of the class.



Farhan : .....

Andi : .....

Farhan : .....

Andi : .....

Farhan : .....

Andi : .....

Farhan : .....

Andi : .....

- Farhan : I'm going to library. Sorry, I'm in hurry. See you later.
- Farhan : How are you this morning?
- Andi : I'm Fine, thank you. And you?
- Farhan : I'm fine too, thank you.
- Andi : Where are you going?
- Farhan : Good morning, Andi.
- Andi : I also want to go to the canteen. I am very hungry. See you.
- Andi : Good morning, Farhan.

#### 4. Kisi - Kisi, Instrumen dan Rubrik Penilaian

##### a. Analisis Permasalahan

| No. | Identifikasi Masalah   | Penentuan Masalah  | Akar Masalah  | Solusi Permasalahan  |
|-----|--|--|---|--|
| 1   | Peserta didik belum mengetahui ungkapan greeting, parting, thanking and apologizing. | a. Peserta didik tidak minat dalam belajar Bahasa Inggris<br>b. Guru menggunakan metode pembelajaran yang kurang tepat | Peserta didik tidak memiliki motivasi dalam belajar Bahasa Inggris dan guru menggunakan metode pembelajaran yang kurang tepat dalam materi greeting, parting, thanking and apologizing. | Guru menggunakan metode pembelajaran diskusi, tanya jawab dan role playing dengan media pembelajaran berupa video terkait materi greeting, parting, thanking and apologizing |

##### b. Aspek Pengetahuan

##### 1. Kisi - Kisi Soal Pengetahuan

| No. | Capaian Pembelajaran  | Tujuan Pembelajaran   | Indikator   | Teknik Penilaian           |
|-----|---|---|---|----------------------------|
| 1   | Peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. | Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal terkait materi greeting, leave taking (parting), thanking, apologizing. | Peserta didik mampu menggunakan unsur kebahasaan teks interaksi interpersonal lisan dan tulis terkait materi greeting, leave taking (parting), thanking, apologizing dengan baik dan benar. | Tes tertulis melalui quizz |

##### 2. Rubrik Penilaian Pengetahuan

| No.    | Score | Criteria         |
|--------|-------|------------------|
| 1 - 10 | 1     | Answer correctly |
|        | 0     | Answer wrong     |

c. Aspek Keterampilan

1. Kisi – Kisi Soal Keterampilan

| No. | Capaian Pembelajaran  | Tujuan Pembelajaran  | Indikator  | Teknik Penilaian |
|-----|---|--|--|------------------|
| 1   | Peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. | Peserta didik dapat menyusun teks interaksi interpersonal terkait materi greeting, leave taking (parting), thanking, apologizing dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan. | Peserta didik mampu menyusun percakapan acak tentang greeting, parting, thanking and apologizing dengan struktur teks yang runtut dan unsur kebahasaan yang benar. | Tes pengamatan   |

2. Rubrik Penilaian Keterampilan (Speaking)

| No | Aspek         | Deskripsi   | Skor |
|----|---------------|---|------|
| 1  | Pronunciation | Mudah dipahami dan memiliki aksen penutur asli  | 5    |
|    |               | Mudah dipahami meskipun dengan aksen tertentu   | 4    |
|    |               | Ada masalah pengucapan yang membuat pendengar harus konsentrasipenuh dan kadang-kadang ada    | 3    |
|    |               | Sulit dipahami karena ada masalah pengucapan, sering dimintamengulang                         | 2    |
|    |               | Masalah pengucapan serius sehingga tidak bisa dipahami  | 1    |
| 2  | Grammar       | Tidak ada atau sedikit kesalahan tata bahasa  | 5    |
|    |               | Kadang-kadang membuat kesalahan tata bahasa tetapi tidakmempengaruhi makna                    | 4    |
|    |               | Sering membuat kesalahan tata bahasa yang mempengaruhi makna                                  | 3    |
|    |               | Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat            | 2    |
|    |               | Kesalahan tata bahasa begitu parah sehingga sulit dipahami                                    | 1    |
| 3  | Vocabulary    | Menggunakan kosa kata dan ungkapan seperti penutur asli                                       | 5    |
|    |               | Kadang-kadang menggunakan kosa kata yang tidak tepat  | 4    |
|    |               | Sering menggunakan kosa kata yang tidak tepat, percakapan menjaditerbatas karena keterbatasan | 3    |

|  |  |   |   |
|--|--|---|---|
|  |  | kosa kata   |   |
|  |  | Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami | 2 |
|  |  | Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi               | 1 |

| No | Aspek         | Deskripsi   | Skor |
|----|---------------|---|------|
| 4  | Fluency       | Lancar seperti penutur asli   | 5    |
|    |               | Kelancaran tampak sedikit terganggu oleh masalah bahasa                                       | 4    |
|    |               | Sering ragu-ragu dan terhenti karena keterbatasan bahasa                                      | 3    |
|    |               | Sering ragu-ragu dan terhenti karena keterbatasan bahasa                                      | 2    |
|    |               | Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi                  | 1    |
| 5  | Understanding | Memahami semua tanpa mengalami kesulitan  | 5    |
|    |               | Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu                          | 4    |
|    |               | Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan | 3    |
|    |               | Susah mengikuti apa yang dikatakan  | 2    |
|    |               | Tidak bisa memahami walaupun percakapan sederhana   | 1    |

Nilai =  $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100$

d. Aspek Sikap

1. Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok

| No. | Nama Peserta Didik | Sikap          |           |           | Nilai |
|-----|--------------------|----------------|-----------|-----------|-------|
|     |                    | Tanggung jawab | Keaktifan | Kerjasama |       |
|     |                    |                |           |           |       |
| 1.  |                    |                |           |           |       |
| 2.  |                    |                |           |           |       |
| 3.  |                    |                |           |           |       |
| Dst |                    |                |           |           |       |

2. Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok

| No. | Aspek yang Dinilai | Rubrik  | Skor |
|-----|--------------------|---|------|
| 1   | Tanggung jawab     | Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan            | 3    |
|     |                    | Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas telah selesai dikerjakan      | 2    |
|     |                    | Tidak dapat mengumpulkan tugas dengan tepat waktu dan tidak selesai dalam mengerjakan tugas | 1    |
| 2   | Keaktifan          | Aktif dalam kegiatan tanya jawab dan dapat mengemukakan pendapat                            | 3    |
|     |                    | Tidak terlalu aktif dalam kegiatan tanya jawab dan ikut mengemukakan pendapat               | 2    |
|     |                    | Tidak aktif dalam kegiatan tanya jawab dan tidak ikut mengemukakan pendapat                 | 1    |
| 3   | Kerjasama          | Bekerja sama dengan baik dan menghargai pendapat teman                                      | 3    |
|     |                    | Bekerja sama dengan baik dan kurang menghargai pendapat teman                               | 2    |
|     |                    | Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman                          | 1    |

Nilai =  $\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100$

Jumlah skor maksimal

e. Aspek Penilaian Profil Pelajar Pancasila

Rubrik Penilaian Profil Pelajar Pancasila

| No. | Nama Peserta Didik | Profil  |         |                  |         |                 |
|-----|--------------------|---|---------|------------------|---------|-----------------|
|     |                    | Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. | Mandiri | Bergotong Royong | Kreatif | Bernalar Kritis |
| 1.  |                    |   |         |                  |         |                 |
| 2.  |                    |   |         |                  |         |                 |
| Dst |                    |   |         |                  |         |                 |

Kriteria Penilaian :

< 60 = Belum berkembang (BB)

60 – 75 = Mulai Berkembang (MB)

76 – 91 = Berkembang Sesuai Harapan (BSH)

92 – 100 = Sangat Berkembang (SB)

Mengetahui  
Kepala Madrasah

Selo, Juli 2023  
Guru Mata Pelajaran

**JONO TRIMANTO, S.Pd., M.Pd**  
NIP. 19670506 199003 1 008





**NURUL HIDAYATI, S.Pd**  
NIP. 19890403 202212 0 25

**REFLEKSI PEMBELAJARAN PESERTA DIDIK**

Nama : .....  
 Kelas : .....  
 Hari / Tanggal : .....

Pada pertemuan kali ini saya sudah mempelajari tentang :  
 .....  
 .....  
 .....

