STUDENTS' PERCEPTION TOWARD VALUE CLARIFICATION TECHNIQUES MODEL IN NARRATIVE TEXT AT ELEVENTH GRADE OF SMK TAMAN SISWA SUKOHARJO IN ACADEMIC YEAR 2020/2021

THESIS

Submitted as a Partial Requirement
for the Degree of Undergraduate in English Education

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Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This thesis was dedicated to:

1. *My beloved dad, Mr Sukino and beloved mom, Mrs Suyatmi*
2. *My beloved sisters, Sinta Rachmawati and Dewi Kusumawati*
3. *My beloved best friends Yunita Wahyuningtyas, Fatimah, and Nofita Rahayu*
4. *My beloved C English class (as supporting systems along class activity)*
5. *My Almamater in IAIN Surakarta.*

MOTTO

So when you have finished (your duties), then stand up (for worship). And to your Lord direct (your) longing"
(Al- Insyirah 5-8)

Know that victory was with patience, spaciousness with narrow ness and difficulties with ease
(HR Tirmidzi)

Man Jadda, Wajada
Whoever means it will succeed
(Pepatah Arab)

Life was like riding a bicycle. To keep your balance, you must keep moving
(Albert Einstein)

Success occurs because persistance to keep moving even if a little was combined with prayer and improving worship also works to be good to others
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **STUDENTS PERCEPTION TOWARD VALUE CLARIFICATION TECHNIQUES MODEL IN NARRATIVE TEXT AT ELEVENTH GRADE OF SMK TAMAN SISWA SUKOHARJO IN ACADEMIC YEAR 2020/2021 was** my real masterpiece. The things out of my masterpiece in this thesis were signed by citation and referred in the bibliography.

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

Surakarta, ... 2020

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The researcher was 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 helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis was still far from being perfect. The researcher hopes that this thesis was useful for the researcher in particular and the readers in general.

Surakarta, ...2020

The Researcher

Ratih Puspitasari

ABSTRACT

Ratih Puspitasari. 2020. *Students Perception Toward Value Clarification Techniques Model in Narrative Text at Eleventh Grade of SMK Taman Siswa Sukoharjo in Academic Year 2020/2021* Thesis. English Language Education.Cultures and Languages Faculty. State Islamic Institute of Surakarta.

Advisor : Fithriyah Nurul Hidayati, M.Pd
Keywords : Students Perception, Value Clarification Techniques (VCT) Model, Narrative Text

This research study was about Students' Perception Toward Value Clarification Techniques Model in Narrative Text. The objectives of the study was to find out the students' perceptions toward a Model of *Value Clarification Techniques (VCT*) at the eleventh grade students of at SMK Taman Sukoharjo Academic Year 2020/2021.

The research used qualitative research. The subject of this research were two classes, there were XI TKJ that consisting of 14 students and XI AP consisting of 24 studentss. They were the students of SMK Taman Siswa Sukoharjo. The data were collected through observation, interview and questionnaire. The data of students perception were analyzed by collecting the data, reducing the data, presenting the data, and taking the conclusion. Then all the data were analyzed descriptively and qualitatively. This research used triangulation method to get the appropriate data.

The results of Students Perceptions toward the Value Clarification Techniques model in narrative text research concluded that the students' perceptions of the VCT model in the narrative text were they could apply and like the VCT model of narrative text, they could practice English skills in reading and writing skills. Even though, it was not easy for them, for example the students had to read repeatedly in order to get moral values. They also still had difficulties in distinguishing, criticizing and connecting with their daily lives.

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CHAPTER I
INTRODUCTION

The introduction chapter consists of background of the study, problems identification of the study, limitation of the study, problems statement, objectives of the study, benefits of the study, and the keywords of the study.

A. Background of The Study

English was an important language for communication between countries because English was an international language. This was in accordance with Smith in Anita (2012 :06) who stated that English was an international language used for communication between countries. This language was used in various ways for communication such as in the fields of business, education, health, tourism and others. Based on the explanation about the importance of English above, English was included in the lesson as an effort to equip someone in the future. When there were foreign people, students can communicate well and correctly. Indonesian people learn English since elementary school until college. As listed in a law on national education system 2003 in Anita (2012 : 15), stated that foreign languages can be used as an introduction to the education of certain education units to support English language skills.

English was important to be learnt. Therefore, English in Indonesia was included as the learning material in the learning process and methods. English learning has a lot of learning materials to support it. There were

various strategies, techniques and models of learning carried out by the teacher in the teaching process. One of them was the *Value Clarification Techniques (VCT)* model. The *Value Clarification Techniques* (*VCT)* model was a learning model that uses deep thinking to find out, discover and deepen social values or moral values based on students' knowledge and abilities. Raths in Nunuk (2013:214) said that *Value Clarification Techniques (VCT)* was a learning model that requires students to find values in accordance with the thinking process of the students themselves. This *Value Clarification Techniques* (*VCT)* model can increase English language skills in reading and writing skills. It can also train students to think critically and logically about moral values in life as well as many positive messages for life.

The core of this learning model was to look for moral values. Hartman in Olivia (2019: 04) said that moral values according to the environment that will create a specific character, it will create an event that can be taken a message to be studied more deeply. In the *Value Clarification Techniques (VCT)* model, the important thing was there must be a text that will be explained more deeply. There were many types of English text, such as descriptive text, procedural text, narrative text and others. However, this study used narrative texts.

Aderson M and Aderson K in Agustina (2017: 40) stated that narrative text that was the text that entertains the reader. It can make the reader think about the conflict or the storyline, teach some lessons from the story, and attract more emotions. The reader can feel the feelings of sadness, pleasure,

or anger. In this study, the researcher more focused on students' perceptions toward the model of *Value Clarification Techniques (VCT*) on narrative texts. Sukisno and Suharsono (2017: 08) stated that the student perception was the perception of students about a particular problem or topic discussed, it was adjusted to the situation or atmosphere, according to what was in the field without there was coercion of direction or opinion.

The student's perception must be done honestly and as it was. The researcher had carried out a pre-research aimed at observing and interviewing teachers and students about the learning model of *Value Clarification Techniques (VCT)* conducted at SMK Taman Siswa Sukoharjo with the following school profile. The school was located in Mayjen R. Suprapto street No.33, Tanjungsari, Sukoharjo, Sukoharjo District, Sukoharjo Regency, Central Java, 57512.

This school has three majors, namely accounting with B accreditation, Office Administration with B Accreditation, and Computer Engineering and Accreditation Network with A accreditation. The school was already used 2013 curriculum. Schools used five working days. It was from Monday to Friday only, Monday to Wednesday from 7 am to 4 pm, Thursday at 7 am until 2 pm, and finally Friday until 11.00 am. The interview was done by the researcher to the teacher and students. Interview was done with Miss Nanik Sulistiyowati S.Pd. The result was the school had already applied the *Value Clarification Techniques (VCT*) model in the same curriculum of the 2013 curriculum but only the type of text was different, namely the hortatory text.

At that time, the students saw, discovered and described the social values that contained in the text and the English teacher suggested that the research can be done at tenth grade because at the tenth grade even had already got learning *Value Clarification Techniques (VCT)* model.

The results of interviewing the students of tenth grade Office Administration and Computer Engineering Department and Network was they answered that they had experienced *Value clarification Techniques (VCT)* model. The model could make students exploring more boldly in accordance with the knowledge and experience of social values or moral values discussed in a text. The results of interviewing X grade of the Office Administration class and X grade of Computer Engineering Department and Network students was the reseacher only asked about if they having been taught by the teacher using model of *Value Clarification Techniques (VCT)*. They answered that they already used it and the same answer as before that they also used it when they learned the hortatory text material. This was synchronous and in accordance with the opinion of the teacher. Based on this opinion, researcher knew the students' perceptions toward model of *Value Clarification Techniques (VCT)* because this model was generally used in subjects of social science, civic education, essentially all subjects that contain social values or moral values at SMK Taman Siswa Sukoharjo. However, they used this model in English lessons was a different matter, so the researcher was interested in researching it.

This research was previously conducted when the students were in tenth grade and when they were in eleventh grade. The research paused for a moment. This happened because in the middle of the research there was a corona pandemic outbreak. The school was not ready yet for the situation, so those who conducted research at the school were asked to take a break until the school conditions would be conducive. The new academic year would be in July 2020. The school would allow researchers to continue research with the change of the teachers. The previous teacher would be replaced by new teachers that would be Miss Nur Laily. It because many of these school teacher were laid off and the position of Miss Nur Laily who usually taught the twelfth grade, was replaced by Miss Nanik. Miss Nur Laily taught the tenth and eleventh grades.

The research continued by combining two data retrieval, when face to face before the corona pandemic by Miss Nanik and during the corona pandemic with Miss Nur Laily. Miss Nanik used face to face method using narrative texts and Miss Nur Laily through the online WA group by video using narrative story. The current school year, which used to be in the tenth grade has now become the eleventh grade. So, what the researcher currently researching was the eleventh class still with the same class XI TKJ and XI AP.

The researcher wanted to examine what was done at SMK Taman Siswa Sukoharjo in English language class of XI Office Administration Office, XI Computer Engineering Department and Network. Researchers

would take it to see their perceptions of the *Value Clarification Technique (VCT)* model with qualitative research in the form of case studies using interviews and questionnaire. The data analysis techniques used Miles theory Huberment.

The title of the research was ***STUDENTS' PERCEPTION TOWARD VALUE CLARIFICATION TECHNIQUES (VCT) MODEL IN NARRATIVE TEXT AT ELEVENTH GRADE OF SMK TAMAN SISWA SUKOHARJO IN ACADEMIC YEAR 2020/2021***

B. Identification of Problems

Based on the study background, the problems identification of the students' perceptions toward a model of *Value Clarification Techniques (VCT)* model in narrative text were:

1. Students' perceptions about the model of *Value Clarification Techniques (VCT).*
2. Students' perceptions about clarifying and deepening the moral values of the *Value Clarification Techniques (VCT)* model in narrative text.

C. Limitation of the Problem

Researcher limits and focuses on students' perceptions about the material of narrative texts with the *Value Clarification Techniques (VCT)* model in class XI Office Administration and Computer Engineering Department and Network in Academic year 2020/2021.

D. The Research Problem.

Seen from the problems that existed in SMK Taman Sukoharjo, researcher formulated problems such as how students' perceptions toward a model of *Value Clarification Techniques (VCT)* model in narrative texts used at eleventh grade students of SMK Taman Siswa Sukoharjo 2020/2021 academic year were.

E. The Objectives of The Study

Based on the research problem in the study, it can be concluded that the purpose of the study was to find out the students' perceptions toward a model of *Value Clarification Techniques (VCT*) model at the eleventh grade students of at SMK Taman Sukoharjo Academic Year 2020/2021.

F. The Benefits of The Study

The benefits of this research were theoretically useful and pratical, the translation was as follows:

1. Theoretical

a. The results of the study can be used for further research references

b. The results of the study can be used to add knowledge about the use of *Value Clarification Techniques (VCT)* model seen from the ability to read to see the moral values in the narrative text.

2. Practice:

a. Student

The results of this research for the students was to find out the students' ability to think deeply in written or spoken English using the *Value Clarification Technique (VCT)* model, which was to express the moral values contained in the narrative text and also to see the obstacles experienced by students and how to solve obstacles what students want.

b. Teacher

The results of this study of teacher was it can provide teaching tips with a *Value Clarification Technique (VCT)* model that was more able to train and measurable the ability to read English. It can help teacher to find out what were the complaints in using this model and solving obstacles that students want.

c. School

The results of this research for school with this model of teaching English was it can help in improving the English ability of students and if done well it can also make the school has a better name.

d. Other researchers

The results of this study were useful for other researchers to add knowledge and research references that can make the research better and valid.

G. The Definition of Keyword

1. Students Perception

Sukisno and Suharsono (2017: 08) stated that the student perception was the perception of students about a particular problem or topic discussed, it was adjusted to the situation or atmosphere, according to what was in the field without there was coercion of direction or opinion.

2. Value Clarification Techniques

According to Nurdyansyah and Fahyuni (2016: 158), the deeper understanding was as follows Value Clarification Techniques (VCT) a model in teaching where learners were asked to know, express the values contained in a topic that matches the subject matter being studied and based on the knowledge that was already possessed and embedded

3. Narrative Text

Aderson M and Aderson K in Agustina (2017 :40) said that narrative text that was text that entertains the reader, can make the reader think about conflict or the storyline, teach some lessons from the story, more able to attract emotions the reader can feel feelings of sadness, pleasure,anger.

CHAPTER II

THEORITICAL REVIEW

This chapter focuses on the discussion of several theories that have relationship learning problems in the previous chapter of the first chapter. In this chapter the researcher discusses about the review of theoritical description and previous study. The researcher discusses the following theories:

A. Theoretical Description

1. Students Perception

Humans have a sensitivity to the surrounding environment that makes the act of observing the surrounding conditions and also assessing the good or bad according to the real conditions in the place, this can be in the form of writing or words which certainly has different thoughts in each individual human called perception. This is reinforced by the of experts Rookes and Wilson in Elmiati dkk (2019 : 1203) state perceptionisa form of disclosing the results of a discussion that can be seen from the process of placing and in-depth. Sarlito W Sarwono (2012: 86) the perception of an activity regarding an object or event is then processed by the senses and the result is in the form of an opinion on the existing conditions on the object or event.

Perception has various factors Keheo in Hedwigis (2018 : 28) there were :

1. Individuals

   Depending on the skills and knowledge possesed by each individual in perceiving something.

2. Object

   Things that become the main media in perceiving something. This can be in the form of text, video, fil or a place directly in the field.

3. Context

   Things that affect the surrondings of the object that can affect perception must also be considered. Contex is also said to be a general supporting object that needs to be considered when perceiving something.

The process of perception is as follows Qiong (2017 : 18) :

1. Selection (Select the information presented in the field or text.)
2. Organization (Processing important information in the field or text removing unnecessary things.)
3. Interpretation

   Convey the contents of the results of the information processing organization.

According to the Act. No. 20 of 2003 students were members of the community who were trying to develop their potential through a learning process that is available at certain levels, levels and types of education.

Students were divided into various things, first kindergarten, elementary, junior high school, high school, college. Level both low, medium fast. Learning style visual, audio or kinesthetic. The level of mastery of languages is also different, there were beginners, some were intermediate, some were advanced. There is high motivation of students, there were currently low.

Students' perceptions were perceptions expressed by students about an action done by the teacher in a learning that is taught. This opinion is reinforced by Sukisno and Suharsono (2017: 08) Student perception is the perception of students about a particular problem or topic discussed, it is adjusted to the situation or atmosphere, according to what is in the field without there is coercion of direction or opinion.

Based on the above understanding, it can be concluded that the understanding of students 'perceptions that is an oral or written result of students' thinking about a topic or problem that must be worked honestly and as is in accordance with the conditions in the field. The research focuses on students' perceptions of learning English using the *Value Clarification Techniques* model in *narrative text.*

2. Value Clarification Techniques (VCT) Model

a. Definition of Value Clarification Techniques (VCT) Model

Value Clarification Techniques (VCT) were one type of model in modern education that currently uses a developing 2013 curriculum that is students who were more active, teachers only direct, facilitate,

supervise and justify. According to Raths in Nunuk (2013 : 214), *Value Clarification Techniques (VCT)* is a learning model that requires students to find moral values in accordance with the thinking process of the students themselves. Khoirunisa, (2017: 01) states *Value Clarification Techniques (VCT*) is a learning model that is a technique that asks students to assess moral values what is contained in the text with the thoughts of each student's understanding.

Nurdyansyah and Fahyuni (2016: 158) the VCT model is a learning model that asks students to find moral or social values and expresses according to subjects whose disclosure is based on the knowledge they already have.

The most important thing in the *Value Clarification Techniques (VCT)* model is it can find social values or moral values in a particular text discussion. Moral value is a value that becomes a general assessment in the community about an example that can be used as an example for daily life. Taniredja dec (2011 : 87-88*)* the VCT model to find and describe moral values also intends to instill positive moral values in students.

Hartman in Olivia (2019: 04) states moral values according to the environment that will create a specific character, it will create an event that can be taken a message to be studied more deeply.

Understanding one's moral values must understand the moral values that exist in a topic, one's moral feelings after knowing those

moral values, feelings or empathy come out when the moral values lead happiness in his expression is happy, if moral values were sad expressions were sad, bad moral values will be annoyed, agitated and upset, lastly moral actions after knowing, participating, then the last is daring to decide which actions were chosen according to moral values in practice in real life.

Another opinion is Menik N (2019: 08) states moral value were the good or bad values of human that usually develop in society, the importance of instilling good moral values so that everything becomes good, bad will be lost.

It can be concluded that *Value Clarification Technique (VCT*) model is a good and good model and can be applied in any subject with notes an educator must be creative in its application in order to properly be able to use this method. The researcher chooses the *Value Clarification Technique (VCT*) model because it is a modern learning model and is rwerely used by English teachers.

b. Purpose of the Value Clarification Techniques (VCT) Model

Value Clarification Techniques (VCT) model certainly has goals or things to be achieved to know more deeply will be supported by expert opinions Superka in Soepri T (2015 : 615) states the purpose of the VCT learning model is to seek and express moral values as well as to criticize them to train students to think logically and critically. Nurdyansyah and Fahyuni (2016: 159) the aim of VCT model were to

find moral values and be able to distinguish positive moral values and negative moral values that were good and bad imitated into learning and finding solutions.

Taniredja Dec (2011: 88) the purpose of the VCT model is to seek and assess moral values, distinguish positive moral values and negative moral values, and be able to assess other moral values and were linked in everyday life. Concluded that the purpose of the *Value Clarification Techniques (VCT*) model is to train students to be observant in determining the value in the discussion, to be able to distinguish between those which were good and those that were bad and can also provide solutions, be able to understand, take lessons and practice the values good in real life.

c. Types of Value Clarification Technique (VCT) Model

Learning using the *Value Clarification Techniques (VCT)* model has several types of learning that educators can choose to teach this learning model. Djahiri in Sara (2016 :106) several forms of the VCT model, the first is presented with analysis of the topic moral values, the second is assessing the moral value matrix, the third choosing the moral value card, the fourth is the interview, the last inquiry .Nurdyansyah and Fahyuni (2016: 163) state there were various types that can be chosen by educators to use, such as:

1) Discussion

The form is in small group discussions consisting of 2-5 people discussing each other to understand a text story, news or other things that the results can be in the form of answering questions that were tailored to the type of text regarding the search or withdrawal of social values of a text, or verbally expressed about social values according to the text

2) Brainstorming

A kind of learning in which the educator asks students to directly express their opinion about the social values contained in a topic or material discussed can be in oral or written results. It can also be presented with questions,literature or videos that students can see and express opinion about moral value or social value.

3) Role Playing Method

Emphasis on problems not from role playing skills. So the skills of educators in understanding the problem of the topic or material provided and then managed by the educator in playing the role in such a way as to be able to capture the message or social values of the problem and its solution.

4) Interview

The activity is to ask face to face by educators to students about a topic or problem that is asked to measure

understanding of social values. The answer of the interview is in accordance with the knowledge of the assessment indicators that is getting deeper and in accordance will get a good and satisfying value.

The research obtained from an English teacher pre-research interview at SMK Taman Siswa Sukoharjo discussion learning using the learning model of *Value Clarification Techniques* **(***VCT)* model that have been applied where students were asked to discuss together or in groups and discuss a topic and look for moral values, then answer questions under the narrative text, then the teacher goes around and checks from group to group asking one by one to measure understanding and depth of thinking about looking for moral values.Teacher have also applied another type of VCT learning model that is *brainstroming* with deep thoughts on moral or social values in each individual in the form of written text. Researchers use brainstroming with papers of text narrative and videos make students less bored and easier to capture the moral value found in the narrative texts.

Based on the expert opinion above, it can be concluded that the types of learning in the *Value Clarification Techniques (VCT)* model, there were methods of discussion, brainstorming, role playing and interviews. Researchers got information from an English teacher

there ever applying using the *Value Clarification Techniques (VCT)* model using *brainstroming*

d. The Support System of Value Clarification Techniques (VCT) Model

Model of *Value Clarification Techniques (VCT)* thinking about components from both inside and outside that affects the progress of this learning as expressed by experts such as then Sara P T and Mawardi (2016: 106) state support system of *Value Clarification Techniques (VCT)* model in the form of infrastructure facilities in the classroom such as boards write, LCD, RPP, VCT based worksheets and assessment sheets. According to Nurdyansyah and Fahyuni (2016: 164) as stated below:

1) Learning infrastructure (such as learning resources, learning media, resource persons, etc.)
2) Things that must be considered were not to force students in expressing opinions and may not force the will of opinion must be the same as the opinions of educators, do with honest and candid results.

The researcher listened to the interview with the English teacher said that the first supporting facilities when learning English were using the *Value Clarification Techniques (VCT)* model using papers of narrative text,and notebook.

The essence of the discussion is that the support system of the model of *Value Clarification Techniques (VCT)* has a blackboard, LCD, learning resources, learning media, teachers who do not impose their opinions and wills when students have an opinion. A researcher in this study will use a book that contained narrative texts, arranged a table so that it is circular to facilitate discussion, assessment sheets

e. Stages of Value Clarification Techniques(VCT) Model

Value Clarification Techniques (VCT) model have several important stages that educators must know when they were going to teach this learning model. Jarolimek in Eka (2020 : 33) states the steps of model VCT there were free to choose moral values, free to express their thought about these moral values, try to instill good moral values. Taniredja in Rodiyana (2019: 12) the stage of the VCT model choose to be free of moral values, dwere to express moral values according to their beliefs, and practice moral values in daily life.

Nurdyansyah and Fahyuni (2016: 164-165) state the steps of model VCt free to choose moral values, free to argue about moral values, must be confident in the answers or those believed in moral values, and apply the moral value in everyday life.

Based on the opinions of the figures above, it can be concluded that the stages of the *Value Clarification Techniques (VCT)* model were three free to choose which means to freely think and determine values according to the topic and depth of thought and experience of

each individual, to respect here means to be proud, confident of an opinion and the ability to take responsibility , dwere to do after knowing, and understanding, then every individual must dwere to practice in his life.

f. Strengths and Weaknesses of Value Clarification Technique (VCT) Model

Each learning model including the learning model of *Value Clarification Techniques (VCT)* certainly has advantages and disadvantages as expressed.

Djahiri in Ninis (2017 : 51)the benefit of the VCT model get new knowledge in the process of seeking and knowing moral values, can develop logical and critical thinking skills, instill good moral values. Sara P T and Mawardi (2016: 106) state weaknesses of the model *Value Clarification Techniques* (VCT) learning from the teacher directly gives a new topic theme then the teacher conveys that sometimes there is a discrepancy with students' thinking, then in analyzing students it is quite difficult to express thoughts and experiences on a new topic.

Nurdyansyah and Fahyuni (2016: 166) the advantages of the VCT model can make the skills to think and answer logically, critically and courageously and the weakness of understanding of students and teachers in assessing moral values is sometimes different. Djahiri in Ninis (2017 : 51) the weakness of this VCT model were that

if there is no openness and depth of thinking it will be difficult for students to develop in a good direction, environmental conditions, skill of teaching.

The outline of this is the strength of the model *Value Clarification Techniques (VCT)* can make students more critical in the opinion, confidence, and can also take values, analyze values, and apply good values in everyday life. The weakness is there were still many students who were shy and afraid of being wrong when trying to criticize or analyze a value, teachers were required to be patient and have to encourage students to want to argue, Sometimes students' perceptions of teachers were different must be able to respect each other, and the assessment of teachers from outside communities can not see the assessment.

3. Narrative Text

a. Definition of Narrative Text

Narrative text is one type of text in learning English, narrative text tells various types of stories can be legends, fables, other fiction. The goal is to entertain the reader. This is in accordance with Hazel (2016 : 02) states narrative is a text that tells some genre myth, legend, history etc. Narrative also has a variety of choices of events and the sequence of events that make up the narrative. According to Bucher and Hinton in Susanti (2014 : 827) has its connection with narrative

schematic structuresorientation, complication, evaluation and resolution.

Marzona and Ikhsan (2019: 36-37) state narrative text is one type of text that is about texts that tell a story that aims to entertain the reader while the type of text is fantasy, history, legend, etc. Rizal A and Irda S H (2019: 327) state narrative text is a text whose story content can be in the form of natural, social, psychological and other conflicts, types of stories were fiction, mystery, fairy tales, legends and others.

Ningsih and Rosa (2019: 06) narrative text of a text that has several complex conflicts and there were plots, themes, characters, event sequence schemes, story lines to get solutions or solutions or values contained . Aderson M and Aderson K in Agustina (2017 :40) state narrative text that is text that entertains the reader, can make the reader think about conflict or the storyline, teach some lessons from the story, more able to attract emotions the reader can feel feelings of sadness, pleasure, anger.

Based on the statement of the expert, it can be concluded that narrative text is a text the aims to entertain the reader in the text there were various a lot of events and conflicts which certainly have themes, plots, character, plot than can be drawn messsages or good values, narrative text also has many types such as fiction, fables, legends, historical stories and others

b. Generic Structure

Narrative text there is a general structure which is the most important thing in the formation of a narrative text. This is in accordance with the opinion of Knapp and Watskin in Jenni (2020 : 29) state generic structure of narrative text that is orientation, complication, resolution.

Aderson M and Aderson K in Agustina (2017: 40) generic structure of narrative text that is orientation, complication, sequence of events, resolution, and coda. Marzona and Ikhsan (2019: 36-37) generic structure as follows:

1) Orientation

Containing the opening of the introduction of the story. It starts from telling a story like what, whose character is involved, where the event occurred, when the event occurred, why the event occurred.

2) Complication

Containing the contents of events or conflicts in the story. The explanation of the original character of the character can be seen and can also occur a transition of characters caused by events in the vicinity. This is the most exciting and tense part because it is the height of the problem or conflict.

3) Resolution

Containing events or conflicts that have abated and led to the end of the story. This will make the reader immediately know the end of the story. The ending can be a sad ending, it can also be

a happy ending or the writer can want the story to hang or don't know the end of the story, usually the story writer intentionally does it to let the reader determine his own ending.

4) Reorientation / coda

Containing messages that can be taken from the story. Message stories can be obtained after the reader reads the whole story and understands it deeply. The message of the story itself is usually a good thing, positive, and can be used as a good example or example for life.

Based on the expert opinion above, it can be concluded that the generic structure in narrative text is the opening orientation of the story or the introduction of the story, the complication of the top of the story, the resolution of the story whose conflict has somewhat subsided, the re-orientation has begun to end, the story is usually a moral message.

c. The Language Features of Narrative Text.

Narrative text also has the following linguistic rules based on Gerot and Wignell in Ika Fitriyani (2018 : 35) state narrative text have language features consisting of names of characters and specific traits in a story, there were connectors of time, use past tense, etc. According to Marzona and Ikhsan (2019: 37) language features in narrative text as follows:

1) The author can position himself as the first person or third person

2) There were conjunctions that indicate time and place
3) Verbs were divided into two, namely behavioral and verbal processes. Behavioral processes tell about psychological processes such as dreaming, smiling etc. Then, verbal process is a process when speaking, prohibiting, etc
4) Using past tense

Based on the expert opinion above, it can be concluded that the grammar in the narrative text as considered in accordance with the language features of the narrative text. The author can place himself as the first person or third person. verbal process.

Behavioral processes tell about psychological processes such as dreaming, smiling etc. Then, the verbal process is the process when talking, forbidding, etc. Last use past tense.

B. Previous Study

Researchers have the source of the previous studies that can be used to be strengthened. Previous studies get from some of the journal and the thesis who has relation to this research. The translation of containing about the contents of the research and components also the similarities and differences in this research. The description of the more clearly as follows :

Table 2.1
Table of Previous Studies

No	Title of Previous Research	Components of Previous Research	Similarity	Differences
1.	Journal (2017) Students' Perceptions about Learning Classificati on of Values of Students in High Schools in Tuban (Sukisno and Suharso)	Research Type: Qualitative Research, naturalistic descriptive, 4 schools SMAN 2 Tuban 128 people SMAN 3 Tuban 29 people SMAN1Cut 30 people SMAN1 Field 29 person each class is chosen, class XI, random sample, closed questionnaire, analytical techniques using descriptive analytical data value classification learning using value inquiry interactive, inspiring, fun, challenging, motivating	First, the same using of students' perceptions with value classification s Second, the same form of discussion and process presented by the text, then the group is asked to determine social values or moral values and questions about moral values in the text. All three subjects were the same level as the previous high school researchers	First, the difference is the topic in the PKN lessons, the present study uses narrative texts The second difference lies in the werea if the previous study in Tuban, then the current research is in Sukoharjo The three differences of previous studies using a closed questionnaire to determine students' perceptions, Research now uses documents and interviews

2.	Thesis (2018) Students Perception toward Teacher Talk in English Classroom (The Study at the eleventh Grade Students of SMKN Jenawi Karanganyar in the academic year 2017/ 2018 (Jati Nugrahaen)	Research using qualitative research, SMK Jenawi XI AK number 36 people, the technique gets interview data, questioner, data analysis of miles huberman data, truthwortiness using trigulation	The equation uses students' perception The subject is the same that is the SMK students. The research uses qualitative research, data analysis of Huberman Miles data, truthwortine ss using trigulation	The difference in current students' perceptions research is the teacher talks in the english classroom. The difference is how to get data if the previous research used interviews and then this research uses observation, documents and interviews
3.	Journal (2017) The Application of value clarification techniques in junior high school social studies learning to develop students critical thingking skills (Nur Atika R, Sudarmiati n,& Siti MT)	This article is not a result of research but only study of theory and concepts to description and analysis	Both discuss the value learning model of value clarification techniques	It is different if those who discussed the VCT learning model in social studies at the junior high school level is now in English at the SMK level

4	Journal (2016) Application of the VCT (Value Clarification Techniques) Model with the use of regional story Media in citizen education learning to improve the character of students (Vety Fitriani, Dadang Sundawa)	Qualitative research in PTK (Classroom Action Research) in SMP 1 Kersamanah 8F class using the techniques of collecting data like Observation data,Interviews,evaluation of learning outcomes,Documentation, in the form of field notes, media Garut regional stories in the form of text image or videos divided into the first 3 cycle introducing the story of the arrowroot werea,secondly analyzing the text of arrowroot story The thir is seen in another picture or video students were asked to pay attention and answer questions after seeing it	Similiarity using the value Clarification Techniques (VCT) learning model Similiarity Fimilar use stories to be analyzed Similiarity Using use qualitative research	Differencess in previous PKN lesson,then now english lesson The object of research wad a different SMP before, if it is now a SMK The media is more diverse in text,images,previous videos,now the media is reading texts

CHAPTER III
RESEARCH METHODOLOGY

In this chapter the researcher would explain about some important points contained in the research method, namely a. Research Design, b. Research Setting, c. Data Sources, d. The technique of Collecting data, e. The Trust of the data, f. Technique of analyzing data

A. Research Method

The type of research used by researchers was qualitative research. Qualitative research in Creshwell (2016: 4) research which uses efforts to understand the meaning, explore data or information in the form of a deep description of social and humanitarian problems that exist in an individual or group, this research has important components namely there were methods and procedures from asking questions, collecting specific data from the participants, analyzing data inductively, starting from specific themes to general themes, and interpreting the meaning of the data. Strengthened Sugiyono (2018: 08) states research that was often referred to as naturalistic research because this researchwasbased on natural conditions in the field, using qualitative methods because the data collected in analyzing itwasqualitative, based on postpositivism, viewing social reality as something holistic or intact, complex, dynamic, full of meaning, natural objects were objects that develop as they were not manipulated, data collectionwasdone by triangulation (combined), data analysis was inductive or qualitative, qualitative research results emphasize more meaning. Flick (2014:542)

qualitative research analyzes an event or problem in the form of a descriptive description in depth which was seen from various aspects that were tailored to the study. Mc Millan and Schumacher in Olika (2020 : 352) state qualitative research in managing data or theories related to research uses inductive namely in the form of explanations of general explanations and then ends with core explanations.