Berikut adalah daftar pertanyaan mengenai proses pembelajaran. Jawablah dengan jujur karena ini akan sangat membantu guru dalam proses pendidikannya. Kamu hanya perlu menjawab dengan mencentang (√) sesuai ekspresi yang ada di lembar ini yang menggambarkan perasaanmu sangat sedih, sedih, biasa saja, atau senang.

| Sangat Sedih  | Sedih   | Biasa saja   | Senang  |
|---|---|--|---|
|  |  |  |  |

Perasaan saya setelah pembelajaran ini, beri centang (√) gambar yang sesuai

| No. | Deskripsi   | Ekspresi |  |  |  |
|-----|---|----------|--|--|--|
| 1   | Guru mengajar kami dengan berbagai cara pembelajaran yang menyenangkan  |          |  |  |  |
| 2   | Guru menggunakan media dan peralatan belajar yang bermacam-macam  |          |  |  |  |
| 3   | Guru menanyakan bagaimana kamu memahami pelajaran   |          |  |  |  |
| 4   | Guru memberi kami kesempatan bertanya tentang pembelajaran dan hal-hal lainnya  |          |  |  |  |
| 5   | Guru mengubah cara mengajar atau media yang digunakan saat mengajari kembali materi yang sama, ketika kami mengalami kesulitan memahami |          |  |  |  |
| 6   | Guru tampil ceria, berwibawa, rapi, memotivasi, tenang, adil, obyektif dan penuh perhatian kepada peserta didik.                        |          |  |  |  |
| 7   | Guru mengajak diskusi, tanya jawab, dan permainan dalam pembelajaran  |          |  |  |  |
| 8   | Guru membaca buku-buku dan memiliki sumber belajar yang bervariasi  |          |  |  |  |
| 9   | Guru membimbing, menasehati, dan memberitelan karakter profil pelajar Pancasila   |          |  |  |  |
| 10  | Guru memberikan motivasi, apresiasi dan semangat salam kegiatan belajar.  |          |  |  |  |

# MODUL AJAR

## My Hobby



### Informasi Umum Perangkat Ajar

|                                 |                          |
|---------------------------------|--------------------------|
| Nama Guru Mata Pelajaran        | : Nurul Hiadayati, S.Pd. |
| Nama Institusi                  | : SMP Negeri 1 Selo      |
| Tahun Penyusunan Perangkat Ajar | : 2023                   |
| Jenjang Sekolah                 | : SMP                    |
| Kelas                           | : VII (Tujuh)            |
| Alokasi Waktu                   | : 9 JP                   |
| Topic                           | : <i>My Hobby</i>        |

### Profil Pelajar Pancasila

- Bertakwa kepada Tuhan yang Maha Esa
- Berakhlak mulia
- Mandiri
- Keberagaman Global
- Kreatif



|   |                                       |
|---|---------------------------------------|
| <b>Sarana dan Prasarana</b>   |                                       |
| <ul style="list-style-type: none"> <li>- Laptop/Komputer/HP</li> <li>- Jaringan Internet</li> <li>- Power Point</li> <li>- Gambar</li> </ul>      |                                       |
| <b>Target Peserta Didik</b>   |                                       |
| Kategori Peserta Didik  | : Siswa reguler kelas VII             |
| Jumlah Peserta Didik  | : Maksimum 30 peserta didik per-kelas |
| <b>Model Pembelajaran</b>   |                                       |
| PTM (Kegiatan pembelajaran dilakukan secara tatap muka),<br>CTL ( Contextal Teaching and Learning)  |                                       |
| <b>Fase Capaian Pembelajaran (CP)</b>   |                                       |
| Fase D  |                                       |
| <b>Elemen/Domain CP</b>   |                                       |
| <ul style="list-style-type: none"> <li>- (Menyimak – Berbicara)</li> <li>- (Membaca – Memirsa)</li> <li>- (Menulis – Mempresentasikan)</li> </ul> |                                       |
| <b>Kompetensi awal</b>  |                                       |
| <i>verb be (to be) in present form, countries, and nationalities</i>  |                                       |

#### **A. Tujuan pembelajaran**

1. Peserta didik mampu mengungkapkan rasa suka.
2. Peserta didik mampu mengungkapkan rasa tidak suka
3. Peserta didik mampu memahami dan menggunakan *subject, object, dan possessive pronoun* dalam membuat kalimat sederhana.
4. Peserta didik mampu menggunakan *positive and negative adjectives* dalam mengungkapkan kegiatan sehari – hari.

#### **B. Pemahaman Bermakna**

- Peserta didik dapat mengungkapkan rasa suka atau tidak suka secara tertulis dan lisan.

#### **C. Pertanyaan Pematik**

1. *Do you like music?*
2. *Do you like Javanese song?*
3. *Do you like Black Pink? Why?*

#### **D. Kegiatan Pembelajaran :**

##### **Pertemuan ke – 1 ( 3 x 40 menit)**

##### **Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

##### **Kegiatan Inti**

1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka
2. Peserta didik mengamati contoh ungkapan sapaan yang ditayangkan pada video atau yang ada pada buku pendamping.
3. Peserta didik berlatih mengucapkan (menirukan) ungkapan-ungkapan *likes/dislikes*, seperti: *like, likes, dislike, dislikes, love, fond of, keen on.*

4. Peserta didik secara berpasangan saling bertanya jawab menggunakan ungkapan suka dan tidak suka tentang musik yang dikenal pada kehidupan sehari – hari peserta didik

#### **Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini
2. Meminta peserta didik mempelajari materi *subject, object, dan possessive pronoun*.
3. Salam Penutup

#### **Pertemuan ke – 2 ( 3 x 40 menit)**

##### **Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

##### **Kegiatan Inti**

1. Peserta didik menyebutkan *negative and positive adjectives* berdasarkan gambar yang disediakan guru atau yang ada pada buku pendamping
2. Peserta didik menyebutkan *subject, object, dan possessive pronoun* yang digunakan pada kalimat atau dialog yang dicontohkan guru atau yang ada pada buku pendamping.
3. Peserta didik membuat kalimat menggunakan *subject, object, dan possessive pronoun*, dan *negative and positive adjectives* .
4. Peserta didik secara berpasangan membuat kalimat tanya jawab sederhana menggunakan *subject, object, dan possessive pronoun*, dan *negative and positive adjectives* berkaitan dengan kegiatan pada kehidupan sehari – hari peserta didik.
5. Peserta didik secara berpasangan mempresentasikan dialog di depan kelas.

#### **Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini .
2. Meminta peserta didik mempelajari kembali materi *likes, dislikes, adjectives, subject, object, dan possessive pronoun*.
3. Salam Penutup

#### **Pertemuan ke – 3 ( 3 x 40 menit)**

##### **Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

##### **Kegiatan Inti**

1. Peserta didik secara berpasangan membuat dialog tertulis sederhana tentang hal disukai dan tidak disukai yang berkaitan dengan musik
2. Peserta didik mempresentasikan dialog sederhana mereka di depan kelas.
3. Peserta didik yang lain dan guru memberi apresiasi tentang teks temannya.

##### **Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini
2. Meminta peserta didik mempelajari materi tentang *likes dislikes*.
3. Salam Penutup

#### **E. Bahan Bacaan Guru :**

- a. *English in Mind Second Edition Student's Book Starter*
- b. *English in Mind Second Edition Teacher's Book Starter*
- c. *Bright An English Course for junior High School Student Grade VII.*

#### **F. Bahan Bacaan Peserta Didik :**

- a. *Bright An English Course for junior High School Student Grade VII.*
- b. *English in Mind Second Edition Student's Book Starter*

#### G. Glosarium:

- *pronouns* : a word that can function by itself as a noun phrase and that refers either to the participants in the discourse
- *adjectives* : a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it.
- *athletes* : a person who is proficient in sports and other forms of physical exercise.

#### H. Daftar Pustaka

- Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second edition (Student's Book Starter)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan
- Nur Zaida. 2022. *Bright An English Course for junior High School Student Grade VII*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan
- *liveworksheets.com*

#### I. Asesmen :

- ✓ Asesmen Individu
- ✓ Asesmen Kelompok
- ✓ Asesmen Formatif
- ✓ Asesmen Sumatif

**A. Asesmen Diagnostik**

1. Apakah kalian sudah siap belajar?
2. Apa materi Bahasa Inggris yang sudah kalian pelajari selama ini?
3. Apakah kalian bisa mengungkapkan rasa suka? Ungkapan apa yang kalian gunakan?
4. Apakah kalian dapat menyatakan rasa tidak suka pada musik tertentu?

**B. Asesmen Formatif**

**Penilaian Spiritual, Sikap, Dan Sosial**

**1. Observasi**

Penilaian Sikap Spiritual Selama Proses Pembelajaran

| No | Nama | Aspek Perilaku yang Dinilai |                                      |                                      | Keterangan |
|----|------|-----------------------------|--------------------------------------|--------------------------------------|------------|
|    |      | Bersyukur                   | Khusyuk Berdo'a sebelum Pembelajaran | Khusyuk Berdo'a sesudah pembelajaran |            |
| 1. |      |                             |                                      |                                      |            |
| 2. |      |                             |                                      |                                      |            |
| 3. |      |                             |                                      |                                      |            |

**Rubrik Penilaian :**

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut:

- 4 = sangat baik = selalu menunjukkan sikap sesuai indikator  
3 = baik = sering menunjukkan sikap sesuai indikator  
2 = cukup = kadang-kadang menunjukkan sikap sesuai indikator  
1 = kurang = tidak pernah menunjukkan sikap sesuai indikator

**Pedoman Penskoran:**

Skor Akhir =  $\frac{\text{Nilai yang Diperoleh}}{12} \times 100$

12

**2. Rubrik Penilaian Sikap Santun, Peduli, dan Tanggung jawab (Penilaian Diri)**

Nama Siswa : .....

Kelas : .....

Semester : .....

| No | Nama   | Aspek perilaku yang dinilai |        |                | Nilai | Keterangan |
|----|--------|-----------------------------|--------|----------------|-------|------------|
|    |        | Santun                      | Peduli | Tanggung Jawab |       |            |
| 1. | Galih  | 4                           | 4      | 2              | 83,3  | Baik       |
| 2. | Revi   | 4                           | 4      | 3              | 91,6  |            |
| 3. | Aska   | 2                           | 3      | 3              |       |            |
| 4  | Alin   | 4                           | 4      | 4              |       |            |
| 5  | Syilla | 3                           | 2      | 2              |       |            |

Catatan:

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik

3 = baik

2 = cukup

1 = kurang

Skor Akhir =  $\frac{\text{Nilai yang Diperoleh}}{12} \times 100$

12

Nilai Galih = 81,25 atau sama dengan (B)

### 3. Penilaian Sejawat

Nama Siswa : .....

Kelas : .....

Semester : .....

| No | Pernyataan   | Skala |   |   |   |
|----|--|-------|---|---|---|
|    |  | 4     | 3 | 2 | 1 |
| 1. | Teman saya menunjukkan sikap santun setiap dalam proses pembelajaran         |       |   |   |   |
| 2. | Teman saya menunjukkan sikap peduli setiap dalam proses pembelajaran         |       |   |   |   |
| 3. | Teman saya menunjukkan sikap tanggung jawab setiap dalam proses pembelajaran |       |   |   |   |

**Keterangan :**

**4 = selalu    3 = sering    2 = kadang – kadang    1 = jarang**

### 4. Lembar Jurnal Sikap (Catatan Guru)

| No | Hari/<br>Tanggal | Nama<br>Peserta<br>Didik | Kelas /<br>No | Aspek<br>yang<br>Diamati | Kejadian | Tindak<br>lanjut | Ket. |
|----|------------------|--------------------------|---------------|--------------------------|----------|------------------|------|
| 1. |                  |                          |               |                          |          |                  |      |
| 2. |                  |                          |               |                          |          |                  |      |
| 3. |                  |                          |               |                          |          |                  |      |

### C. Asesmen Sumatif

#### **Instrumen Penilaian Pengetahuan**

- a. Jenis Penilaian : Tes Tulis
- b. Bentuk : Isian
- d. Instrumen : Lembar Kerja Peserta didik

#### **I. Fill in the blanks with the correct answers.**

Question number 1 to 3 is based on the following text.

Rita is a junior high school student. She likes (1) ... television. She usually watches comedy movies. She really (2) ... horror movies. In the weekend, she and her parents sometimes (3) ... to the cinema for watching latest comedy movies.

- 1. The correct option for no. 1 is ...
  - a. Watches
  - b. Watch
  - c. Watching
  - d. watched
- 2. What word suits to fill no. 2?
  - a. hates
  - b. hate
  - c. to hate
  - d. hated
- 3. What option is correct to fill no 3?
  - a. Goes
  - b. Go
  - c. to go
  - d. went
- 4. I like listening to music, but I ... singing.
  - a. Like
  - b. doesn't like
  - c. likes
  - d. don't like
- 5. Sandy doesn't like ... very much. She gives her old bicycle to her niece.
  - a. Riding
  - b. Jumping
  - c. Cycling
  - d. Running



**The dialog below is for question number 6 - 7**

Rianty: Do you like meatball?

Ester: No, I'm not like it.

Rianty: What kind of food do you like?

Ester: I like pizza, spaghetti and sushi.

Rianty: I also like it, but I prefer meatball. Meatball is authentic Indonesian food

6. What kind of food Rianty Like?

- a. Fried rice
- b. Pizza
- c. Meatball
- d. Spaghetti

7. The underlined expression expresses ....

- a. Expressing satisfaction
- b. Expressing dissatisfaction
- c. Expressing like
- d. Expressing dislike

Yozy : I heard you have gotten low score on English test.

Dany : Yes, I dislike the lesson.

Yozy : You should take English course.

8. The underlined word has similar meaning with ...

- a. Love
- b. Hate
- c. Poor
- d. Adore

Cathrine: Do you like watching a movie?

Nadine: \_\_\_\_\_

Cathrine: What is your favorite movie?

Nadine: My favorite movie is the fast and furious.

9. The suitable expression to complete the dialogue is ...

- a. I love watching movie
- b. I dislike watching movie
- c. I hate watching movie
- d. It's not my favorite one

Alex : How do you feel about this omelet?

Bram : It is very tasty. I like this food

Alex : Me too.

10. From the dialogue we know that ...

- a. Alex dislike omelet
- b. Bram don't like omelet
- c. Bram loves omelet, while Alex hate it
- d. Bram and Alex like omelet

**II. Write down 5 things you like and 5 things you dislikes with the complete sentence below.**

LIKE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

DISLIKE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Pedoman Penilaian I**

1. Untuk nomor I dan II, tiap jawaban benar skor 1
2. Jumlah skor maksimal :  $10 \times 1 = 10$
3. Nilai maksimal : 100
4. Nilai peserta didik =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

**Rubrik Penilaian**

|           |   |   |
|-----------|---|---|
| No 1 - 10 | Setiap jawaban yang benar               | 1 |
|           | Setiap jawaban yang salah/tidak dijawab | 0 |

**Pedoman Penilaian II**

1. Untuk nomor II dan III, tiap jawaban benar skor 2
2. Jumlah skor maksimal :  $10 \times 2 = 20$
3. Nilai maksimal : 100
4. Nilai II dan III =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

**Rubrik Penilaian**

|           |                                   |   |
|-----------|-----------------------------------|---|
| No 1 – 10 | Setiap jawaban yang benar         | 2 |
|           | Setiap jawaban yang salah         | 1 |
|           | Setiap jawaban yang tidak dijawab | 0 |

Nilai peserta didik = Nilai I + Nilai II, dan III

### Instrumen Penilaian Keterampilan

- a. Jenis : Unjuk Kerja
- b. Bentuk : Bermain Peran
- c. Instrumen  
Speaking Test  
Make a simple dialogue about like and dislike in pairs!  
Then present it to the class!

### Rubrik Penilaian

| No | Aspek yang Dinilai          | Kriteria   | Skor 1- 4 |
|----|-----------------------------|--|-----------|
| 1  | Kesesuaian isi dengan judul | Isi ada ungkapan dan respon <i>like</i> dan <i>dislike</i> dengan sangat tepat                 | 4         |
|    |                             | Isi ada ungkapan dan respon <i>like</i> dan <i>dislike</i> dengan hampir tepat                 | 3         |
|    |                             | Isi ada ungkapan dan respon <i>like</i> dan <i>dislike</i> dengan kurang tepat                 | 2         |
|    |                             | Isi ada ungkapan dan respon <i>like</i> dan <i>dislike</i> dengan tidak tepat                  | 1         |
| 2  | Pengucapan                  | Hampir sempurna  | 4         |
|    |                             | Ada beberapa kesalahan namun tidak mengganggu makna  | 3         |
|    |                             | Ada beberapa kesalahan dan mengganggu makna  | 2         |
| 3  | Penampilan                  | Banyak kesalahan dan mengganggu makna  | 1         |
|    |                             | Percaya diri, menguasai isi pembicaraan dan sering berinteraksi dengan audiences               | 4         |
|    |                             | Percaya diri, menguasai isi pembicaraan tetapi kurang berinteraksi dengan audiences            | 3         |
|    |                             | Kurang percaya diri, kurang menguasai isi pembicaraan dan kurang berinteraksi dengan audiences | 2         |
|    |                             | Tidak percaya diri, tidak menguasai isi pembicaraan dan tidak berinteraksi dengan audiences    | 1         |

### c. Pedoman Penskoran:

$$\text{Skor Akhir} = \frac{\text{Jumlah skor yang diperoleh peserta didik}}{12} \times 100$$

$$\text{Skor maksimal} = 100$$

$$\text{Skor minimal} = 25$$

- Pengolah hasil:
  - **Sangat mahir** jika peserta didik mendapatkan nilai 80 – 100
  - **Cukup mahir** jika peserta didik mendapatkan nilai 60 – 79
  - **Perlu pendampingan** jika peserta didik mendapatkan nilai kurang dari 60.

- **REMEDIAL**  
( Terlampir )
- **PENGAYAAN**  
(Terlampir )

**Refleksi :**

Guru bertanya kepada peserta didik :

- Bagaimana perasaan kalian tentang pembelajaran hari ini?
- Apa yang menarik menurut kalian dari pembelajaran ini?
- Kesulitan apa yang kalian temukan ketika kalian melaksanakan pembelajaran hari ini?
- Apakah pembelajaran ini dapat membantu kalian memahami materi yang sedang dipelajari?

Mengetahui,  
Kepala SMP N 1 Selo

**JONO TRIMANTO, S.Pd., M.Pd**  
NIP. 19670506 199003 1 008

Selo, Juli 2023

Guru Mata Pelajaran

**NURUL HIDAYATI, S.Pd**  
NIP. 19890403 2022212 0 25

## LAMPIRAN MATERI

### a. Likes, Dislikes

|           |                |   |
|-----------|----------------|---|
| I Like 😊  | I Don't Like 😞 | verb+ ing<br>cooking<br>cycling<br>skating<br>singing<br>playing<br>studying<br>drawing<br>eating |
| I Enjoy 😄 | I Dislike 😞    |   |
| I Love 😍  | I Hate 😡       |   |

**Expressing Likes and Dislikes**

| Expressing Likes   | Expressing Dislikes        |
|--------------------|----------------------------|
| I like... 😊        | I don't like... 😡          |
| I love... 😊        | I dislike... 😡             |
| I enjoy... 😊       | I hate... 😡                |
| I'm keen on...     | I loathe...                |
| I live for...      | I don't really care for... |
| I'm fond of...     | I'm not a huge fan of...   |
| I'm crazy about... | I can't bear...            |

- **Expressing likes**

I like Javanese music

She loves Wali band.