Researcher uses qualitative research methods to describe more deeply or do the so-called analysis of the models that have been applied in schools to be studied, namely the *Value Clarification Techniqu*es (*VCT*) model to find moral values using the type of text of narrative text that has been adapted to the syllabus and lesson plans determine students' understanding of narrative texts.

The opinion of these experts could be concluded that qualitative researchwasresearch in the social field about social events in an individual or group in the form of a description of words that form sentences based on field conditions as they were both events, problems or phenomena and also the object of research explained in detail and in depth, triangulation (combined) data collection, inductive data analysis

B. Setting of The Research

1. Research Place

The researcher would conduct this research at SMK Taman Siswa Sukoharjo. School address JL. Attorney General R. Suprapto No.33,

Tanjungsari, Sukoharjo, Sukoharjo District, Sukoharjo Regency, Central Java 57512.

2. Research Time

The research would be conducted at SMK Taman Siswa Sukoharjo from beginning to end. Research timewasscheduled from September 2019 to December 2020.The followingwasthe research scheduler

Researcher would conduct research at SMK Taman Sukoharjo Students in class XI, researcher chooses two class namely Class XI Office Administration 24 people and Class XI Computer Engineering Department And Network 14 people .The researcher chose two class because for get many data. The researcher would be took place from September 2019 to December 2020

Table 3.1
Table The Schedule of Research

No	Activity	SEPT	OCT	MARCH	APRIL	JULY	DES
1	Pre-research	√					
2	Interview	√					
3	Observation	√					
4	Analysing the result of pre-research		√				
5	Proposal Examination			√			
6	Research				√		

7	Collecting and Analyzing the Data					√	
8	Thesis Examination						√

C. Data and Sources of The Data

Source of research datawasthe source or origin of the data used in research. Data sources in qualitative research according to Nilamsari (2017: 178)

> *Data sources can be in the form of personal document data, such as someone's notes or researchers' notes about an event, event or phenomenon described in terms of field notes or observations. Observations here other than notes can also in the form of photos, recordings or videos to strengthen the data and data of official documents .*

Documents which were inherited from a material or object of research from the institution studied such as document archives could form important sheets of paper, books, photos, recordings or videos of the past because the source of research data qualitatively, aside from a description of events and document data, itwasalso in the form of face-to-face interviews with informants who were then given questions, thiswascalled an interview.

Sugiyono (2018: 225) states

> *There were two data sources, namely the first primary source, namely the data source that directly provides data to the data collector, and secondary sources were sources that do not directly provide data for example through other people or through documents.*

Conclusion there were 3 important components in the data source, namely events and informants to make it clewerer following a more detailed explanation:

1. **Events**

Events to get data could be obtained by using observations that the data source toolwasa field notes sheet, in this research observations with field notes that were in accordance with class conditions and the application of model of *Value Clarification Techniques (VCT)* on narrative texts used at eleventh grade students of SMK Taman Siswa Sukoharjo 2020/2021 academic year

2. **Informant**

This study would obtain information from informants in the research environment, Research at SMK Taman Siswa Sukoharjo named Miss Nanik Sulistiyowati S.Pd and Miss Nur Laily S.Pd. Other information of course from the main object, namely students. This study would take place in class XI, namely class XI Office Administration 24 people and Class XI Computer Engineering Department And Network 14 people researcher would take data sources from events or what happened in the research environment, namely school more precisely in class and also informants from English teachers and students in class XI Office Administration XI Computer Engineering Department.

C. Techniques of Collecting Data

The technique of getting datawasthe technique or how to get data. Qualitative research Sugiyono (2018: 225) states

> *Data collection can be done in a variety of natural settings, various sources, and various ways, from the sumer of data there were two*

primary sources that directly get information and secondary sources indirectly get information and data collection techniques can be done with observation, interview, questionnaire, documentation and a combination of the four.

Research that deepens an event or problem and the collection of data could use various methods such ad observation, interviews, questionnaires, documents, audiosual tailored to the research to be examined.If related to current research, the technique of getting the data into two type, namely interview and questionnaires. More detailed explanation as follows:

1. **Interview**

Interview was one techniques to get data by interviewing sources related to research. Cresswell (2016 : 254-255) states interview was one techniques to get data in the process therewas someone who conductes an interview by asking a specific question and then answered by interviewess.

The researcher uses interviews as the main data collection tool. The researcher would choose a random smple an d interview according to the research topic. Namely students perception of the value clarification techniques (VCT) model in narrative text in depth by interview.

2. **Questionnaire**

Questionnaire sheets in the form of closed questions could be used to find out their conclusions or results in a structured way. According to Ajeng dkk (2020 : 99) questionnaire was a form of question where the source of the question was in accordance with

research supported by expert theory in formulating it and then being answered by the respondent.

Bulmer in DK Bird in Gadis (2018 :50)

> *The questionnaire was a tool to collect social research data that were used to measure attitudes, behaviors, conditions which were presented in a number of questions whose answers can be on the form of choises of answers or essays, the answerwas based on respondent's knowledge, feelings, and experience in accordance with the topic under study.*

The researcher uses the questionnaire as a data collection tool that acts as a compliment , the reseacher would arrange questions according to the topic, the reseacher chooses the type of closed questionnaire which later the researcher would present answer choices, then the respondent only needs to answer according knowledge, feeling and experience.

D. Techniques of Analysis Data

Data analysis techniques in qualitative research based on the opinion of Miles and Huberman in Ali and Afreni (2020 : 217) said that an activity in qualitative data analysiswas carried out interactively and continues until it could be said to be complete, so that the datawas saturated or complete with activities in the form of data reduction, data presentation, last conclusive data. A more in-depth explanation Sugiono (2018: 247) states regarding data reduction, data presentation, and data conclusions and verification were as follows:

1. Data Reduction

Reducing data means an activity summarizing, selecting key points, focusing on the things that were important. The goalwas to provide a clewerer picture and make it easier for researchers to collect further data, or easily find the desired data. Data reduction uses symbols such as uppercase or lowercase letters, numbers as a sign of things that have been given that symbol that was important or has been reduced.

Qualitative research focuses on findings, so if something was seen unfamiliar, unknown, not yet having that pattern was of concern. The data reduction thinking,process was sensitive and has a high intelligence and depth of insight to formulate itwas quite difficult so if you could't work with an expert friend, you could't. Researcher focuses disguising or removing unnecessary data in the quesioner.

2. Data Presentation

Data presentation was an activity after data collection and data interpretation. Sugiyono(2018:249)

> *Qualitative research in the form of data presentationwas down to sort sentences, charts or relationship between categories according to the opinion of experts Miles and Hubermanwas the presentation of data in the form of narrative texts, graphs, matrices network and charts data can be presented with tables, diagrams, etc.*

The researcher provides correct information derived from the symbols that were reduced earlier, cwerefully and completely in the form of tables, diagrams or others. In this research, the researcher uses the datawas presented in the form narratives derived from students perceptions in the form of essay writing.

3. Data Conclusions and Verification

Conclusion and verificationwas an activity where after collecting data, managing data, presenting data, then finally drawing conclusions or the core of the data. The opinion of experts Miles and Huberman initial conclusions were still temporary can still change, but if the initial conclusions that have been supported by valid data could also be the correct conclusions. Sugiyono's opinion was a qualitative research conclusion in the form of findings that have never existed, the findings could be in the form of a description or description of objects that were previously unclear to be clear.

Researcher shows data analysis techniques would be made the same process and done on an ongoing basis according to the subtopics of the findings from the study.

E. The Trustworthiness of the Data

Data analysis, researcher analyses the validity of data sources to obtain valid data. Proof of trustworthiness of the data, researchers would use the technique of triangulation. According to Hadi (2016: 75) Triangulationwas a technique to see the validity of the data, thiswas done because it checks and compweres the data.

Sugiono (2018: 273) states Triangulation was the testing of credibility in the form of checking data from various sources, methods, and times. According to Rika O and Elma S (2019: 17) Triangulation, namely

classifying with various sources. There were several types of triangulation such as:

1. Triangulation of sources means checking information with another source.
2. Triangulation of time means the purpose of research must be viewed in terms of time because there was certainly a change and usually not done only once at least twice so that research information was clewerer and valid,
3. Triangulation of theories, uses several theories to be pitted or combined, researcher triangulation means to combine the contents of the minds of several researchers so that a research could be strong because there were from other researchers who have done the same research and finally the method triangulation in testing the validity of the data researchers may use various kinds of data collection techniques so that the results were more good and valid.

Researcher use triangulation method and triangulation time. Tringulation method was would conduct research in four because at the time, triangulating methods of research that now uses data collection techniques from interview and questionnaires. Trustworthiness time in the first semester in academic year 2020/2021 because it was a material in the first semester. Narrative material also exists in the eleventh class so it was still relevant about narrative text and research in four meetings were done with giving narrative material on a VCT learning model. The next day was given a questionnaires that the students had to answer from researcher to students a

questionnaire about students' opinions regarding learning English using the model of *Value Clarification Techniques (VCT)* in narrative text material

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussions. Techniques of collection data using interviews and questionnaires. The title of the research was Students Perception toward Value Clarification Techniques (VCT) Model in Narrative Text at Eleventh Grade of SMK Taman Siswa Sukoharjo in Academic Year 2020/2021.

A. Research Finding

The data findings in accordance with the state in SMK Taman Siswa Sukoharjo. Techniques of collection data using interviews and questionnaires. Researchers take a sample of randomly with 2 class XI TKJ of 14 people taken 5 people and for class XI AP that the number of 24 people taken 5 people, the total number of students 38 people. Here's the elaboration:

Based on the results of interviews conducted by researchers with class XI TKJ and XI AP. There were various opinions regarding the perception of the value clarification techniques (VCT) model in narrative text based on the theory of expert figures regarding the value clarification techniques model. Points according to experts regarding the VCT model such as the thinking process to obtain moral values, moral values could be differentiated into positive moral values and negative moral values, moral values open and deep think rationally and critically, a moral value that could be associated with everyday life. These points could be used as a reference in conducting

interviews and distributing questionnaires to find out student's perceptions in the VCT model on the narrative text.

1. Students Perception toward Value Clarification Techniques (VCT) Model in Narrative Text

Based on the research problem, only one researcher would describe in more depth the students' perceptions of the VCT model in narrative text. This was seen from expert figures, this study focused on the VCT model which was the main object of the students, so the researcher formulated from the experts the VCT Model on students' perception. The expert theory would be discussed in-depth at the discussion points, for now, explain research findings based on expert theory in techniques of collecting data in interviews and strengthened by questionnaires.

a. Thinking process to obtain moral values

The theory of experts that the VCT model was obtained from the thinking process and then got a moral value and then got a moral value. There were several factors in finding moral values which of course this was in accordance with expert theory, more details would be explained in the next point. The first process of understanding the storyline like the process of thinking in search of moral value. There were some students who had the detail perceptions of their thinking process to get moral values.

There were ten students interviewed, but there were two who answered in detail, the others answered only briefly. The answer from

all of them could get a moral value. Here student who answered detailed about the thinking process to get moral values.

ADA :

Ya, saya berusaha dengan mentranslate dulu, baru dibaca berkali-kali sampai paham.

Based on the perceptions of the ADA, the process of thinking was carried out by translating English into Indonesian so that it was easy to understand and reading many times so that you knew better and could get moral values. The next student's perception was there was a difference where this student also did the repetition of watching the video not only read over and over, at the time of the online learning process the teacher sent videos an English translation, that students paid attention to the pictures and roles of the characters as well as the storyline.

Researchers deepen the thought process in obtaining moral values by asking whether there were obstacles in finding moral values students perceive that most of them easily get moral values, most of them answered briefly and only two answered in detail

MA :

"Tidak biasa aja. Sering juga ngerjain soal jenisnya seperti ini. Tidak merasa kesulitan sama sekali"

MA had the perception that it was easy for him to do questions about seeking and deepening moral values so that he did not experience difficulties.

SN:

"Tidak saya merasa mudah kwerena cerita teks naratifnya sudah sering mendengar dan tau ceritanya"

SN perceived that she felt easy because he was familiar with the narrative text. Based on what was explained above, it was more about the perception of students who already had prior knowledge, these second factors were finding moral values was lack of prior knowledge in lack of understanding of vocab. There were also those who experience difficulties there were three, but just two detailed perceptions.

RNC :

"Ya, didalam otak saya kalau teksnya dah banyak, bahasa inggrwas pula dah aras-aras en sek garap"

RNC said in his mind that if there were a lot of paragraph texts and using English, it made him do his job not so sincerely.

KAW :

"Sulit banget, aku ki ra gampang paham mengenai isi cerita ngono iku, kadang aku moco lebih dari lima kali gen isoh ngerti maksud e"

KAW has the perception she feels a lack of understanding of the text, so she has to read more than five times to know what it means. So, the point was that they find it easy to find moral values because they had done a similiar task and the story was familiar so it's easy and for those who find it difficult they say that they werelazy to read, don't like English and do not understand the story.

The researcher also tries to know more about the factors that cause a lack of understanding so that students had to read more than five times about the contents of the narrative text, these second factors werefinding moral values was lack of prior knowledge in lack of understanding of vocab.

Do students already know and understand a lot of vocabulary in the narrative text given by the teacher.They had the perception that most of them already understand that there wereeven those who werediligent in writing down the vocab which was difficult to find out the meaning of, and there werealso those who like to see, hear videos from YouTube or social media that use English, and if they don't know, they find out what it means.