- **Expressing dislikes**

We dislike listening to music.

He hates dangdut song, but he likes pop song.

b. Subject, object, dan possessive pronouns

| PRONOUNS        |                 |                   |                   |
|-----------------|-----------------|-------------------|-------------------|
| <i>Subject</i>  | <i>Object</i>   | <i>Possessive</i> | <i>Possessive</i> |
| <i>Pronouns</i> | <i>Pronouns</i> | <i>Adjectives</i> | <i>Pronouns</i>   |
| I               | me              | my                | mine              |
| You             | you             | your              | yours             |
| He              | him             | his               | his               |
| She             | her             | her               | hers              |
| It              | it              | its               | its               |
| We              | us              | our               | ours              |
| You             | you             | your              | yours             |
| They            | them            | their             | theirs            |

**Subject pronoun**

- **She** is a good girl.
- **I** am a new officer.

**Object pronoun**

- The teacher finds **him** in the canteen.
- Randy takes **us** home .

**Possessive adjectives**

- This band is **my** favourite band.
- **His** new car is very expensive.

**Possessive pronoun**

- This book is **yours**.
- They put **theirs** on the right place.

### c. Positive and Negatives Adjectives

**Adjectives - Positive**

|             |               |            |
|-------------|---------------|------------|
| * amazing   | * graceful    | * talented |
| * awesome   | * handsome    | * vibrant  |
| * beautiful | * intelligent | * witty    |
| * clever    | * joyful      |            |
| * cheerful  | * kind        |            |
| * daring    | * lovely      |            |
| * exquisite | * nice        |            |
| * fair      | * pretty      |            |
| * gentle    | * quiet       |            |



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**Adjectives - Negative**

|             |            |            |
|-------------|------------|------------|
| * bizarre   | * horrible | * vulgar   |
| * boastful  | * lazy     | * wicked   |
| * dishonest | * mean     | * wasteful |
| * evil      | * messy    |            |
| * foolish   | * ruthless |            |
| * gross     | * stingy   |            |
| * grumpy    | * stubborn |            |
| * hateful   | * ugly     |            |
| * hideous   | * vain     |            |



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#### Positive Adjectives

- She is a beautiful girl.
- They are intelligent students.
- The baby's skin is so gentle.

#### Negative Adjectives

- The rubbish is so stingy.
- Your class is messy.
- Don't be a lazy boy!



**(Menyimak – Berbicara)**

**ACTIVITY 1**

**Listen and understand!**

**Dialog 1**

A : Do you like singing?

B : Yes, i do. I like it.

A : Why do you like it?

B : Because it is fun.

**Dialog 2**

A : Do you dislike watch movie?

B : Yes, I do.

C : I don't like watching movie.

**Dialog 3**

X : Do you know Indoneisan music band?

Y : No, I don't.

X : Well, let me tell you.

Y : What is it?

X : It is sheila on 7.

**Dialog 4**

A : What is Iwan Falls like?

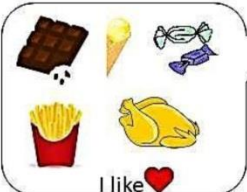
B : He is a great singer.

A : What kind of song that he always sings?


B : He sings pop song.

ACTIVITY 2


### Likes and dislikes Worksheets




I like ❤️



I don't like 🙄



I like ❤️



I don't like 🙄

**Complete the sentences using the verb in the affirmative or negative (Please refer the picture)**

|                        |                        |
|------------------------|------------------------|
| James _____ pizza.     | Emma _____ fries.      |
| Emma _____ chicken.    | James _____ egg.       |
| James _____ medicines. | Emma _____ cheese.     |
| Emma _____ eggplant.   | James _____ ice cream. |
| James _____ carrots.   | Emma _____ spiders.    |
| Emma _____ chocolate.  | James _____ computer.  |
| Emma _____ ice cream.  | Emma _____ broccoli.   |
| James _____ milk.      | James _____ bats.      |
| Emma _____ candies.    | Emma _____ medicines.  |
| James _____ spinach.   | James _____ burgers.   |

<https://whatistheurl.com/>

(Membaca – Memirsa)

**ACTIVITY 3**

Use the correct personal pronouns. Watch the words in brackets.

1. He is dreaming. (George)
2. is green. (the blackboard)
3. are on the wall. (the posters)
4. is running. (the dog)
5. are watching TV. (my mother and I)
6. are in the garden. (the flowers)
7. is riding his bike. (Tom)
8. is from Bristol. (Victoria)
9. has got a brother. (Diana)
10. ---- Have got a computer, Mandy?

**ACTIVITY 4**

Read the text . Answer the the questions based on the text!

**Blackpink**



Blackpink is a South Korean girl group formed by YG Entertainment. Blackpink consists of members, they are Jisoo, Jennie, Rose, and Lisa. This group debuted in August 2016 with their single album *Square One*.

The performance of this group is so attractive that many youngsters admire it. Additionally, the costumes are colorful and charming. They become the model of the girls almost all over the world.

**Questions**

1. What does the text tell us about?
2. Where is this group from?
3. How many members does this group consist of?
4. When did this group debut?
5. What is the title of their single album?
6. How is its performance?
7. How are the costumes of the members?

**Pedoman Penilaian**

**Rubrik Penilaian (Penilaian Pengetahuan)**

| NO | ASPEK YANG DINILAI | DESKRIPTOR                    | SKOR |
|----|--------------------|-------------------------------|------|
| 1. | Struktur teks      | Tata bahasa sangat tepat      | 2    |
|    |                    | Tata bahasa tepat             | 1    |
| 2. | Unsur kebahasaan   | Pilihan kosakata sangat tepat | 2    |
|    |                    | Pilihan kosakata tepat        | 1    |

**Pedoman Penskoran:**

**Skor akhir = Jumlah perolehan peserta didik x 100**

(Menulis – Mempresentasikan)

Writing

ACTIVITY 5

Sort the adjectives into positive and negative

Adventurous ambitious bossy creative energetic moody

Organized reliable sensible talkative sociable serious

| POSITIVE | NEGATIVE |
|----------|----------|
|          |          |

Match the words to make adjectives

- |           |              |
|-----------|--------------|
| 1 easy-   | a) willed    |
| 2 open-   | b) confident |
| 3 even-   | c) going     |
| 4 hard-   | d) minded    |
| 5 self-   | e) tempered  |
| 6 strong- | f) working   |

Match the meanings below with the adjectives above

A person who ...

1 does not easily become angry: even-tempered.

2 is determined to do what they want: \_\_\_\_\_.

3 is not easily upset or annoyed: \_\_\_\_\_.

4 accepts other ideas and opinions: \_\_\_\_\_.

5 makes a lot of effort: \_\_\_\_\_.

6 believes in their own success: \_\_\_\_\_.

## ACTIVITY 6

**Tell about your favorite band or singer. Write a paragraph of what you like or dislike from your favorite band or singer. Present it to the class!**

### Rubrik Penilaian (Writing)

| Aspek           | Skor | Keterangan   |
|-----------------|------|--|
| Tata Bahasa     | 4    | Benar dan tepat                                    |
|                 | 3    | Tekadang kurang tepat tapi tidak mempengaruhi arti |
|                 | 2    | Kurang tepat dan mempengaruhi arti                 |
|                 | 1    | Sulit dimengerti                                   |
| Kosa kata       | 4    | Benar dan tepat                                    |
|                 | 3    | Tekadang kurang tepat tapi tidak mempengaruhi arti |
|                 | 2    | Kurang tepat dan mempengaruhi arti                 |
|                 | 1    | Sulit dimengerti                                   |
| Kejelasan makna | 4    | Sangat jelas dan sangat efektif                    |
|                 | 3    | Cukup jelas dan efektif                            |
|                 | 2    | Jelas dan tidak efektif                            |
|                 | 1    | Kurang jelas                                       |

### Pedoman Penskoran:

Skor akhir =  $\frac{\text{Jumlah perolehan peserta didik}}{12} \times 100$

### Rubrik Penilaian (Speaking)

| No | Aspek yang Dinilai | Kriteria   | Skor |
|----|--------------------|--|------|
|    |                    | Isi ada banyak ungkapan <i>like</i> dan <i>dislike</i> . | 4    |

|   |                             |  |   |
|---|-----------------------------|--|---|
| 1 | Kesesuaian isi dengan judul | Isi ada cukup ungkapan <i>like</i> dan <i>dislike</i> .  | 3 |
|   |                             | Isi ada sedikit ungkapan <i>like</i> dan <i>dislike</i> .                                      | 2 |
|   |                             | Tidak ada ungkapan <i>like</i> dan <i>dislike</i> .  | 1 |
| 2 | Pengucapan                  | Hampir sempurna  | 4 |
|   |                             | Ada beberapa kesalahan namun tidak mengganggu makna  | 3 |
|   |                             | Ada beberapa kesalahan dan mengganggu makna  | 2 |
|   |                             | Banyak kesalahan dan mengganggu makna  | 1 |
| 3 | Penampilan                  | Percaya diri, menguasai isi pembicaraan dan sering berinteraksi dengan audiences               | 4 |
|   |                             | Percaya diri, menguasai isi pembicaraan tetapi kurang berinteraksi dengan audiences            | 3 |
|   |                             | Kurang percaya diri, kurang menguasai isi pembicaraan dan kurang berinteraksi dengan audiences | 2 |
|   |                             | Tidak percaya diri, tidak menguasai isi pembicaraan dan tidak berinteraksi dengan audiences    | 1 |