HERK :

> *"Ya, saya termasuk rajin. Ketika saya belajar ada kata yang sulit saya selalu mencatat dan membuka lagi untuk diulang agar paham"*

HERK perceives that she was a diligent person who always notes difficult vocab and finds out the meaning and opens it again to be repeated in order to understand

NBS :

> *" Sebagian besar sudah sih, aku kan seneng memperhatikan video nak youtube atau sosmed sek ngomong bahasa inggris, nak ra ngerti artine yo langsung goleki artine"*

NBS has the perception that she likes to watch videos from YouTube or social media that speak English, if she doesn't know what that means, she looks for them right away. So most of the students werealready good at vocab. Some of them were even diligent in writing down difficult vocab and learning English through videos on *YouTube* or social media.

Most students already had the ability to understand vocab . However, Indonesia was not country whose original language was English, it still requires a translator tool or *Google Translate*. They all perceive that using *Google Translate* to assist in learning English, their perception were as follows:

ADA :

> *"Ada, jika tidak bertanya atau tidak memakai google translate saya sangat merasa kesulitan."*

ADA perceives that she was trying to find out difficult vocab. She felt if she did not use *Google Translate* then she felt very difficult.

KAW :

> *"Ada, menurutku bahasa inggris itu susah banget kalo tidak tanya google translate saya ya tidak bisa mengerjakanya"*

KAW has the perception that there was an effort to understand English, she says English was very difficult if you don't use *Google Translate* she won't be able to do it

The third factors was motivation. Whether there was motivation was learning English both from within and from outside. This also affects students in finding moral values, we could see from the following perceptions

MA :

> *"Ada soalnya sekarang ki kebanyakan petunjuk pemakaian dan yang lain pakai bahasa inggris, paling tidak aku harus bisa, apalagi yang dasar-dasar e"*

MA has the perception that he was motivated from within because most instructions for use were in English. He feels he has to learn at least the basics.

ADA :

> *"Ada, kwerena belajar bahasa inggris sangat berguna dalam kehidupan sehari- hari dan bahasa inggris adalah bahasa internasional"*

ADA has a perception that it has internal motivation to learn English because English was very useful for everyday life and was an international language.

HERK:

> *"Ada, saya sering lihat video-video pembelajaran di youtube untuk mempermudah pemahaman bahasa inggris"*

HERK has the perception that there was internal motivation from frequently viewing English learning videos on *YouTube* to make understanding English easier

APNA :

"Ada, saya itu orang e ambisius ingin setiap mata pelajaran nilainya bagus. Tentu saja saya berupaya bagaimana caranya agar nilai mata pelajaran bahasa inggris itu bagus"

APNA has the perception that he has internal motivation because he was an ambitious person who tries his best to get good grades in any subject, including English. They also had external motivations such as the following :

DAS:

"Ada, saya melihat temen atau saudara dekat saya bisa, masak saya ngak bisa, jadi saya ada rasa aku juga harus bisa."

DAS has a perception like he has external motivation because seeing his friends and close relatives speak English, he feels he should also be able to speak English

MA :

"Ada dari lagu barat dan film barat.Jadi, jika ada yang tidak tau dari hal itu biasanya aku juga pengen tahu artinya."

MA has the perception that he has external motivation because he often sees and hears western songs or movies if he does not understand the meaning then he would find out

ANC :

"Punya, menurutku bahasa inggris ketrampilan sek kudu isoh raketan sitik, aku tau krungu nak duwe sertifikat tes bahasa inggris apik golek kuliah po kerja lumayan di perhatikan"

ANC has the perception that he feels the need to learn English even if only a little, he has heard that if he has an English test certificate, it was easy to find lectures and work because he was paying attention to this.

ADA :

"Ada, jika saya sedang berada di suatu negara dan saya sedang membutuhkan bantuan, saya bisa fasih dalam berbicara dengan menggunakan bahasa inggris dengan baik".

ADA perception that she has external motivation when she was abroad if she needs help form local people she could speak English which was the basis for wanting to learn English.

APNA:

"Punya, saya sering melihat video orang sukses diluar negeri lewat youtube, mereka sangat fasih berbahasa inggris dan sukses disana, ini memicu saya untuk bersemangat belajar bahasa inggris"

APNA perceives she has motivation from outside himself because she often sees videos on *YouTube* about succesful people abroad, they were fluent in English and succesful there, so they were interested and enthusiastic about learning English

SN:

" Ada, saya punya cita- cita bisa berlibur keluar negeri. Saya sadar bahwa komunikasi di luar itu memakai bahasa inggris.Jadi, saya ingin belajar meskipun belum terlalu maksimal."

SN has the perception that she has a dream of wanting to take a vocation abroad, the language used there was English so she studied

even though she was not too proficient. So, they had motivation within like there were a wilingness to learn English, English was used in various instructions for use, English was important for everyday life, some learn English because they want to get good grades and motivation from outside such as seeing friends and relatives proficient she also feels that she must be able, an English test certificate was useful for registering for college and work, English as a means of communication with foreigners, inspired by people who were succesful outside, had dreams of vacationing abroad, then learn English.

The next factors was a high level cognitive skill containing students understanding skills seen from a cognitive level or high level of knowledge or understanding the reading of story and get moral values.

APNA :

> *"Ya, saya mudah menangkap pembelajaran bahasa inggris. Saya suka mencatat yang saya rasa penting tanpa harus menunggu perintah dari guru, bagi saya ini penting agar saya tidak lupa dan ingatan saya akan materi itu awet"*

APNA has the perception that it was easy to catch English learning by taking notes so that it was durable and not easy to forget and that without having to wait for the teacher's instructions.

NBS :

> *"Aku termasuk wong sek bahasa inggris e sedengan, sebener e iseh kurang maksimal penguasaan vocab, tata penulisan bahasa inggris"*

NBS the perception of understanding English leassons for him while capturing the vocabulary was still lacking in vocab and writing system.

MA:

> *"Mudah menangkapnya, pembelajaran bahasa inggris sebenarnya kebanyakan pengulangan bahasa inggris di waktu SMP,jika pun ada yang berbeda hanya sedikit yang berbeda tidak begitu sulit"*

MA has the perception that it was easy to catch because most of the repetition of material during junior high school so that English was not that difficult.

RNC :

> *"Sulit, kwerena saya tidak suka bahasa inggris. Bahasa inggris bagi saya pengucapan sulit, membaca sulit, menulis sulit, apalagi listening kalau yang dari orang indonesia masih paham.kalau orang luar kecepatan dan kurang jelas"*

RNC has the perception that it was difficult because they don't like English, they find it difficult in terms of pronounciation, reading, writing, let alone hearing it say if the speaker was Indonesian if from outside she doesn't know.

KAW:

> "*Susah, soalnya bukan bahasa sehari-hari , aku merasa sangat kesulitan"*

KAW has the perception that English was difficult because it s not everyd ay, so he feels very difficult.

So, most of it was easy to understand English learning because there were those who were diligent in taking notes, the English vocab ids decent but the results had not been maximized, it was easy because most of the material has been delivered at SMP if there was something different it was not that difficult. There were also those who find it difficult because there were those who really don't like English, lack various English skills, they only know if the person says Indonesian, some because it was not a colloquial language they find it difficult.

The last factors of metacognitive means combining several aspects of skills in order to get the right and appropriate answer. Metacognitive abilities exist when reading to find and arrange answers to question because it requires several skills and requires a process. This metacognitive in reading skill and writing skill. The following were the students perceptions about metacognitive abilities in reading comprehension to obtain moral values :

MA:

"*Ya dalam reading dan writing. Reading bisa nambah kosakkata,writing bisa belajar penulisan bahasa inggris."*

MA perception that practicing reading and writing skills. Reading skills could add new vocabulary, writing could learn English writing.

ANC :

"*Ya, lumayan. Dalam reading sama writing yang saya rasakan ada perbedaan jadi lebih tau."*

ANC perceives that model VCT could improve reading and writing skills, feel there was a difference, so know better or get a lot of new knowledge.

ADA:

"Model pembelajaran Value Clarification Techniques dapt melatih kemampuan membaca serta menambah ketrampilan dan kosak kata baru."

ADA the perception that the VCT model could train reading skills, and add new skills and vocabulary.

Based on the above, it could be concluded that the majority of them think that their reading skills and writing skills had improved. Next, we would explain the process of thinking and writing or metacognitive skills in answering questions related to the VCT model.

DAS :

"Bisa banget, saya nulis selalu menemukan kata yang pas dan dapat menghubungkan dalam kalimat menjadi jawaban yang baik dan sesuai"

DAS has the perception that it was easy to arrange answers to questions from English questions, and could immediately find words that must be in the right sentence and become the answer

MA : *" Bisa, walau tidak tau grammar penulisanya benar atau tidak"*

MA could compose an answer even if he does not know whether the grammar was correct or not.

ADA :

“ Tergantung dari pertanyaan bahasa inggris mudah atau susah untuk saya pahami”

ADA perception that depending on English questions were easy or difficult for me to understand.

KAW : *“Susah, menyusun kalimat terus diubah ke bahasa inggris bisa tapi sulit”*

KAW has the perception that it was difficult to compose an answer when composing a sentence and then change it to English, but it was difficult.

HERK:

“Mudah saja. Sekarang teknologi sudah canggih ada aplikasi kamus dan google translate, berbeda dengan dulu harus pakai buku kamus yang besar sangat tidak efektif dan efisien”

HERK has the perception that it was easy to compile answers because now the progress of the times with the existence of a dictionary application and *Google Translate* media makes it easier to compile English answer sentences. Based on this, it could be concluded that students could get moral values by combining thinking skills and writing skills.

The questionnaire was used to strengthen the interview because the questionnaire covers all students, the interview was only ten students and the following was a table of the results of the questionnaire regarding whether it was easy to get moral values.

Perception level formula:

$$\frac{\text{The number of students who were choosing}}{\text{The total number of students}} \times 100\ \%$$

Table 4.1
Thinking process to obtain moral values

Alternative answer	Frequency	Presentation (%)
Strongly agree	10	26 %
Agree	28	74%
Disagree	-	-
Strongly disagree	-	-

Based on the table above, of 38 students from XI TKJ and XI AP who choose strongly agree, there were 10 people with a percentage of 26 % and 28 people who chose to agree with a percentage of 74%, no one chose to disagree or strongly disagree. The conclusion, all students agree that they easily get moral values with the thought process, there were short and long perceptions as well as details, and even explain the thought process to get moral values

b. Moral values could be differentiated into positive moral values and negative moral values

The next point was also in accordance with expert theory regarding the VCT model after students know the moral values in a text, students could also differentiate and develop in these moral values what were the positive moral values and what were the negative moral values.

The researcher conducted interviews with ten students who were randomly selected. These students had the perception that they agree and could distinguish between grouped moral values which were positive moral values and which were negative values, most of them had very short answers. However, there were also three detailed and detailed answers, namely as follows :

HERK :

Bisa, setelah membaca berkali-kali saya bisa menyimpulkan dan membedakan mana nilai positif dan mana nilai negative

Based on the above perceptions, HERK has the perception that the process of reading many times could only get moral values and could distinguish which ones were positive and which were negative.

KAW :

Ya bisa membedakan nilai positif dan nilai negatif terkadang isoh komplit, kadang iseh kurang, tergantung kondisi tubuhku, nak kuat mikir banter yo isoh wae aku lengkap, nak lagi males yo singkat.

KAW perception says that in distinguishing positive and negative moral values, sometimes not too much. The thing that underlines KAW in differentiating was influenced by health factors such as whether he was strong in thinking to increase his positive moral values points and negative moral values points.

ANC :

> *Lumayan bisa, terkadang mudah dinilai positifnya, kadang dinilai negatifnya tergantung ceritanya, mood, kedalaman berfikir saya ketika mengerjakan.*

ANC has the perception that some times it was easy to mention what constitutes positive moral values, sometimes it was easy to mention in the section the negative moral values. The factors that affect it depend on what the story was, the mood, and the depth of thinking when doing it.

Based on one of students the perception that they must be read many times in order to understand and know the new storyline and then differentiate from there. It could be concluded that understanding the story line becomes something important. The researcher also asked during the interview whether the students understood the storyline in the narrative text and video, this was in accordance with expert theory. The majority of students said that they understood the storyline and the following perceptions:

MA :

> *"Paham kwerena sudah ada pengulangan membaca teks dan ditambah dengan bantuan google translate mudah deh"*

MA has the perception that he understands the storyline because he has repeated reading and added with google translate makes it easier to understand the story line

ANC : *"Ya, saya paham, walau harus berkali-kali membaca"*

ANC has the perception of understanding the storyline by reading it over and over again.

The most important thing in distinguishing positive moral values and negative moral values lies in the students understanding of the storylie in the text, the majority of students said they understood the storyline even though with etraordinary effort by reading using it many times and use google translate for help

This was reinforced by a questionnaire. Because all students were involved. The result, many agree, for the details, below the table and the prison were as follows:

Table 4.2
Differentiated into positive moral values and negative moral values

Alternative answer	**Frequency**	**Presentation (%)**
Strongly agree B	8	21 %
Agree a	30	79%
Disagree s	-	-
Strongly disagree	-	

d on the table above, of the 38 students who chose strongly agree, 8 people with a percentage of 21% and who chose to agree there were 30 students with a percentage of 79%, and no one chose to disagree or strongly disagree.

c. Moral values open and deep think rationally and critically

Students could explain something deeply, rationally and critically after that students understands the topic or problem that would be studied in depth with critical thinking, students use critical thinking must be able to feel the emotions on the problem and then connect it with experience and knowledge that were interreleted to produce statements that could be in the form of descriptions or decisions or suggestios or a combination there of, of course this was in accordance with expert theory, as follows :

KAW :

> *"Kalau yang diteks ngak begitu bisa merasakan, kalau yang lewat video merasakan emosi kwerena ada peragaanya. Saya juga lebih suka pakai video kwerena ada gambar, ada banyak warna jadi tidak membosankan dan saya sangat menikmatinya.Kalau yang tertulis jujur ini membosankan kwerena cuma teks bacaan, aku merasa bosan"*

KAW has the perception that he feels the emotion of the story when the teacher gives the narrative story video because there an actors and there was and English translation, there were pictures and colors were very important to feel the emotions and the storyline, if the plain text doesn't really feel it or long ago there was also nothing colors and images so boring.

HERK :

"Merasakan sekali, saya gregetan sama tokoh jahat dan merasa iba dan mendukung tokoh yang baik"

HERK perception that feels story emotions such as being upset or disliking bad characters and feeling compasing for or cweres about and likes good characters

APNA:

"Ya, saya merasa terbawa kejalan cerita dan membayangkan menjadi salah satu tokoh dalam cerita tersebut"

APNA has the perception of feeling carried away to the storyline and imagining being one of the characters in the story. Researchers conducted interviews with ten people who answered in length and detail there were four people. In this part, some students could and like to be critical, and there was something unusual and uncritical. The prisons wereas listed below:

SN :

Terkadang kritis, tergantung nilai moral dan kondisi lapangan seperti ada tidaknya durasi waktu pengerjaan

SN has the perception that sometimes he was critical about a moral value as for factors such as depending on environmental conditions in critical work if there was no duration of the moral value.