**Pedoman Penskoran:**

Skor Akhir =  $\frac{\text{Jumlah skor yang diperoleh peserta didik}}{12} \times 100$

Skor maksimal = 100

Skor minimal = 25

## PROGRAM PENGAYAAN DAN REMEDIAL

### A. Remidi

# LIKE / DISLIKE

**1) Look at the table and complete the sentences.**

|       | playing the piano | horse riding | drawing | swimming | reading |
|-------|-------------------|--------------|---------|----------|---------|
| Jane  | ✓                 |              | ✗       |          | ✓       |
| Jim   | ✗                 |              | ✓       |          |         |
| Simon |                   | ✓            |         |          | ✗       |
| Anna  |                   |              |         | ✗        | ✓       |
| Oscar |                   | ✓            |         | ✗        |         |

1 Jane likes playing the piano.      2 Jane doesn't like drawing.  
 3 Jane and Anna like reading.      4 Jim likes playing the piano.  
 5 Jim doesn't like drawing.      6 Simon and Oscar like horse riding.  
 7 Simon likes reading.      8 Anna and Oscar like swimming.  
 9 Anna likes reading.      10 Oscar likes horse riding.

**2) Complete the questions with Do or Does.**

1 Does Paul like horseriding?  
 2 Do you like playing computer games?  
 3 Do Jack like playing the piano?  
 4 Does Paul like playing volleyball?  
 5 Do Amy and Sally like reading?  
 6 Do we like swimming?

**3) Match 1-5 with a-e.**

|  |                    |
|--|--------------------|
| 1 Does Julia like reading? <u>e</u>              | a No, we don't.    |
| 2 Do we like skateboarding? _____                | b Yes, he does.    |
| 3 Does John like playing computer games? _____   | c Yes, they do.    |
| 4 Do Paul and Jim like playing volleyball? _____ | d Yes, I do.       |
| 5 Do you like reading? _____                     | e No, she doesn't. |

#### Pedoman Penilaian

1. Untuk nomor I, tiap jawaban benar skor 1
2. Jumlah skor maksimal :  $20 \times 1 = 10$
3. Nilai maksimal : 100
4. Nilai I =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

#### Rubrik Penilaian

|           |   |   |
|-----------|---|---|
| No 1 - 10 | Setiap jawaban yang benar               | 1 |
|           | Setiap jawaban yang salah/tidak dijawab | 0 |



B. Pengayaan

**LIKE, LOVE, HATE**

|                | PLAY VOLLEYBALL | DO HOMEWORK | GO TO THE CINEMA | RIDE A BIKE |
|----------------|-----------------|-------------|------------------|-------------|
| MEGAN          | LIKE            | NOT LIKE    | HATE             | LOVE        |
| ALEX AND PETER | HATE            | LIKE        | NOT MIND         | LIKE        |
| MY BROTHER     | LOVE            | NOT MIND    | LOVE             | HATE        |
| MY FRIENDS     | NOT MIND        | NOT LIKE    | NOT MIND         | NOT MIND    |

MEGAN  VOLLEYBALL.  
 SHE  A BIKE.  
 SHE  TO THE CINEMA.  
 SHE  HOMEWORK.

ALEX AND PETER   
 HOMEWORK AND   
 THEIR BIKES. THEY   
 VOLLEYBALL AND THEY   
 TO THE CINEMA.

MY BROTHER  TO THE  
 CINEMA AND  VOLLEYBALL.  
 HE  HOMEWORK AND  
 HE  A BIKE.

MY FRIENDS  VOLLEYBALL,  
 TO THE CINEMA OR  A BIKE  
 BUT THEY  HOMEWORK.

**Pedoman Penilaian**

1. Untuk tiap jawaban benar skor 2
2. Jumlah skor maksimal :  $15 \times 2 = 30$
3. Nilai maksimal : 100
4. Nilai II dan III =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

**Rubrik Penilaian**

|               |                                   |   |
|---------------|-----------------------------------|---|
| No 1 – 2, a-e | Setiap jawaban yang benar         | 2 |
|               | Setiap jawaban yang salah         | 1 |
|               | Setiap jawaban yang tidak dijawab | 0 |

## MODUL AJAR *Meet My Family*



### Informasi Umum Perangkat Ajar

|                                 |                          |
|---------------------------------|--------------------------|
| Nama Guru Mata Pelajaran        | : Nurul Hiadayati, S.Pd. |
| Nama Institusi                  | : SMP Negeri 1 Selo      |
| Tahun Penyusunan Perangkat Ajar | : 2023                   |
| Jenjang Sekolah                 | : SMP                    |
| Kelas                           | : VII (Tujuh)            |
| Alokasi Waktu                   | : 12 JP                  |
| Topic                           | : <i>My Great Family</i> |

### Profil Pelajar Pancasila

- Bertakwa kepada Tuhan yang Maha Esa
- Berakhlak mulia
- Mandiri
- Keanekaragaman Global
- Kreatif

|   |                                       |
|---|---------------------------------------|
| <b>Sarana dan Prasarana</b>   |                                       |
| <ul style="list-style-type: none"> <li>- Laptop/Komputer/HP</li> <li>- Jaringan Internet</li> <li>- Power Point</li> <li>- Gambar</li> </ul>      |                                       |
| <b>Target Peserta Didik</b>   |                                       |
| Kategori Peserta Didik  | : Siswa reguler kelas VII             |
| Jumlah Peserta Didik  | : Maksimum 30 peserta didik per-kelas |
| <b>Model Pembelajaran</b>   |                                       |
| PTM (Kegiatan pembelajaran dilakukan secara tatap muka),<br>CTL ( Contextal Teaching and Learning)  |                                       |
| <b>Fase Capaian Pembelajaran (CP)</b>   |                                       |
| Fase D  |                                       |
| <b>Elemen/Domain CP</b>   |                                       |
| <ul style="list-style-type: none"> <li>- (Menyimak – Berbicara)</li> <li>- (Membaca – Memirsa)</li> <li>- (Menulis – Mempresentasikan)</li> </ul> |                                       |
| <b>Kompetensi awal</b>  |                                       |
| <i>likes, dislikes, subject, object, dan possessive pronoun., adjectives</i>  |                                       |

**A. Tujuan pembelajaran**

- a. Peserta didik mampu menggunakan *simple present tense*
- b. Peserta didik mampu bertanya jawab menggunakan *simple present tense* secara sederhana
- c. Peserta didik mampu memahami anggota keluarga dalam *family tree*.
- d. Peserta didik mampu mendeskripsikan silsilah keluarganya secara sederhana

**B. Pemahaman Bermakna**

- Peserta didik dapat mendeskripsikan keluarganya secara sederhana secara tertulis dan lisan.

**C. Pertanyaan Pematik**

1. *Who is the idol in your family?*
2. *Why do you like him/her?*
3. *Can you describe one of your family members?*

**D. Kegiatan Pembelajaran :**

**Pertemuan ke – 1 ( 3 x 40 menit)**

**Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

**Kegiatan Inti**

1. Memberikan pertanyaan pemantik dan meminta peserta didik menjawab sesuai pendapat mereka
2. Peserta didik mengamati contoh kalimat dalam bentuk *simple present tense* yang ada pada buku pendamping
3. Peserta didik berlatih membuat kalimat dalam bentuk *simple present tense*

#### **Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini
2. Meminta peserta didik mempelajari materi *family*
3. Salam Penutup

#### **Pertemuan ke – 2 ( 3 x 40 menit)**

##### **Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

##### **Kegiatan Inti**

1. Peserta didik membaca teks tentang *family* yang disediakan guru atau pada buku pendamping
2. Peserta didik bertanya jawab tentang anggota keluarganya secara berpasangan.
3. Peserta didik mengerjakan latihan soal tentang *family*.

##### **Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini
2. Meminta peserta didik mempelajari materi *family tree*
3. Salam Penutup

#### **Pertemuan ke – 3 ( 3 x 40 menit)**

##### **Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

**Kegiatan Inti**

1. Peserta didik mengamati *family tree* yang disediakan guru atau yang ada pada guru pendamping.
2. Peserta didik menyebutkan anggota keluarganya .
3. Peserta didik membuat *family tree* sederhana tentang keluarganya secara tertulis

**Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini
2. Meminta peserta didik mempelajari *description of family tree*
3. Salam Penutup

**Pertemuan ke – 4 ( 3 x 40 menit)****Kegiatan Pendahuluan**

1. Mengucapkan salam dan meminta salah satu peserta didik untuk memimpin berdoa
2. Menyapa dan berinteraksi dengan peserta didik
3. Mengecek kehadiran dan mengondisikan kelas
4. Menyampaikan rencana pembelajaran pada hari ini

**Kegiatan Inti**

1. Peserta didik mendeskripsikan sifat anggota keluarganya
2. Peserta didik mendeskripsikan ciri – ciri fisik anggota keluarganya
3. Peserta didik mendeskripsikan *family tree* tentang keluarganya secara sederhana
4. Peserta didik yang lain dan guru memberi apresiasi tentang presentasi temannya.