ANC :

Lumayan kritis, jika itu menarik bagi saya. Kalau tidak saya tetap menjawab meski tidak terlalu dalam menjawabnya

ANC has the perception that depending on the moral value it was attractive or not, if the moral value it was attractive or not, if the

moral value was interesting to be criticized then it would be critical if not, it would still be answered even though it was not so critical.

ADA : *"Lumayan bisa kritis tergantung cerita pada teks dan video naratif tersebut"*

ADA has the perception that he would be critical depending on the story as it was difficult not to criticize it.

HERK:

Ya,saya termasuk kritis kwerena suka topik yang memerlukan pikiran yang mendalam

HERK perception that she really likes topics that require deep thought then she would be more critical. Based on students perceptions, things that affect perceptions could be deep, rational and critical. It was influenced by critical thinking, which at first starts from having to understand the problem or topic by reading and understanding then from that it gets emotions in stories that could be developed so that thinking critically and deeply. There were factors that a person could think critically if moral values were easy to analyze or not, surrounding conditions, whether there was a duration of processing time, whether or not the story was good. Researchers use a questionnaire to reinforce in each students choice there was a choice, the table, and description below:

Table 4.3
Moral values open and deep think rationally and critically

Alternative answer	Frequency	Presentation (%)
Strongly agree	5	13 %
Agree	29	76%
Disagree	3	8%
Strongly disagree	1	2%

All students there were 38 people who chose to strongly agree, there were 5 people with a percentage of 13%, students who chose to agree were 29 people with a percentage of 76%, students who had disagreed were 3 people with a percentage of 8% and the last one who chose strongly disagree was 1 person there 2%

d. The moral value that could be associated with everyday life.

The last point that becomes part of students' perceptions about the VCT model in the narrative text was that students were asked to connect and be associated with moral values with everyday life. This formulation was based on expert theory regarding the VCT model.

The researcher conducted interviews with ten students randomly regarding whether it was difficult or not to connect moral values to daily life, the ten students who answered in detail were only two people, the answer was as follows:

MA :

Tidak, nilai moral yang terkandung relevan dengan kehidupan nyata sehari-hari, aku jadi merasa mudah

MA has the perception that moral values were in accordance with everyday life. So, he found it easy to lose these moral values.

APNA :

Tidak, nak kita dah tau nilai moralnya apa,menghubungkan nilai moral pada kehidupan sehari-hari gampang

The perception of APNA if you already know what moral values were related to everyday life was easy. Narrative text contains moral values that were in accordance with the local culture. This could be used as a medium to still good moral values as well as in accordance with expert theory regarding the VCT model whose moral values could be relevant to everyday life and could instill good values. In fact, researchers conducted interviews about whether or not the VCT model was still used in English, most students agree and there was one interesting perception. As follows:

APNA:

"Mengharapkan banget, nak menurutku melatih bahasa inggris banget, soal e ya nambah vocab e, yo dadi kritis, tanpo sadar koyo dinasehati nak nilai moral e apik i dinggo nak elek rasah, ngajar ke kehidupan banget ngono lah"

APNA has the perception that expecting the VCT model to still be applied in english because it could train english because it adds vocab, it could also be critical, like being unconscious as if

being admonished, if good moral values could be done if bad ones could abandoned for life.

Based on the above perceptions connecting moral values with everyday life was easy if you already know the moral values and connecting was also easy because it was appropriate, you just need to string words into sentences and answers then this was also a form of learning advice.

Table 4.4
Moral value could be associated with everyday life.

Alternative answer	Frequency	Presentation (%)
Strongly agree	10	26 %
Agree	22	58%
Disagree	3	8%
Strongly disagree	3	8%

Based on the table, the total number of students 38 people who chose strongly agree as many as 10 people with a percentage of 26%, students who chose to agree were 22 people with a percentage of 58%, and those who disagreed who chose 3 people with a percentage of 8%. There were also those who strongly disagree with 3 people and the percentage of 8%.

The table above explains that many students choose to agree. That means they feel could and were quite able to connect moral values with everyday

life. It could be concluded that most students could relate moral values to daily life, although there were also some who could not.

This questionnaire result table was to strengthen the results of interviews conducted by researchers at the research points about moral value could be associated with everyday life. The questionnaire, all students were asked to answer the questionnaire given by the researcher. The answer must be in accordance with the circumstances of each individual in the learning process using the VCT modelin the narrative text Researches let them answer without coercion.

There were four answers from questionnaire. The explanation of the answers strongly agree if students could connect moral values in daily life without the slightest obstacle, the explanation of the answers agrees if the category was quite acceplable, could connect moral values to everyday life but there were obstacles but not so much the answer does not agree if it was difficult to connect, the answer statement strongly disagrees if the student feel very difficult.

B. Discussion

In this discussion section, the researcher explains more deeply about the research findings of the Students Perception toward Value Clarification Techniques (VCT) Model in Narrative Text at Eleventh Grade of SMK Taman Siswa Sukoharjo in Academic Year 2020/2021. This explanation was divided into two face to face and online because in the middle of the study the corona pandemic occurred.

Before the corona pandemic was carried out. The tenth-grade students were with the English teacher, Miss Nanik who had two meetings with the VCT model in which the type of brainstorming students was asked to answer questions about narrative text regarding moral values on Tuesday, March 10 2020, and Wednesday, March 11, 2020. Before working, the students was explained about the new VCT model then did the problem.

The two meetings were from the processing process and the results of the student's work were still experiencing difficulties and the answers were not too deep regarding moral values, it could be seen that the answer was short and many were still left empty following pieces of student work, this could be seen from the point the students were asked to mention positive moral values and negative moral values.

This happened because the use of the VCT model had only been used twice, actually, this VCT model had been used by the teacher in teaching, but the students were different because of that in the last school year 2018/2019 school year. The students did not understand, so the researchers conducted 4

meetings. The time of taking data again, the corona pandemic broke out at the time when schools were not ready for school research. They were asked to pending it until it was conducive started again in July, where the new school year 2020/2021 changed the teacher for certain reasons, although so it could be continued because Miss Nur Laily has also used this VCT Model using online via WhatsApp messenger group in the form of presented videos and student questions were asked to answer on paper and photos were sent to the teacher with previously explained what the VCT model was so that students understand more. After six meetings with two of face to face and four online meetings, students begin to understand and the answer was complete and could discuss in more detail as follows :

The research findings point previously discussed were formulated from expert theory at this time would be explained in-depth about the experts' theory and how the formulation and other explanations related to it.

The first expert theory to be discussed was the expert theory of Raths in Nunuk (2013 : 214) this theory was that the VCT model was about students being asked to find moral values through their own thinking processes.

There were several factors in obtaining moral values as explained by the following figures Daryanti (2017 :49) factors to find moral values in narrative text were the process of understanding it, there was prior knowledge, motivation both from within and from outside, has various english skills, the brain’s ability to connect words and sentences so that they become a the meaning whole core so that know or plot of the story.

First process of understanding the content of the story comes from process of thingking to get moral value of the students was done by interpreting it first into indonesian, then reading it many times so that you know the storyline and could get the moral value. Difficulties experienced by students in obtaining moral values. Because they were lazy, do not like English lessons, lack of understanding and knowledge as well as less learning ability. In the above perception, there were actually many who easily get moral values, students who find it difficult, only a few others agree that they had the perception that it was easy to get moral values because they had worked on similiar problems and the stories were familiar.

The second factor was prior knowledge, the prevoius knowledge here could be in the form of students vocab understanding, if the previous students'vocab understanding was easy to get the moral values. If according to the students' perceptions above, all of them already had a pretty good understanding of vocab. There were even students who were diligent in writing down vocab which was difficult to study, and some even like to watch videos on YouTube and sicial media that use English, if they don't understand they look for the meaning.

Most students understand vocab. However, they still use the google translate tool because there were also English words that they don't understand because Indonesia it self was not a country whose original language uses English. They had the perception that they were still using google translate.

The third factor was motivation or it could also be interpreted as willingness, it could also be what drives to get moral values that come from within, such as all instructions for use in English so it becomes one of the factors of students wanting learning English, English was an International language, learn from YouTube videos, social media, film and songs from abroad that motivate inside to learn English, then if the motivation from outside, namely certification of English test could make it easier for study and work , for communication with foreigners , often see succesful people outside fluent in English too so they were motivated to study, then the last one was aspiring to go on vocation abroad.

The last factor was metacognitive. Metacognitive means the use of cognitive thingking skills and other skills were combined and matched so that it could be a good result. This research mixes reading and writing skills as well as logical thingking skills because there were interrelated texts and questions,then writing skills to answer questions. The students said they felt they gained additional knowledge in reading skills and writing skills using this VCT model. Then, in answering the questions, there were those who could easily compile, some could , but depending on the problem, it was difficult to understand or not, some could compile without knowing the grammar was correct or not, there were those who find it difficult to compose the sentence, then it could be changed to English, but it was difficult.

The second expert theory Nurdyansyah and Fahyuni (2016: 159) the main point of discussion of the expert's theory was that the purpose of the

VCT model was to make students understand moral values or social values in life and could also differentiate and classify from known moral values which could be grouped with positive moral values and which include negative moral values. Express opinions and could also provide solutions.

Based on students perceptions of moral values, they could be divided into positive moral values and negative moral values, they were perceived to be able to distinguish positive and negative moral values by reading many times and then being able to conclude and distinguish them, there were also those who had difficulty in one of their moral values, they could be moral the positive could be negative moral values, sometimes it could be many and complete, sometimes it doesn't depend on the condition of the body, the strength of thingking and whether or not it waslazy.

Engliana (2020: 115) Distinguishes positive moral values and negative moral values. The main component must understand the story line, if you understand the storyline it waseasy to distinguish. Based on theory and result of interview students had the perception that most of them easily understand the storyline, there wasa very relevant perception that they understand because they had repeated reading the text and through google translate wastheir supporting media in doing.

The third expert theory Superka in Soepri T (2015 : 615) The important theory of the expert wasthat the aim VCT model wasthat students could know moral values not only to know but also to express or had an open opinion to find out their rational and critical abilities to these moral values.

Before knowing students perception of whether or not they were critical in answering questions about moral values which were the core of the VCT model, this could be done by students making efforts to think critically at studenys who must be able to pick up and feel the emotions of the story which could be done if students understand the storyline.

Juhji and Ardila (2018:20) argue that moral values were critically, logically and deeply derived from critical thinking, this was done after students could feel the emotions in the story, after which students could criticize logically and deeply. All of that would be explained based on the contents of the story, knowledge and experience that were put together and produce good and in-depth answers.

Based on students perceptions they could feel emotions by reading also understood the text they tend to find it easier if the story wasin the form of a video because there were characters and it wascolorful this wasinteresting to them than ordinary text, they were carried away by the atmosphere of the story as they support a good character and were upset with evil. Then, Students perceptions about being able to be uncritical in conveying matters related to moral values containned in their text said that they could be critical even though there were several things that influenced such as the duration of the work, depending on whether the story was interesting or not and some really liked the topic, which requires deep thought.

The last expert theory Taniredja Dec (2011: 88) the last point from the expert that becomes the researcher's formula in describing the research findings namely moral values that could be associated with everyday life. Based on students perceptions, they had no difficulty connecting moral values with daily life because if they already know the moral values it waseasy to connect, those moral values were relevant to everyday life.

Strengthened by the theory Ahmad S (2020 : 250) narrative text stories contain, moral values that could be installed because according to local culture, of course positive moral values that could be linked to daily life. The researcher asked during the interview whether student agreed that the VCT model was still used in English, then one of the students perceived that he agreed because he added English language skills, especially in reading and writing, in the narrative text using the VCT model that he felt unconsciously like advising if it had value positive morals could be implemented or followed, if negative moral values were abondoned, it really taught things that were better for life.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions. Conclusions could be drawn from the results of research on Students Perceptions *to* the Value Clarification Techniques Model in Narrative Text at The Eleventh Grade of SMK Taman Siswa Sukoharjo in Academic Year 2020/2021. Suggestions were shown for students, teachers, and other researchers.

A. Conclusion

The points that form the formulation of students' perceptions of the VCT model in the narrative text were most students perceive that they could and liked the VCT model of narrative text and could practice English skills in reading and writing skills. Even though, it was not easy. They had to read repeatedly in order to get moral values. Students could also distinguish which ones were positive local values and which ones they perceived as negative moral values. If they were already known the story line, it was easy to dismiss it. Students could think logically and critically about brand moral values that had easy perceptions if they could feel the emotions in the story moral values could be used in everyday life. According to their perceptions it was very relevant because the moral of the text story also occurred in real life.

B. Suggestion

1. Students

Students must continue to learn English so that their vocabulary mastery could be better. Researchers suggest that students learn English through English songs, films and watch on YouTube about English language material or theory or taking English lessons so that their vocab and English language skills increase.

2. Teachers

The teacher was good. There were variations with text and video. The researchers only added that in the future, it could be tried to do other types of VCT models that could be combined so that students were more interested in being able to combine types of brainstorming with discussion groups or other types so that they could train other students English skills.

3. Other Researcher

Researchers realized that the results of this study were far from perfect. Researchers hoped that other researchers who took this study as a reference could examine other components. Many components that researchers had not examined could be researched and refined.

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APPENDICES

APPENDIX 01

OBSERVATION

A. Observasi pre-research

1) X AP :

Day/ Date : Thusday, 17 October 2019

Time/ Place : 08.00-09.00 AM / SMK Taman Siswa Sukoharjo

Class/ Meeting : X AP

Teacher : Miss Nanik

Thursday, 17 October 2019, 08.00-10.00 AM. Researchers made before the research to see class conditions and learning condition. The material taught at that time was descriptive text. There was only one class of office administration department where all 24 were women. Descriptive text learning at that time was already on assignment, the material was explained at the previous meeting where students were asked in groups to work on a text sheet containing tourist attractions in Indonesia. The following was the learning process that occurs in class of X AP :

1) <u>Opening</u>

The teacher began the lesson by saying greetings and praying, then checking the attendance of students, then the teacher asks students about the understanding of the previous meeting material to the students, after that contains the material.

2) <u>Main Activities</u>

The learning activities, students were asked to make a group consisting of 1-4 people. Then, the teacher gives questions in the form of descriptive text of tourist attractions, students were asked by the teacher to answer the questions below the text by discussing them together, when finished the results will be presented together with group members who already formed.

2) <u>Closing</u>

The teacher discusses the results of student work that had been presented with every group with advice and includes student listening, then the teacher asks students for understanding of the learning about the material, then concludes. Finally, the teacher reminded students to study the next material, then closed with greetings and prayers

The time of working on group assignments most of the students was serious, although some were busy themselves, presentation time in front of their class reading work. Most of them were pretty good when in the question and answer session with other groups they still looked confused in understanding the question and giving answers was still assisted by Miss Nanik and the answers was still assisted by Miss Nanik and the answers were not fast because they were still compiling answers using Google Translate. However, their activity in asking questions was already good.

When, the end of the lesson I conducted a general interview about learning English when the researcher asked whether they liked it, but were not too proficient, the researcher asked the second question what difficulties in speaking and listening. The researcher asked there was an effort to learn English after that they liked to watch English videos on YouTube. The researcher also asked whether the teacher had ever taught narrative text and students were asked to find moral values and relate to everyday life, then they answered that they had and could.