**Kegiatan Penutup**

1. Meminta peserta didik menyampaikan apa yang mereka pahami dari kegiatan pembelajaran hari ini
2. Meminta peserta didik mempelajari materi *adverb of frequency*.
3. Salam Penutup

#### **E. Bahan Bacaan Guru :**

- a. *English in Mind Second Edition Student's Book Starter*
- b. *English in Mind Second Edition Teacher's Book Starter*
- c. *Bright An English Course for junior High School Student Grade VII.*

#### **F. Bahan Bacaan Peserta Didik :**

- a. *Bright An English Course for junior High School Student Grade VII.*
- b. *English in Mind Second Edition Student's Book Starter*

#### **G. Glosarium:**

- *Simple Present tense* : the form of a verb that expresses an action that is happening now or at the time of speaking.
- *Family* : a group consisting of one or two parents and their children.
  - *Family tree* : a diagram that shows the relationship between members of a family over a long period of time.

#### **H. Daftar Pustaka**

- Puchta, Herbert & Jeff Stranks. 2021. *English in Mind: Second edition (Student's Book Starter)*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan
- Nur Zaida. 2022. *Bright An English Course for junior High School Student Grade VII*. Jakarta: Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan dan Kebudayaan
- [liveworksheets.com](http://liveworksheets.com)
- [www.english-hilfen.de](http://www.english-hilfen.de)

#### **I. Asesmen :**

- ✓ Asesmen Individu
- ✓ Asesmen Kelompok
- ✓ Asesmen Formatif
- ✓ Asesmen Sumatif

#### **A. Asesmen Diagnostik**

1. Apakah kalian sudah siap belajar?
2. Apa materi Bahasa Inggris yang sudah kalian pelajari selama ini?
3. Apakah kalian menyayangi keluarga kalian?
4. Siapakah anggota keluarga yang kalian idolakan?

## B. Asesmen Formatif

### Penilaian Spiritual, Sikap, Dan Sosial

#### 1. Observasi

Penilaian Sikap Spiritual Selama Proses Pembelajaran

| No | Nama | Aspek Perilaku yang Dinilai |                                      |                                      | Keterangan |
|----|------|-----------------------------|--------------------------------------|--------------------------------------|------------|
|    |      | Bersyukur                   | Khusyuk Berdo'a sebelum Pembelajaran | Khusyuk Berdo'a sesudah pembelajaran |            |
| 1. |      |                             |                                      |                                      |            |
| 2. |      |                             |                                      |                                      |            |
| 3. |      |                             |                                      |                                      |            |

#### ***Rubrik Penilaian :***

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut:

4 = sangat baik = selalu menunjukkan sikap sesuai indikator

3 = baik = sering menunjukkan sikap sesuai indikator

2 = cukup = kadang-kadang menunjukkan sikap sesuai indikator

1 = kurang = tidak pernah menunjukkan sikap sesuai indikator

#### ***Pedoman Penskoran:***

Skor Akhir =  $\frac{\text{Nilai yang Diperoleh}}{12} \times 100$

12

#### 2. Rubrik Penilaian Sikap Santun, Peduli, dan Tanggung jawab (Penilaian Diri)

Nama Siswa : .....

Kelas : .....

Semester : .....

| No | Nama   | Aspek perilaku yang dinilai |        |                | Nilai | Keterangan |
|----|--------|-----------------------------|--------|----------------|-------|------------|
|    |        | Santun                      | Peduli | Tanggung Jawab |       |            |
| 1. | Galih  | 4                           | 4      | 2              | 83,3  | Baik       |
| 2. | Revi   | 4                           | 4      | 3              | 91,6  |            |
| 3. | Aska   | 2                           | 3      | 3              |       |            |
| 4  | Alin   | 4                           | 4      | 4              |       |            |
| 5  | Syilla | 3                           | 2      | 2              |       |            |

Catatan:

Kolom Aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4 = sangat baik



3 = baik  
 2 = cukup  
 1 = kurang

Skor Akhir =  $\frac{\text{Nilai yang Diperoleh}}{12} \times 100$

12

Nilai Galih = 81,25 atau sama dengan (B)

### 3. Penilaian Sejawat

Nama Siswa : .....

Kelas : .....

Semester : .....

| No | Pernyataan   | Skala |   |   |   |
|----|--|-------|---|---|---|
|    |  | 4     | 3 | 2 | 1 |
| 1. | Teman saya menunjukkan sikap santun setiap dalam proses pembelajaran         |       |   |   |   |
| 2. | Teman saya menunjukkan sikap peduli setiap dalam proses pembelajaran         |       |   |   |   |
| 3. | Teman saya menunjukkan sikap tanggung jawab setiap dalam proses pembelajaran |       |   |   |   |

#### Keterangan :

4 = selalu    3 = sering    2 = kadang – kadang    1 = jarang

### 4. Lembar Jurnal Sikap (Catatan Guru)

| No | Hari/<br>Tanggal | Nama<br>Peserta<br>Didik | Kelas /<br>No | Aspek<br>yang<br>Diamati | Kejadian | Tindak<br>lanjut | Ket. |
|----|------------------|--------------------------|---------------|--------------------------|----------|------------------|------|
| 1. |                  |                          |               |                          |          |                  |      |
| 2. |                  |                          |               |                          |          |                  |      |
| 3. |                  |                          |               |                          |          |                  |      |

**C. Asesmen Sumatif**

**Instrumen Penilaian Pengetahuan**

- a. Jenis Penilaian : Tes Tulis
- b. Bentuk : Isian
- d. Instrumen : Lembar Kerja Peserta didik

**I. Choose the best answer!**

1. Father, mother, brother and sister are my ...
  - A. parents
  - B. children
  - C. family
  - D. Grandparents
2. I have a father and mother. They are my ...
  - A. family
  - B. parents
  - C. children
  - D. grandparents

**Text for number 3-6!**

I am Gina. I have a family. There are father, mother, brother, and sister. My parents are Mr. and Mrs. Bayu. My brother is Anto and my sister is Selvi.

3. Mr. Bayu is Gina's ...
  - A. brother
  - B. father
  - C. mother
  - D. sister
4. Gina's sister is ...
  - A. Mr. Bayu
  - B. Mrs. bayu
  - C. Selvi
  - D. Anto
5. Anto is Gina's ...
  - A. mother
  - B. brother
  - C. father
  - D. sister
6. Mrs. Bayu is Gina's ...
  - A. uncle
  - B. aunt
  - C. sister
  - D. mother

7. She is Mrs. Eka. She is my ...



- A. mother
- B. father
- C. grandmother
- D. grandfather

8. My..... is old.



- A. grandchildren
  - B. grandparents
  - C. grandfather
  - D. Grandmother
9. My aunt's son is my...
- A. nephew
  - B. cousin
  - C. niece
  - D. Sister
10. My mother's brother is my ....
- A. brother
  - B. father
  - C. uncle
  - D. boy

## II. Choose the best answer!

### Zahra's Family

My name is Zahra. I am a student. Dion is my brother and Rahma is my sister. Mr. and Mrs. Haryono are my parents. I have grandparents. They are Mr. and Mrs. Haryadi. My aunt name is Mrs. Vivi, her husband is Mr. Hamid. Their children are Vinka and Rayhan.

1. Mr. Haryono is Zahra's ...
2. Zahra's sister is ...
3. Zahra and Rahma are Mrs. Haryono's ...
4. Mrs. Haryadi is Zahra's ...
5. Dion is Zahra's ...
6. Zahra's cousins are ...
7. Zahra's aunt is ...
8. Mr. Hamid is Zahra's ...
9. Mr. and Mrs. Haryadi grandchildren's are..
10. Mr. Haryono's nephew is..

**Pedoman Penilaian I**

1. Untuk nomor I dan II, tiap jawaban benar skor 1
2. Jumlah skor maksimal :  $10 \times 1 = 10$
3. Nilai maksimal : 100
4. Nilai peserta didik =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

**Rubrik Penilaian**

|           |  |   |
|-----------|--|---|
| No 1 - 10 | Setiap jawaban yang benar                  | 1 |
|           | Setiap jawaban yang salah/tidak<br>dijawab | 0 |
|           |  |   |

**Pedoman Penilaian II**

1. Untuk nomor II, tiap jawaban benar skor 2
2. Jumlah skor maksimal :  $10 \times 2 = 20$
3. Nilai maksimal : 100
4. Nilai II dan III =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

**Rubrik Penilaian**

|           |                                   |   |
|-----------|-----------------------------------|---|
| No 1 – 10 | Setiap jawaban yang benar         | 2 |
|           | Setiap jawaban yang salah         | 1 |
|           | Setiap jawaban yang tidak dijawab | 0 |

Nilai peserta didik = Nilai I + II

### Instrumen Penilaian Keterampilan

- a. Jenis : Unjuk Kerja
- b. Bentuk : Bermain Peran
- c. Instrumen  
Speaking Test  
Describe about one of your favorite person in your family!  
Then present it to the class!

### Rubrik Penilaian

| No | Aspek yang Dinilai          | Kriteria   | Skor 1-4 |
|----|-----------------------------|--|----------|
| 1  | Kesesuaian isi dengan judul | Isi ada ungkapan dan respon perkenalan diri dengan sangat tepat                                | 4        |
|    |                             | Isi ada ungkapan dan respon perkenalan diri dengan hampir tepat                                | 3        |
|    |                             | Isi ada ungkapan dan respon perkenalan diri dengan kurang tepat                                | 2        |
|    |                             | Isi ada ungkapan dan respon perkenalan diri dengan tidak tepat                                 | 1        |
| 2  | Pengucapan                  | Hampir sempurna  | 4        |
|    |                             | Ada beberapa kesalahan namun tidak mengganggu makna  | 3        |
|    |                             | Ada beberapa kesalahan dan mengganggu makna  | 2        |
|    |                             | Banyak kesalahan dan mengganggu makna  | 1        |
| 3  | Penampilan                  | Percaya diri, menguasai isi pembicaraan dan sering berinteraksi dengan audiences               | 4        |
|    |                             | Percaya diri, menguasai isi pembicaraan tetapi kurang berinteraksi dengan audiences            | 3        |
|    |                             | Kurang percaya diri, kurang menguasai isi pembicaraan dan kurang berinteraksi dengan audiences | 2        |
|    |                             | Tidak percaya diri, tidak menguasai isi pembicaraan dan tidak berinteraksi dengan audiences    | 1        |

### I. Pedoman Penskoran:

$$\text{Skor Akhir} = \frac{\text{Jumlah skor yang diperoleh peserta didik} \times 100}{12}$$

$$\text{Skor maksimal} = 100$$

$$\text{Skor minimal} = 25$$

- Pengolah hasil:
  - Sangat mahir jika peserta didik mendapatkan nilai 80 – 100
  - Cukup mahir jika peserta didik mendapatkan nilai 60 – 79
  - Perlu pendampingan jika peserta didik mendapatkan nilai kurang dari 60.

- **REMEDIAL**  
( Terlampir )
- **PENGAYAAN**  
(Terlampir )

**Refleksi :**

Guru bertanya kepada peserta didik :

- a. Apa yang menarik menurut kalian dari pembelajaran ini?
- b. Kesulitan apa yang kalian temukan ketika kalian melaksanakan pembelajaran hari ini?
- c. Apakah pembelajaran ini dapat membantu kalian memahami materi yang sedang dipelajari?

Mengetahui,  
Kepala SMP N 1 Selo

**JONO TRIMANTO, S.Pd., M.Pd**  
NIP. 19670506 199003 1 008

Selo, Juli 2023

Guru Mata Pelajaran

**NURUL HIDAYATI, S.Pd**  
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M

## LAMPIRAN MATERI

### A. SIMPLE PRESENT TENSE

#### Use of the Simple Present

- **repeated actions**  
My friend often draws nice posters.
- **things in general**  
The sun rises in the east.
- **fixed arrangements, scheduled events**  
The plane flies to London every Monday.
- **sequence of actions in the present**  
First I get up, then I have breakfast.

#### Signal words

- every day
- often
- always
- sometimes
- never

#### Pattern of Simple Present

| FORM | SUBJECT          | VERB             |        |        | OBJECT |
|------|------------------|------------------|--------|--------|--------|
| (+)  | He , She , It    | Verb 1+ s/es     |        |        | Object |
|      | I, They, We, You | Verb 1           |        |        |        |
| FORM |                  | TO DO            | NOT    | VERB   | OBJECT |
| (-)  | He , She , It    | does             | not    | Verb 1 | Object |
|      | I, They, We, You | do               | not    | Verb 1 |        |
| FORM | TO DO            | SUBJECT          | VERB   | OBJECT |        |
| (?)  | Does             | He , She , It    | Verb 1 | Object |        |
|      | Do               | I, They, We, You | Verb 1 |        |        |

Examples:

She/clean/room/everyday

(+) She cleans room everyday.

(-) She doesn't clean room everyday.

(?) Does she clean room everyday?

We/move/the table/together

(+) We move the table together.

(-) We don't move the table together.

(?) Do we move the table together?

## B. FAMILY

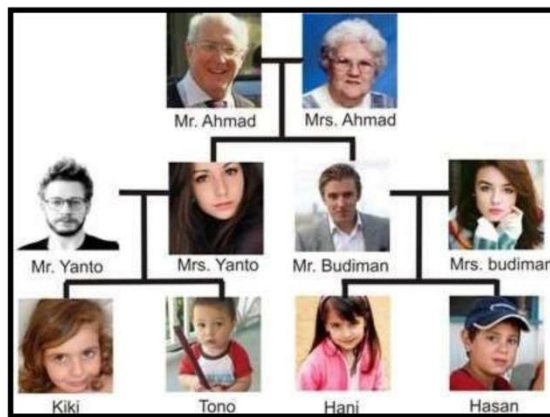
- ✓ Nuclear Family : Keluarga inti
- ✓ Extended Family: Keluarga besar

| FAMILY MEMBERS                    |                                     |
|-----------------------------------|-------------------------------------|
| Family = Keluarga                 | Nephew = Kemenakan laki-laki        |
| Grandfather = Kakek               | Niece = Kemenakan perempuan         |
| Grandmother = Nenek               | Grand child = Cucu                  |
| Parent = Orang Tua                | Grandson = Cucu laki-laki           |
| Father = Ayah                     | Granddaughter = Cucu perempuan      |
| Mother = Ibu                      | Orphan = Anak yatim piatu           |
| Children = Anak-anak              | Husband = Suami                     |
| Son = Anak kandung laki-laki      | Wife = Istri                        |
| Daughter = Anak kandung Perempuan | Sister-in-law = Ipar perempuan      |
| Boy = Anak Laki-laki              | Brother-in-law = Ipar laki-laki     |
| Girl = Anak Perempuan             | Son-in-law = Menantu laki-laki      |
| Only Child = Anak Tunggal         | Daughter-in-law = Menantu Perempuan |
| The eldest child = Anak sulung    | Parents-in-law = Mertua             |
| The youngest child = Anak bungsu  | Step Mother = Ibu tiri              |
| Twins = Anak Kembar               | Step father = Ayah tiri             |
| Own child = Anak kandung          | Bride = Pengantin perempuan         |
| Step child = Anak tiri            | Groom = Pengantin laki-laki         |
| Adoptive child = Anak angkat      | Widower = Duda                      |
| Foundling = Anak pungut           | Widow = Janda                       |
| Brother = Saudara laki-laki       | Great Grandmother = Nenek buyut     |
| Sister = Saudara Perempuan        | Great Grandfather = Kakek buyut     |
| Baby = Bayi                       | Nenek Moyang = Ancestor             |
| Uncle = Paman                     |                                     |
| Aunt = Bibi                       |                                     |



### C. FAMILY TREE

Mr. Ahmad's Family Tree



<https://www.hanibi.com/>

### My Great Family

This is my family. I am Hani. Hasan is my brother. Mr. Budiman is my father. Mrs. Budiman is my mother. Mr. Ahmad is my grandfather. Mrs. Ahmad is my grandmother. Mr. Yanto is my uncle. Mrs. Yanto is my aunt. Kiki and Tono are my cousins

(Menyimak – Berbicara)

**ACTIVITY 1**

**Listen and understand!**

**My Family**

I live with my little family. It consist of four members, there are my father, my mother, my older brother, and of course I as the youngest family member.

My mother is middle-aged woman, now she is about 48 years old. Her name is Mrs. Khomariyah. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She is a bit fat because she rarely does exercise as a busy housewife. However, she can manage her dress well, so he can keep looking good on all her dress.

My father is Mr. Jono, he is about 51 years old. Although now he isn't young anymore but his hair still looks pretty good in black with few grey hairs. His eyes are black like most Asian, especially Indonesian people. He is relatively tall compared to all the family members, about 168cm. He is working on local wood manufacture as the manager. He works hard for his family. Sometimes he also makes tasty meal when my mother isn't home. I love his cooking, especially the fried rice, it's just like the yummiest fried rice I have ever tasted.

Then the next family member is my older brother, he is Wahyu Budi. Now, he is 23 years old. Just like my parent, my brother also has black eyes and black straight hair. He is taller than me, he is as tall as my father. He is quite smart, diligent, and helpful person. Now he continues his study in learning English and he hope someday can be a good teacher.

All of my family, but me, can speak both Javanese and Sundanese fluently. We had been lived in Bandung, precisely in Leuwiliang for about 6 years. Unfortunately we had to move to Surabaya for some reasons when I was 2 years old. So, if they're talking in Sundanese I have no idea what they are talking about. Now, we have to live our life in here, my beloved city Surabaya.

## ACTIVITY 2

Answer the question based on the text above!

1. How many family members do the writer have?
2. Who are they?
3. How old is the writer's father?
4. What is the writer's brother?
5. Can the writer speak both Javanese and Sundanese fluently?

(Membaca – Memirsa)

## ACTIVITY 3

a. Put in the verbs in brackets into the gaps. Use the Simple Present.