2) X TKJ

Day/ Date : Thusday, 17 October 2019

Time/ Place : 13.00-14.00 / SMK Taman Siswa Sukoharjo

Class/ Meeting : X TKJ

Teacher : Miss Nanik

Thursday, 17 October 2019, 13.00-14.30 in the afternoon. The researcher conducted field observations before the research in the tenth grade of communication and network techniques, only one class of 14 people with 4 boys and 10 girls. At the time, the material was the same, namely descriptive text, which had also been assigned to the students in groups where some students remained in this process, there was a text that was in place obliged to answer questions according to the text of the visiting group, those visiting were asked to give questions to those who there were different groups regarding descriptive texts. The learning process namely :

1) **Opening**

First the teacher greets and then prayers with the students. Then, the teacher absences the students, then discuss the previous material and continues the previous material and continues the previous material because it was not finished.

2) **Main Activities**

Learning material regarding descriptive text, but at that time the learning was different from the class X AP if the previous class was just a regular discussion and continued presentation, now class X TKJ uses group visit with descriptive text the 4 people in the group. 2 people visit the next group and the other 2 remain in place. The person who visited was in charge of asking questions about the descriptive text and then the one who stayed was in charge of answering questions from other visiting group.

3) **Closing**

The teacher discusses the results of the work of each group, then conclude and tell what material tomorrow, students were asked to study. Finally, the teacher closes by saying greetings and prayers.

During the learning process, many students were busy telling themselves that they were confused, lazy and little attention. Students were not conducive, but they still do the assignments given even though they were not as good as class X AP. Class X TKJ could still follow the lesson even though of answer longer and detailed the previous class, they were class X TKJ of answer short, but still in context.

The researcher conducted interviews in general about learning English. The first thing the researcher asked in general interviews was wheather they liked learning english, they said they didn't really like it because english was difficult to learn, then the researcher asked what difficulties in learning english, they said they only master a few others were still lacking in reading skills, lots of unknown vocab, difficult pronounciatio, writing was not correct, speaking was not confident or afraid to make mistakes in english conversations, listening was also difficult because foreign speakers speak too fast so they were confused. The researcher also asked whether there wasan effort to learn english more deeply,they answeed that not they only liked western movies and songs but there was no intention of the media for english learning materials. The researcher touched on whether students had ever received narrative text material and were asked to look for moral values and related to life, they answered that they had.

B. Observation Research Before Corona Virus

I. X TKJ

a. The First Meeting :

Day/ Date : Tuesday, 10 March 2020

Time/ Place : 08.00-09.00/ SMK Taman Siswa Sukoharjo

Class/ Meeting : X TKJ / 1

Teacher : Miss Nanik

The researcher had started research, observations, class X TKJ this time was in the morning at 08.00-09.00 it turned out that there was a

difference between morning and afternoon learning. In the morning, although it was still crowded, but uplifting the learning process. This was the learning process:

1) **Opening**

Opening with the teacher saying greetings and prayers. Then, the teacher checks the attendance of students. After that, the teacher explained that the data was the day when the sister of IAIN Surakarta named Ratih Puspitasari would conduct a research with the VCT model in collaboration with Miss Nanik in its implementation. After that, Miss Nanik said how the VCT model of the learning system was for students and it will be done as much as possible until data was sufficient and asked for cooperation and patience for the final thesis for graduation, she said that one day help each other will be helped by others too.

2) **Main Activities**

The teacher gives Lake Toba narrative text to each student, then the students work on the questions under the text that were in accordance with the VCT learning model and the students try to do it as well as possible which was done by writing in a book.

3) **Closing**

The teacher collects each student's work. After this, the teacher discusses a little about the content of the story by asking students. Finally, the teacher closes the lesson with greetings and prayers.

Students answer with personal abilities, it's still early morning so it's still upbeat students look serious in doing. However, for the results of the answer, it turned out that most students still found it difficult to

distinguish positive values and based on the moral values contained in the text, many were still empty or incomplete.

b. The Second Meeting :

Day/ Date : Wednesday, 11 March 2020

Time/ Place : 13.00-14.00 / SMK Taman Siswa Sukoharjo

Class/ Meeting : X TKJ / 2

Teacher: Miss Nanik

The second day of research observations in class X TKJ. The learning process was the same with last meeting, namely the distribution of paper with different titles Jaka Tarub's narrative text, then students were asked to think deeply about the answers to the questions regarding these moral values. Let's look at the learning process:

1) **Opening**

The teacher asks students to answer greetings and pray together followed by student attendance. After that, the teacher explained again that if learning still used the VCT model because the data for research was still lacking, students were asked to still work on the narrative text containing the VCT model with a different narrative text title namely Jaka Tarub.

2) **Main Activities**

The learning process was still the same, students were asked to work on their own with their own thoughts about the questions under the Jaka Tarub narrative text which were done in each student's book.

3) **Closing**

Students after doing the assignment were then collected to the teacher, the teacher discusses the contents of the narrative text story and asks students

for understanding the contents, then the teacher closes the lesson with greetings and prayers.

There was difference between the first meeting using the VCT model and the second meeting where there were still many empty answers because it was the first time using the VCT model, so you don't really understand it. Now, understand quite well, although there were still some blanks in the answer and there were still some that were missing in the answer.

II. XI AP

a. The First Meeting

Day/ Date : Tuesday, 10 March 2020

Time/ Place : 13.00-14.00/ SMK Taman Siswa Sukoharjo

Class/ Meeting : X AP / 1

Teacher : Miss Nanik

Class X AP in this research observation during the day there was a change in activity where if learning in the morning was still active and enthusiastic . During the day itwas somewhat reduced but still paying attention and still doing the assingnments given by the teacher well. The description of the learning processwas as follows :

1) **<u>Opening</u>**

Initial activity to say greetings and pray, then attend students. After that, inform students that this timewas used for their learning research using the VCT model and explaining detail the VCT model and its process.

2) **<u>Main Activities</u>**

The teacher gives Lake Toba narrative text, students were asked to answer the questions under the text based on the understanding that

was previously informed about the VCT model then written book and done seriously.

3) **Closing**

The teacher collects student assignments, then the teacher discusses the contents of the story, after which the teacher closes the lesson with greetings and prayers.

The results of student assignments had been able to answer but were still not too deep and there were still some that were still unanswered.

b. The Second Meeting

Day/ Date : Wednesday, 11 March 2020
Time/ Place : 08.00-09.00/ SMK Taman Siswa Sukoharjo
Class/ Meeting : X AP / Observasi research 2
Teacher : Miss Nanik

The next day there was a change that the students understood quite well so that most of the answer to Jaka Tarub's narrative text. The learning processwas same with Tuesday .Question were already filled in, even though there were still many that weren't too detailed but shows an increase, in this second research observation students were increasing focused and understand.The learning process :

1) **Opening**

Teachers do greetings and prayers, students answer greetings and prayers, then check attendance. The teacher re- informs students what the VCT modelwas and the students were still asked to do the problems using the VCT model

2) **Main Activities**

The teacher provides the narrative text, the students asked by paying attention to information about the VCT model and itwas done properly and correctly written in the book.

3) Closing

Students submit assignments to the teacher, then the teacher discusses the story and finally ends with greetings and prayers.

The results in the second meeting increased because they already quite understood the VCT model, seen from the answers that were getting long and detailed

C. Observation Research During Corona Virus

I. XI TKJ

a. The First Meeting

Day/ Date : Monday, 21 July 2020

Time/ Place : 08.00 – 09.00/ Daring via Whatssapp Group

Class/ Meeting : XI TKJ / 1

Teacher : Miss Nur Laily

Online learning via the WA group due to the corona pandemic. The learning process through the WA groupwas may by the teacher of each subject. The learning process were:

1) Opening

The teacher greets the students in the WA group and check students' attendance by making a list of students asked to fill in. The teacher sends narrative text learning materil, students were asked to read and understand it. Then, the teacher said that the 4 future meetings will be used for research whichwas a continuation when in class X because the data for class Xwas still lacking and takes it again in this class XI. Thiswas for narrative text material

using the VCT learning model. The teacher explains the VCT learning model again so that students remember and understand.

2) **Main Activities**

There was something that caused the teacher to be replaced but because he had implemented this VCT model, it could be continued the learning process of the teacher providing a narrative video text sent to the WA group, the teacher explains again what the VCT modelwas videos with different titles at the first meeting of the narrative video titles were Maling Kundang, and students were asked to pay attention to the video then answer questions of moral values, just written in the book then in the photo and sent to the teacher.

3) **Closing**

The teachers ask students to collect in photos and send them to the teacher and discuss a little about the story, finally closing with greetings and prayers.

All the results had been answered and had been detailed, it shows that students already understand the VCT model.

b. Second Meeting

Day/ Date : Friday, 24 July 2020

Time/ Place : 08.00-09.00 / Daring via Whatssapp Group

Class/ Meeting : XI TKJ / 2

Teacher : Miss Nur Laily

The second meeting was still about narrative text about Timun Mas sent through the WA group. The learning process as follows:

1) **Opening**

The teacher says greetings and prayers. After that check attendant. Then, explain again about the VCT model with a different narrative text video of Timun Mas and sent to WA group

2) Main Activities

It begins with sending a video of Timun Mas story in English and a question in *Microsoft Word* by Miss Nur Laily. Then, students were asked to pay attention and understand the video before working according to the instructions of the question, then done and in the photo next sent to the WA group, where there bis a teacher Miss Nur Laily.

3) Closing

Assignments were sent to the teacher, after which the teacher discusses the text story. Finally, read the closing greetings and prayers.

The resultwas all had an answer andwas better than before because it has beenanswered completely and deeply.

C. Third Meeting

Day/ Date : Monday, 4 August 2020
Time/ Place : 08.00-09.00 / Daring via WhatssApp Group
Class/ Meeting : XI TKJ / 3
Teacher : Miss Nur Laily

The third meeting of Roro Jonggrang. The third meeting discussed the narrative text of Roro Jonggrang online via the WA group. The followingwas the learning process:

1) Opening

The activity begins with the teacher saying greetings and prayers, Next, the teace check attendance and explains again about the VCT model and assigns a narrative text assignment Roro Jonggrang.

2) **Main Activities**

Thiswas the same as the second meeting that the teacher sends a video of the Roro Jonggrang story in English and sends questions, students were asked to read, understand and work on questions, when finished, the studentswas asked to take a photo of the work and then send it to the WA group.

3) **Closing**

After the asignments were collected, the teacher discusses the narrative text story, then narrative text story, then concludes and the lesson closes with greetings and prayers.

The results of the answers to the assignments regarding the VCT model were very good,critical and in-depth.

d. Fourth Meeting

Day/ Date : Friday, 7 August 2020
Time/ Place : 08.00-09.00 / Daring via Whatssapp Group
Class/ Meeting : XI TKJ / 4
Teacher : Miss Nur Laily

Fourth meeting the Golden Snail video. This meeting through the WA media group by sending narrative text videos. The learning process as follows :

1) **Opening**

Opening with greetings and prayers followed by checking the attendance of students and then explaining the VCT model and provide narrative video text golden snail text.

2) **Main Activities**

The processwas sent videos and question files,then students were asked to understand, then they were answered on paper and then in photos and sent to the WA group.

3) **Closing**

Before closing, the teacher discusses the narrative text. Only then closed with greetings and prayers.

It could be concluded that all of answered there were no more blanks, complete and critical.

II. XI AP

a. The First Meeting

Day/ Date : Monday, 21 July 2020
Time/ Place : 13.00 – 14.00/ Daring via Whatssapp Group
Class/ Meeting : XI AP / 1
Teacher : Miss Nur Laily

The first meeting, the teacher explained that the meeting this time was up to 4 meetings to help the older sister of IAIN Surakart with the final thesis. The first meeting discussed narrative text with the VCT model with the title of Maling Kundang. The learning procces were:

1) **Opening**

This was opened with greeting and prayers, after that was absent, the teacher continued by explaining the day's activity, namely the discussion of nrrative text using the vct model . before hat the teacher gave material about narrative text through power points then sent by the wa group then

the teacher explained the vct model completely by typing, tudents were expected to read and understand cwerefully

2) Main Activities

The Teacher shwered a narrative video of the Maling Kundang and question that contained VCT Model. The students were asked to read and understand then answer in a book on photos which were continuosly sent.

3) Closing

After the assignment iscollected, theteacher discusses the narrative text of Maling kundang and there was also a qustion andanswer session, and draws conclusions. Then the last onewas closed with greetings and prayers.

Based on the results, all the answers had been answered and were quite long and also quite critical.

b. Second Meeting

Day/ Date : Friday, 24 July 2020
Time/ Place : 13.00-14.00 / Daring via Whatssapp Group
Class/ Meeting : XI AP / 2
Teacher : Miss Nur Laily

The next meeting, the meting was still discussing the VCT model in narrative text through the WA group with a different title Timun Mas. the learning processwas as follows:

1) Opening

The teacher says greetings and prayers, then absences. After that, iexplained the VCT model again so that understand more.

2) Main Activities

The teacher gave a narrative text video of Timun Mas and question was the students were asked to do it. After that done on paper or a book then photo after that sent. Based on the results of the answers, they already understand about the VCT model seen all were filled in and the answers were critical.

3) Closing

The assignment has been sent to the teacher .Next, the teacher discusses the Timun Mas text story, then a question and answer sessionwas held. Last closed greetings and prayers.

The results of answers to the question on the VCT model were better than those in the previous meeting which were longer.

C. Third Meeting

Day/ Date : Monday, 4 August 2020

Time/ Place : 13.00-14.00 / Daring via Whatssapp Group

Class/ Meeting : XI AP / 3

Teacher : Miss Nur Laily

The third meeting was still discussing narrative text with the VCT model with a different story title, namely Roro Jongrang and still throught the WA group. Herewas the learning process :

1) Opening

The teacher opens with greetings and prayers. Then continues to check attendance. Afer that, explain again about the VCT model.

2) Main Activities

The teacher gave a narrative text video of Roro jonggrang, then worked it out because after that it was written down in a photo and sent. Answers were correct and detailed.

3) **Closing**

The taskwas collected. The teacher discusses the narrative text story and therewas a question and answer session. Finally, there were greetings and prayers.

The results of student assingments were better, all had been answered, long and critical.

D. Fourth Meeting

Day/ Date : Friday, 7 August 2020

Time/ Place : 13.00-14.00 / Daring via Whatssapp Group

Class/ Meeting : XI AP / 4

Teacher : Miss Nur Laily

The last meeting, the teacher discussed narrative text with the VCT model still through the WA group. The learning process as follows:

1) **Opening**

The teacher performs greeting and prayer activities, followed by student attendance. Then, explain again about the VCT model.

2) **Main Activities**

The teacher provides a golden snail narrative text video. The students were asked to answer, then the answers were sent.

3) Closing

Last assign mentwas sent to the teacher.Then, the teacher discusses the content of the story and questions and answers. Last closed greetings and prayers.

The results of the answers to the VCT model questions at last meeting were complete, long, critical and detailed.