1. Ben \_\_\_\_\_ to the park in the afternoon. (to go)  
Ben goes to the park in the afternoon.
2. The shop \_\_\_\_\_ at 8 pm. (to close)
3. I \_\_\_\_\_ breakfast every day. (to make)
4. The girls \_\_\_\_\_ in London. (to live)
5. Lily \_\_\_\_\_ her friends on Fridays. (to meet)
6. Luke \_\_\_\_\_ a nice dog. (to have)

b. Choose the correct phrases and form negative sentences in form of the Simple Present

1. I don't stay / doesn't stay at home.  
I don't stay / doesn't stay at home.
2. We don't wash / doesn't wash the family car.
3. Doris don't do/ doesn't do her homework.
4. They don't go / doesn't go to bed at 8.30 pm.
5. Kevin don't open /doesn't open his workbook.
6. Our hamster don't eat /doesn't eat apples.

**c. Put in the correct verb forms into the gaps. Use Questions in the Simple Present.**

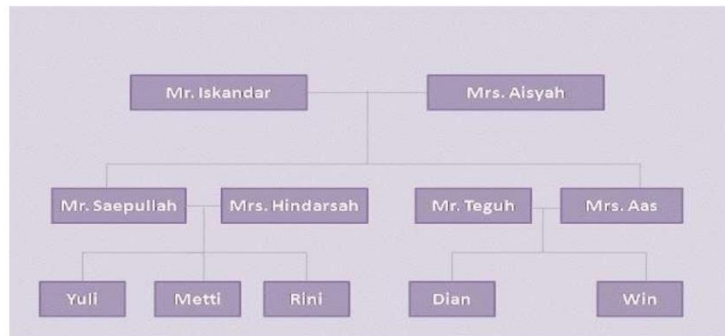
they / their friends? (to phone)

Do they phone their friends?

1. you / mineral water? (to drink)
2. Sarah and Linda /their pets? (to feed)
3. your teacher / your homework? (to check)
4. they / in the old house? (to live)
5. the cat /on the wall in the mornings? (to sit)

**ACTIVITY 4**

**Read the text carefully. Answer the question based on the text above!**



Hi, my name is Yuli. My father's name is Mr. Saepullah and my mother's name is Mrs. Hindarsah. I have two younger sisters, they are Metti and Rini. My grandfather is Mr. Iskandar and my grandmother is Mrs. Aisyah.

My grandparents have two children, they are Mr. Saepullah, my father and Mrs. Aas, my aunt.

1. Mr. Iskandar is Yuli's .....
2. Mrs. Hindarsah is Yuli's .....
3. Yuli is Metti's ....
4. Metti is Rini's .....

5. Mr. Saepullah and Mrs. Hindarsah are Yuli's ....
6. Mrs. Aas is Yuli's ....
7. Mr. Teguh is Yuli's ....
8. Dian is Yuli's ....
9. Win is Yuli's ...
10. Win is Mrs. Hindarsah's ....
11. Dian is Mrs. Hindarsah's ....
12. Yuli is Mr. Iskandar's ....
13. Win is Mrs. Aisyah's ....
14. Yuli, Metti, Rini, Dian and Win are Mr. Iskandar's ....
15. Mrs. Aisyah is Mrs. Aas' ....

**Pedoman Penilaian**

**Rubrik Penilaian (Penilaian Pengetahuan)**

| NO | ASPEK YANG DINILAI | DESKRIPTOR                    | SKOR |
|----|--------------------|-------------------------------|------|
| 1. | Struktur teks      | Tata bahasa sangat tepat      | 2    |
|    |                    | Tata bahasa tepat             | 1    |
| 2. | Unsur kebahasaan   | Pilihan kosakata sangat tepat | 2    |
|    |                    | Pilihan kosakata tepat        | 1    |

**Pedoman Penskoran:**

**Skor akhir =  $\frac{\text{Jumlah perolehan peserta didik}}{\text{Jumlah skor maksimum}} \times 100$**

(Menulis – Mempresentasikan)

Writing

ACTIVITY 4

Make your family tree! Make description about yur family tree! Present it to the class !

Mr ..... Family Tree

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Rubrik Penilaian (Writing)

| Aspek           | Skor | Keterangan   |
|-----------------|------|--|
| Tata Bahasa     | 4    | Benar dan tepat                                    |
|                 | 3    | Tekadang kurang tepat tapi tidak mempengaruhi arti |
|                 | 2    | Kurang tepat dan mempengaruhi arti                 |
|                 | 1    | Sulit dimengerti                                   |
| Kosa kata       | 4    | Benar dan tepat                                    |
|                 | 3    | Tekadang kurang tepat tapi tidak mempengaruhi arti |
|                 | 2    | Kurang tepat dan mempengaruhi arti                 |
|                 | 1    | Sulit dimengerti                                   |
| Kejelasan makna | 4    | Sangat jelas dan sangat efektif                    |
|                 | 3    | Cukup jelas dan efektif                            |
|                 | 2    | Jelas dan tidak efektif                            |
|                 | 1    | Kurang jelas                                       |

Pedoman Penskoran:

Skor akhir = Jumlah perolehan peserta didik x 100

**Rubrik Penilaian (Speaking)**

| No | Aspek yang Dinilai          | Kriteria   | Skor 1- 4 |
|----|-----------------------------|--|-----------|
| 1  | Kesesuaian isi dengan judul | Isi ada banyak ungkapan tentang <i>family</i> .  | 4         |
|    |                             | Isi ada cukup ungkapan pemaparan <i>family</i> .   | 3         |
|    |                             | Isi ada sedikit ungkapan pemaparan <i>family</i> .   | 2         |
|    |                             | Tidak ada ungkapan <i>family</i> .   | 1         |
| 2  | Pengucapan                  | Hampir sempurna  | 4         |
|    |                             | Ada beberapa kesalahan namun tidak mengganggu makna  | 3         |
|    |                             | Ada beberapa kesalahan dan mengganggu makna  | 2         |
|    |                             | Banyak kesalahan dan mengganggu makna  | 1         |
| 3  | Penampilan                  | Percaya diri, menguasai isi pembicaraan dan sering berinteraksi dengan audiences               | 4         |
|    |                             | Percaya diri, menguasai isi pembicaraan tetapi kurang berinteraksi dengan audiences            | 3         |
|    |                             | Kurang percaya diri, kurang menguasai isi pembicaraan dan kurang berinteraksi dengan audiences | 2         |
|    |                             | Tidak percaya diri, tidak menguasai isi pembicaraan dan tidak berinteraksi dengan audiences    | 1         |

**Pedoman Penskoran:**

Skor Akhir =  $\frac{\text{Jumlah skor yang diperoleh peserta didik} \times 100}{12}$

Skor maksimal = 100

Skor minimal = 25

## PROGRAM PENGAYAAN DAN REMEDIAL

### A. Remidi

2. Think and answer:

1. **She is your mother's mother. She is your...**

mother  
 aunt  
 grandmother  
 sister

2. **He is your uncle's son. He is your...**

nephew  
 cousin  
 twin  
 grandson

3. **She is your grandma's only daughter. She is your...**

aunt  
 sister  
 mother  
 father

4. **He is your mother's son. He is your...**

brother  
 sister  
 cousin  
 niece

5. **She is your uncle's wife. She is your...**

sister  
 granny  
 mother  
 aunt


6. **He is your mother's husband. He is your**  .

7. **He is your brother's son. He is your**  .

8. **Your mother and father are your**  .

9. **He is your father's brother. He is your**  .

10. **She is your father's daughter. She is your**  .



#### Pedoman Penilaian

1. Untuk tiap jawaban benar skor 1
2. Jumlah skor maksimal :  $10 \times 1 = 10$
3. Nilai maksimal : 100
4. Nilai I =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

#### Rubrik Penilaian

|           |   |   |
|-----------|---|---|
| No 1 - 10 | Setiap jawaban yang benar               | 1 |
|           | Setiap jawaban yang salah/tidak dijawab | 0 |



**B. Pengayaan**

**FAMILY MEMBERS**

Study this family tree and write the correct words:

1. Susan is Maggie's \_\_\_\_\_.
2. Martin is Tim's \_\_\_\_\_.
3. Peter is Mary's \_\_\_\_\_.
4. Tim is Ana's \_\_\_\_\_.
5. Joan is Maggie's \_\_\_\_\_.
6. Maggie is Tim's \_\_\_\_\_.
7. Bob is Ana's \_\_\_\_\_.
8. Mary is Maggie's \_\_\_\_\_.
9. Mary is Peter's \_\_\_\_\_.
10. Peter is Tim's \_\_\_\_\_.
11. Susan is Martin's \_\_\_\_\_.
12. Tim is Susan's \_\_\_\_\_.
13. Ana is Bob's \_\_\_\_\_.
14. Ana and Bob are Mary's \_\_\_\_\_.

Make more sentences!

niece sister father  
mother uncle  
nephew grandmother  
cousin parents husband  
daughter wife  
son grandfather

**Pedoman Penilaian**

1. Untuk tiap jawaban benar skor 2
2. Jumlah skor maksimal :  $14 \times 2 = 28$
3. Nilai maksimal : 100
4. Nilai siswa =  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$  (56)

**Rubrik Penilaian**

|           |                                   |   |
|-----------|-----------------------------------|---|
| No 1 – 14 | Setiap jawaban yang benar         | 2 |
|           | Setiap jawaban yang salah         | 1 |
|           | Setiap jawaban yang tidak dijawab | 0 |

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