APPENDIX 02

TRANSCRIPT OF INTERVIEW

1. Renata Nur Cahyanti (XI TKJ)

Researchers : "Halo dek, kakak izin wawancara sebentar ya, oh iya kalau boleh tau namanya siapa?"

RNC : "Iya mbk, silahkan. Nama saya Renata Nur Cahyanti"

Researchers : "Dek, Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?"

RNC : "Semua ketrampilan saya masih kurang"

Researchers : **"**Apakah kamu mudah menangkap pembelajaran bahasa inggris?"

RNC : "Sulit, kwerena saya tidak suka bahasa inggris. Bahasa inggris bagi saya pengucapan sulit, membaca sulit, menulis sulit, apalagi listening kalau yang dari orang indonesia masih paham.kalau orang luar kecepatan dan kurang jelas".

Researchers : "Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?"

RNC : "Ya, saya merasa harus tenang. Bahasa inggris buat aku pusing, kalau ngak tenang tidak bisa mengikuti

Researchers : "Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?"

RNC : "Saya belum berminat, saya hanya melaksanakan kewajiban sebagai siswa belajar, saya tidak lebih dari itu".

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?”

RNC : “Tidak ada sama sekali”

Researchers : Apakah kamu paham setiap vocab kata bahasa inggris?”

RNC : “Sedikit banget yang paham”

Researchers : “Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?”

RNC : “Susah, bahasa inggris saya kurang sekali”

Researchers : “Apakah kamu paham alur cerita pada teks dan video naratif?”

RNC : “Tidak begitu paham, kwerena saya malas membaca”

Researchers : “Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?”

RNC : “Tidak biasa-biasa saja, saya ngeliat teks atau yang tulisan inggris itu sudah pusing”

Researchers : “Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?”

RNC : “Sudah dijelasin berkali- kali saya tidak paham”

Researchers : “Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?”

RNC : "Bagus sih, kalau bagi saya yang daya pemahaman rendah ini harus dilakukan lebih dari empat kali. Tatap muka saya bingung apalagi dalam bentuk daring"

Researchers : "Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?"

RNC : "Ya, didalam otak saya kalu teksnya dah banyak, bahasa inggris pula dah aras aras en sek garap"

Researchers : "Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?"

RNC : " Terkadang, saya paham kadang tidak"

Researchers : "Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?"

RNC : "Seharusnya sih reading sama writing, tapi bagi saya pemahamn yang kurang ya usaha"

Researchers : "Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?"

RNC : "Tidak sama sekali"

Researchers : "Apakah kamu dapat mengambil nilai moral pada teks dan video naratif ?"

RNC : "Bisa tapi lama"

Researchers : "Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?"

RNC : "Tidak, saya jawab singkat saja. Panjang-panjang nanti pusing"

Researchers : "Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?"

RNC : "Tidak, sangat membosankan bagi saya"

Researchers : "Terimakasih ya dek, sudah mau meluangkan waktu untuk wawancara"

RNC : "Iya, sama – sama mbk"

2. Deni Ari Setyawan (XI TKJ)

Researchers : " Dek, boleh minta waktunya sebentar ya buat wawancara?"

DAS : " Iya mbk, silahkan"

Researchers : " Siapa namamu?"

DAS : " Deni Ari Setyawan"

Researchers : "Dimulai ya dek, apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?"

DAS : "Saya lebih suka writing, saya orang e pemalu jadi saya ngak begitu suka dan tidak ahli dalam speaking , reading lumayan, kalau listening saya juga kurang kwerena ya audio terlalu cepat bicaranya saya tidak paham"

Researchers : **“**Apakah kamu mudah menangkap pembelajaran bahasa inggris?”

DAS :“Ya, ada sangat memperhatikan apa yang ajarkan guru dan rajin mencatat”

Researchers : “Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?”

DAS : “Lumayan suka yang ketenangan biar fokus dan hasil e maksimal”

Researchers : “Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?

DAS :“Ada, saya ingin bisa disegala hal, saya punya tekad kuat disegala hal”

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris?”

DAS : “Ada,saya melihat temen atau saudara dekat saya bisa, masak saya ngak bisa, jadi saya ada rasa aku juga harus bisa.”

Researchers : “Apakah kamu paham setiap vocab kata bahasa inggris?”

DAS : “Lumayan paham”

Researchers : “Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?”

DAS : “Selalu Tanya Dan Google Translate Biar Mudah Ngerjain Soal Bahasa Inggris”

Researchers : “Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?”

DAS : “Bisa banget,saya nulis selalu menemukan kata yang pas dan dapat menghubungkan dalam kalimat menjadi jawaban yang baik dan sesuai”

Researchers : “Apakah kamu paham alur cerita pada teks dan video naratif?”

DAS : “Lumayan”

Researchers : “Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?”

DAS : “ Lumayan”

Researchers : “Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?”

DAS : “ Bagus banget, bagi aku yang nulis dan nulis dan kritis itu ya terwadahi banget”

Researchers : “Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?”

DAS : “ Bagus banget, bagi aku yang nulis dan kritis itu ya terwadahi banget”

Researchers : “Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?

DAS : " Tidak sih gampang banget"

Researchers : "Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?"

DAS : "Tidak sih, gampang banget"

Researchers : "Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?"

DAS : "Ya, suka banget. Terlebih ini ada keterampilan writing bagi saya yang suka nulis ini pas, jane ini bukan hanya writing ketrampilan reading juga di asah"

Researchers : "Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?"

DAS : "Suka banget, saya suka berfikir secara mendalam"

Researchers : "Apakah kamu dapat mengambil nilai moral pada teks dan video naratif ?"

DAS : "Dapat"

Researchers : Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?

DAS : "Bisa banget"

Researchers : "Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?"

DAS : "Kritis sekali soalnya saya suka nulis dan berpendapat"

Researchers : “Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?”

DAS : “Mengharapkan banget”

3. Muksin Akbariyanto (XI TKJ)

Researchers : “Boleh wawancara sebentar ya, dek?”

MA : “Iya mbk, tidak apa-apa

Researchers : “ Siapa namamu, dek?”

MA : “Mukhsin Akbariyanto”

Researchers : “Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?

MA : “Belum, yang paling sulit bagiku listening yang lain lumayan”

Researchers : “Apakah kamu mudah menangkap pembelajaran bahasa inggris ?”

MA : “Mudah menangkapnya, pembelajaran bahasa inggris sebenarnya kebanyakan pengulangan bahasa inggris di waktu SMP,jika pun ada yang berbeda hanya sedikit yang berbeda tidak begitu sulit”

Researchers : “Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?”

MA : “Tidak terlalu, aku tipe orang belajar ketika rame bisa pas sepi juga bisa, aku sangat fleksibel orang e”

Researchers : “Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?”

MA : “Ada soalnya sekarang ki kebanyakan petunjuk pemakaian dan yang lain pakai bahasa inggris, paling tidak aku harus bisa, apalagi yang dasar-dasar e”

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?”

MA : “ Ada dari lagu barat dan film barat. Jadi, jika ada yang tidak suka dari hal itu biasanya aku juga pengen tahu artinya.”

Researchers : “Apakah kamu paham setiap vocab kata bahasa inggris?

MA : “Lumayan banyak yang paham, paling hanya beberapa yang tidak aku tahu”

Researchers : “Apakah kamu ada usaha untuk tanya google translate kata yang sulit?”

MA : “Ada semua tak akukan agar mudah ngerjain tugas”

Researchers : “Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?”

MA : “ Bisa, walau tidak tau grammar penulisanya benar atau tidak”

Researchers : “Apakah kamu paham alur cerita pada teks dan video naratif?”

MA : “Paham kwerena sudah ada pengulangan membaca teks dan ditambah dengan bantuan google translate mudah deh”

Researchers : “Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?

MA : “Biasa aja sih, ya udah kaya baca biasa”

Researchers : “Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?

MA : “Aku taunya bahas tentang nilai moral gitu”

Researchers : “Bagaimana pendapatmu mengenai model pembelajaran Value Clarification Techniques dalam pelajaran bahasa inggris?

MA : “Biasa aja sih, cuma memang lebih mendalam mengenai pembahasan nilai moral e”

Researchers : “Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?”

MA : “ Tidak, biasa aja. Sering juga ngerjain soal jenisnya seperti ini. Tidak merasa kesulitan sama sekali”

Researchers : “Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?

MA : “Tidak, nilai moral yang terkandung relevan dengan kehidupan nyata sehari- hari, aku jadi merasa mudah”

Researchers : “Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa

inggris, tolong jelaskan dalam ketrampilan yang manakah?"

MA : "Ya dalam reading dan writing. Reading bisa nambah kosakkata,writing bisa belajar penulisan bahasa inggris."

Researchers : "Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?"

MA : "Tidak begitu suka kwerena biasa saja hanya memperdalam nilai moralnya saja kurang menantang"

Researchers : "Apakah kamu dapat mengambil nilai moral pada teks dan video naratif ?"

MA : "Ya,dapat mengambil nilai moral e"

Researchers : "Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?"

MA : " Ya bisa, membedakan nilai positif dan nilai negatif"

Researchers : "Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?"

MA **:** "Ya,saya termasuk yang kritis karna saya suka berpendapat"

Researchers : "Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?"

MA **:** "Ya,mengharapkan dengan di modifikasi yang lebih menarik lagi, pasti mudah dipahami"

4. Annisa Nur Cahyani (XI TKJ)

Researchers : “ Permisi, boleh minta waktunya sebentar buat wawancara ya?”

ANC : “ Iya mbk boleh”

Researchers : “Siapakah namamu?”

ANC : “ Namaku Annisa Nur Cahyani “

Researchers : “Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?”

ANC : “Lumayan menguasai”

Researchers : “Apakah kamu mudah menangkap pembelajaran bahasa inggris ?”

ANC : “Lumayan Bisa Menangkap”

Researchers : “ Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?”

ANC : “ Lumayan, harus tenang biar bisa fokus dan maksimal”

Researcher : “Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?

ANC : “Lumayan sih, kan itu juga ada pelajaran e ya harus bisa”

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?”

ANC : “Punya, menurutku bahasa inggris ketrampilan sek kudu isoh raketan sitik, aku tau krungu nak duwe sertifikat tes bahasa inggris apik golek kuliah po kerja lumayan di perhatikan”

Researchers : “Apakah kamu paham setiap vocab kata bahasa inggris?

ANC : “Lumayan paham”

Researchers : “Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?

ANC : “ Ya iya dong, biar bisa”

Researchers : “Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?”

ANC : “Lumayan bisa”

Researchers : “Apakah kamu paham alur cerita pada teks dan video naratif?”

ANC : “ Lumayan paham”

Researchers : “Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?”

ANC : " Lumayan bisa merasakan"

Researchers : "Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?

ANC : "Lumayan tau, modelpembelajaran ini membahas nilai moral dan hubungan nilai moral dengan kehidupan sehari-hari"

Researchers : "Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?"

ANC : "Lumayan bagus. Buat nambah kemampuan berbahasa inggris"

Researchers : "Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?"

ANC : "Lumayan, pas harus tau vocabyang belum tahu, terus harus paham kalimat per kalimat, paragraf ke paragraf terus dibaca berulang ulang baru nemu nilai moralnya"

Researchers : "Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?

ANC : "Lumayan, bingung merangkai kata untuk menciptakan kalimat yang pas degan hati dan jawaban

Researchers : "Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa

inggris, tolong jelaskan dalam ketrampilan yang manakah?"

ANC : "Ya, lumayan. Dalam reading sama writing yang saya rasakan ada perbedaan jadi lebih tau."

Researchers : "Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?

ANC : " Lumayan ya, bisa menambah bahasa inggris ya walau yang saya tangkap"

Researchers : "Apakah kamu dapat mengambil nilai moral pada teks dan video naratif

ANC : "Dapat,walau lumayan sulit"

Researchers : Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?

ANC : "Lumayan bisa, terkadang mudah dinilai positifnya, kadang dinilai negatifnya, tergantung ceritanya mood, kedalaman berfikir saya ketika mengerjakan"

Researchers : "Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?"

ANC : "Lumayan kritis, jika itu menarik bagi saya. Kalau tidak saya tetap menjawab meski tidak terlalu dalam menjawabnya"

Researchers : “Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?”

ANC : “Lumayan, mengharapkan, model pembelajaran ini baik,tapi sebagai murid mood-moodan sih dalam mengerjakanya”

5. Anita Dwi Anggraini (XI TKJ)

Researchers : “Dek, aku izin mau wawancara ya”

ADA : “ Iya boleh mbk “

Researchers : “Eh, iya dek namamu siapa?”

ADA : “Anita Dwi Anggraini, mbk**”**

Researchers : “Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?

ADA : “ Belum saya hanya menguasai reading dan writing untuk listening speaking saya merasa kesulitan”

Researchers : “Apakah kamu mudah menangkap pembelajaran bahasa inggris ?”

ADA : “Lumayan bisa menangkap pembelajaran bahasa inggris jika penjelasan guru bisa saya mengerti”

Researchers : "Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?"

ADA : "Ya kwerena bahasa inggris itu lumayan sulit dalam pemahaman maksud kita"

Researchers : "Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?

ADA : "Ada, kwerena belajar bahasa inggris sangat berguna dalam kehidupan sehari- hari dan bahasa inggris adalah bahasa internasional"

Researchers : "Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?"

ADA : "Ada, jika saya sedang berada di suatu negara dan saya sedang membutuhkan bantuan, saya bisa fasih dalam berbicara dengan menggunakan bahasa inggris dengan baik"

Researchers : "Apakah kamu paham setiap vocab kata bahasa inggris?"

ADA : "Tidak, saya hanya paham sebagian vocab kata bahasa inggris"

Researchers : "Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?"

ADA : " Ada, jika tidak bertanya atau tidak memakai google translate saya sangat merasa kesulitan"

Researchers : Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?"

ADA : " Tergantung dari pertanyaan bahasa inggris mudah atau susah untuk saya pahami"

Researchers : **"**Apakah kamu paham alur cerita pada teks dan video naratif?"

ADA : "Ya, saya paham, walau harus berkali-kali membaca"

Researchers : Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?

ADA : " Ya, saya bisa merasakan keadaan (emosi) yang diperankan oleh suatu tokoh dalam teks naratif tersebut"

Researchers : Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?

ADA : "Ya, saya tahu. Model pembelajaran Value Clarification Techniques yaitu bisa mencari, membedakan nilai moral positif dan nilai moral negatif lalu menghubungkannya dalam kehidupan sehari-hari"

Researchers : **"**Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?"

ADA : " Lumayan susah kwerena terdapat banyak kosk kata yang tidak tau artinya"

Researchers : **“**Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?”

ADA : “Ya, saya mengalami kesulitan dalam merangkai kosak kata-kata menjadi sebuah kalimat”

Researchers : **“**Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?”

ADA : “Tidak, kwerena saya dapat mengambil nilai moral (pelajaran) yang bisa digunakan sebagai pembelajaran dalam kehidupan sehari-hari”

Researchers : **“**Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?”

ADA : “Model pembelajaran Value Clarification Techniques dapat melatih kemampuan membaca serta menambah ketrampilan dan kosak kata baru.”

Researchers : “Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?”

ADA : Lumayan suka”

Researchers : “Apakah kamu dapat mengambil nilai moral pada teks dan video naratif?”

ADA : “Ya, saya dapat mengambil nilai moral pada teks dan video naratif walaupun harus berkali-kali dalam membaca dan memahaminya”

Researchers : “Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?”

ADA : Bisa setelah membaca dan memahmi cerita pada teks dan video naratif tersebut”

Researchers : “Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?”

ADA : Lumayan bisa kritis tergantung cerita pada teks dan video naratif tersebut”

Researchers : “Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?”

ADA : “Ya,kwerena bisa melatih kemampuan bahasa inggrisku”

6. Khesya Agista Winanda (XI AP)

Researchers : “Dek, wawancara ya?”

KAW : “ Iya boleh mbk “

Researchers : “Eh, iya dek namamu siapa?”

KAW“ : Khesya Agista Winanda”

Researchers : “Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?”

KAW : “ Ketrampilan bahasa inggris menurutku sek angel itu pas speaking, aku cuma asal-salan ngucapinnya ngak tau bener dan tidak e,sek liyane bisa.”

Researchers : “Apakah kamu mudah menangkap pembelajaran bahasa inggris ?”

KAW : “Susah, soalnya bukan bahasa sehari-hari , aku merasa sangat kesulitan”

Researchers : “Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?”

KAW : “Iya, Aku tipe orang yang harus dijelasin lebih dari tiga kali baru bisa paham. Aku tipe sek angel paham nompo pelajaran”

Researchers : “Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?”

KAW : “Tidak,menurutku bahasa itu bukan bahasa sehari-hari. Jadi, saya anggap cuma pelajaran biasa.Ya.... Cuma buat tambah pengetahuan

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?”

KAW : "Tidak, saya cuma suka film dan lagunya saja untuk belajar lebih dalam aku tidak begitu berminat"

Researchers : Apakah kamu paham setiap vocab kata bahasa inggris?

KAW : "Sedikit banget yang tak tau, aku masih kekurangan pemahaman vocab e"

Researchers : "Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?"

KAW : "Ada, menurutku bhasa inggris itu susah banget kalo tidak tanya google translate saya ya tidak bisa mengerjakanya"

Researchers : "Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?"

KAW : "Susah, menyusun kalimat terus diubah ke bahasa inggris bisa tapi sulit"

Researchers : "Apakah kamu paham alur cerita pada teks dan video naratif?"

KAW : "Tidak, aku males buat baca teks banyak dan waktu memahamine pun bagiku lama"

Researchers : "Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?"

KAW **:** "Kalau yang diteks ngak begitu bisa merasakan, kalau yang lewat video merasakan emosi kwerena ada

peragaanya. Saya juga lebih suka pakai video kwerena ada gambar, ada banyak warna jadi tidak membosankan dan saya sangat menikmatinya.Kalau yang tertulis jujur ini membosankan kwerena cuma teks bcaan, aku merasa bosan"

Researchers : "Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?"

KAW **:** "Tau, tapi kalau mau jelasin tekhnis e secara rinci tidak bisa. Model pembelajarn iki sek jelas mengenai siswa sek kudu berpendapat mengenai nilai morale secara dalam"

Researchers : "Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?"

KAW **:** " Sangat tidak suka, kwerena kon berfikir nilai moral secara mendalam bagiku angel, aku i seneng sek ringkas ra dowo-dowo nak kon kritis, jujur aku mumet dadi yo wes singkat-singkat"

Researchers : "Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?"

KAW : "Sulit banget, aku ki ra gampang paham mengenai isi cerita ngono iku, kadang aku moco lebih dari lima kali gen isoh ngerti maksud e"

Researchers : “Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?”

KAW : “ Sulit banget, aku mok kecandak sitik banget kuwi wae mikir e suwe, aku gampang mumet bocah e”

Researchers : “Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?”

KAW : “Bisa, mengenai ketrampilan reading dan writing”

Researchers : “Apakah kamu menyukai model pembelajaran value Clarification Techniques dalm pelajaran bahasa inggris?”

KAW : “ Suka sih, tapi tidak begitu bisa kritis di nilai moralnya”

Researchers : “Apakah kamu dapat mengambil nilai moral pada teks dan video naratif

KAW : “Ya,dapat mengambil nilai moral e meski kudu susah payah”

Researchers : “Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?”

KAW : “a bisa membedakan nilai positif dan nilai negatif terkadang isoh komplit, kadang iseh kurang, tergantung kondisi tubuhku, nak kuat mikir banter yo isoh wae aku lengkap, nak lagi males yo singkat”

Researchers : “Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?”

KAW : "Blass ora, seneng singkat ra bertele-tele"

Researchers : "Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?"

KAW : "Tidak, wes cukup iki wae. Aku nak kon mikir jero,jujur ra kuat"

7. Hanifah Eko Rahma Kartika (XI AP)

Researchers : "Mbk, mau wawancara sebentar boleh ya?"

HERK : " Iya mbk "

Researchers : "Namamu siapa ya?"

HERK : "Hanifah Eko Rahma Kartika"

Researchers : "Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?"

HERK : "Saya Paling sulit writing, soal e grammar e bahasa inggris sulit dan membingungkan

Researchers : "Apakah kamu mudah menangkap pembelajaran bahasa inggris ?"

HERK : "Mudah, menangkap pembelajaran bahasa inggris"

Researchers : “Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?”

HERK : “Tergantung jenis materi bahasa inggrisnya mudah, sedang, atau sulit

Researchers : “Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?”

HERK : “Ada, saya sering lihat video- video pembelajaran di youtube untuk mempermudah pemahaman bahasa inggris”

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?”

HERK : “Tidak ada, saya apa- apa belajar sendiri. orangtua tidak mengarahkan dan tidak memotivasi saya, kwerena orang tua tidak mampu dan tingkat pendidikanya rendah.”

Researchers : “Apakah kamu paham setiap vocab kata bahasa inggris?”

HERK : “Ya, saya termasuk rajin. Ketika saya belajar ada kata yang sulit saya selalu mencatat dan membuka lagi untuk diulang agar paham”

Researchers : “Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?”

HERK : “Tentu saja ada, saya ini masih belakjar, bertanya dan memakai google translate adalah jalan mempermudah tugas saya””

Researchers : "Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?"

HERK : "Mudah saja. Sekarang teknologi sudah caggih ada aplikasi kamus dan google translate, berbeda dengan dulu harus pakai buku kamus yang besar sangat tidak efektif dan efisien"

Researchers : "Apakah kamu paham alur cerita pada teks dan video naratif?'

HERK : "Paham, sudah dibaca berulang-ulang"

Researchers : "Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?"

HERK : "Merasakan sekali, saya gregetan sama tokoh jahat dan merasa iba dan mendukung tokoh yang baik**"**

Researchers : "Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?"

HERK : " Tahu, model pembelajaran VCT (Value Clarification Techniques) menekankan mencari dan mengkritis nilai moral pada teks bertujuan untuk melatih kedalaman berfikir dan memotivasi siswa agar nilai moral yang baik di tiru yan buruk ditinggalkan"

Researchers : "Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?"

HERK **:** " Ya sangat setuju saya, lanjutkan saja"

Researchers : "Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?"

HERK : "Tidak mengalami kesulitan"

Researchers : "Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?"

HERK : " Tidak mengalami kesulitan"

Researchers : "Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?"

HERK : "Ya, pada reading dan writing pokoknya bisa berkembang pesat"

Researchers : "Apakah kamu menyukai model pembelajaran Value Clarification Techniques dalam pelajaran bahasa inggris?"

HERK : " Ya, saya merasa model pembelajaran ini melatih ketajaman berfikir sya ini merupakan suatu kesempatan say belajar bahasa inggris secara mendalam"

Researchers : “Apakah kamu dapat mengambil nilai moral pada teks dan video naratif?”

HERK : “Ya, saya berusaha dengan mentranslate dulu baru dibaca berkali-kali sampai paham”

Researchers : “Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?”

HERK : “Bisa, setelah membaca berkali-kali saya bisa menyimpulkan dan membedakan mana nilai positif dan mana nilai negatif ”

Researchers : “Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?”

HERK :“Ya,saya termasuk kritis, kwerena suka topik yang memerlukan pikiran yang mendalam”

Researchers : Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan?

HERK : “Setuju, kwerena dpat melatih ketrampilan pada membaca dan menulis”

8. Amanda Putri Nur Aprilia (XI AP)

Researchers : “Kakak, wawancara sebentar boleh ya?”

APNA : “ Iya”

Researchers : “ Namanya siapa?”

APNA : Amanda Putri Nur Aprilia

Researchers : "Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?"

APNA : "Ya, saya sudah menguasai walau belum terlalu mahir-mahir amat"

"**Researchers** : "Apakah kamu mudah menangkap pembelajaran bahasa inggris ?"

APNA : **"**Ya, saya mudah menangkap pembelajaran bahasa inggris. Saya suka mencatat yang saya rasa penting tanpa harus menunggu perintah dari guru, bagi saya ini penting agar saya tidak lupa dan ingatan saya akan materi itu awet"

Researchers : "Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?"

APNA : "Ya, saya setuju kwerena bagi saya ketenangan membuat saya fokus dan hasilnya memuaskan, saya lebih suka mengerjakan tugas atau soal secara individu , saya merasa benar-benar total mengerjakan berbeda dengan kelompok saya tidak boleh terlalu mendominasi tetapi harus menghargai pendapat teman"

Researchers : "Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?"

APNA : "Ada, saya itu orang e ambisius ingin setiap mata pelajaran nilainya bagus. Tentu saja saya berupaya bagaimana caranya agar nilai mata pelajaran bahasa inggris itu bagus**"**

Researchers : "Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?"

APNA **:** "Ada, jika saya sedang berada di suatu negara dan saya sedang membutuhkan bantuan, saya bisa fasih dalam berbicara dengan menggunakan bahasa inggris dengan baik".

Researchers : "Apakah kamu paham setiap vocab kata bahasa inggris?"

APNA : "Sebagian besar sudah paham"

Researchers : "Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?"

APNA : "Ya ada usaha tersebut"

Researchers : Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?"

APNA : "Mudah, saya udah mengerjakan soal bahasa inggris"

Researchers : "Apakah kamu paham alur cerita pada teks dan video naratif?"

APNA : " Ya,saya paham"

Researchers : "Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?"

APNA : "Ya, saya merasa terbawa kejalan cerita dan membayangkan menjadi salah satu tokoh dalam cerita tersebut"

Researchers : "Apakah kamu tahu apa itu model pembelajaran value clarification techniques ?"

APNA **:** " Ya, saya tahu model pembelajran itu tentang nilai moral, nilai moralnya di kritisi terus dihubungkan dengan kejadian ek nyata ono neng kehidupan sehari-hari"

Researchers : "Bagaimana pendapatmu mengenai model pembelajaran Value Clarification Techniques dalam pelajaran bahasa inggris?"

APNA **:** " Bagus, soalnya melatih pemikiran kita untuk kritis agar terbiasa berfikir secara rinci dan dalam"

Researchers : "Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?"

APNA : "Tidak, mudah kok"

Researchers : "Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?"

APNA : "Tidak, nak kita dh tau nilai moralnya apa, menghubungkan nilai moral pada kehidupan sehari-hari gampang"

Researchers : “Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?”

APNA : “Ya, setuju banget melatih ke dalam berfikir”

Researchers : “Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?”

APNA : “ Ya, soalnya sya paling suka memberi pendapat mengenai topik tertentu”

Researchers : “Apakah kamu dapat mengambil nilai moral pada teks dan video naratif”

APNA : “Gampang banget, kan nak kita ne wes nemu nilai moral e gari mbedak ke tok”

Researchers : “Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?”

APNA : “ Mudah banget, sudah sering mengerjakan hal tersebut”

Researchers : “Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?”

APNA **:** “Ya, saya kritis saya suka nak model e jawab dowo koyo ngene rasane plong nak njawab dowoki koyo curhat ngone dasar e seneng banget ngomong”

Researchers : “Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?

APNA : *"*Mengharapkan banget, nak menurutku melatih bahasa inggris banget, soal e ya nambah vocab e, yo dadi kritis, tanpo sadar koyo dinasehati nak nilai moral e apik i dinggo nak elek rasah, ngajar ke kehidupan banget ngono lah"

9. Ninda Bella Sari (XI AP)

Researchers : "Boleh wawancara kan?

NBS : " Iya, mbk

Researchers : "Namamu siapa ya?"

NBS : Ninda Bella Sari

Researchers : "Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?"

NBS : "Aku luweh seneng lan menguasai speaking, soal e bagiku bahasa inggris sek penting praktek, nak sek teori ngono kae mok nggo tambah-tambah pengetahuan, dadi ketrampilan liyo yo isoh tapi rapatio tak gagas"

Researchers : "Apakah kamu mudah menangkap pembelajaran bahasa inggris ?"

NBS : *"*Aku termasuk wong sek bahasa inggris e sedengan,sebener e iseh kurang maksimal penguasaan vocab, tata penulisan bahasa inggris"

Researchers : “Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?”

NBS : “ Lumayan, nak lagi serius yo ora pengen rame nak lagi males yo rame penak”

Researchers : “Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?”

NBS : “Lumayan ono kemauan, soal e yo diujikan i nak ra sinau yo ra isoh”

Researchers : “Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?”

NBS : “ Ora ono”

Researchers : “Apakah kamu paham setiap vocab kata bahasa inggris?”

NBS : “ Sebagian besar sudah sih, aku kanseneng memperhatikan video nak youtube atau sosmed sek ngomong bahasa inggris, nak ra ngerti artine yo langsung goleki artine**”**

Researchers : “Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?”

NBS : “Ya jelas nganggo banget,ben isoh ngerjakne”

Researchers : “Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?”

NBS : "Susah banget ra seneng nulis, aku luweh seneng ngomong, dadi yo tak jawab singkat-singkat ngono wae lah"

Researchers : "Apakah kamu paham alur cerita pada teks dan video naratif?"

NBS : " Tau alur ceritane aku"

Researchers : "Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?"

NBS : Biasa aja"

Researchers : "Apakah kamu tahu apa itu model pembelajaran Value Clarification Techniques ?"

NBS **:** " Model pembelajaran sek seneng an e bahas nilai moral e"

Researchers : "Bagaimana pendapatmu mengenai model pembelajaran value clarification techniques dalam pelajaran bahasa inggris?"

NBS **:** " Jane yo apik, ning aku males moco ro nulis aku luweh seneng nak praktek"

Researchers : " Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?"

NBS : “ Ora, isoh aku nemu”

Researchers : “Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?”

NBS : “ Ora, gampang yo nek wes ruh nilai moral e opo”

Researchers : “Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?”

NBS : “ Sakjane ono, kui sek moco mbi nulis e, neng gandeng aku ra pati seneng moco mbi nulis yo sek kelebu sitik.”

Researchers : “Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?”

NBS : “ Ora, speaking e rung ketok ra pati nikmat”

Researchers : “Apakah kamu dapat mengambil nilai moral pada teks dan video naratif?”

NBS : “Ya bisa”

Researchers : “Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?”

NBS : “Ya bisa”

Researchers : “Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?”

NBS : “Ora ra seneng nulis, dadi singkat wae sek penting sesuai”

Researchers : Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?”

NBS : “Wes cukup iki wae, aku gak seneng nek sek moco mbi nulis”

10. Sindy Nurhayati (XI AP)

Researchers : “Dek , aku boleh melakukan wawancara?

SN : “ Iya, mbk

Researchers : “Namamu Siapa Ya?”

SN : Sindy Nurhayati

Researchers : “Apakah kamu sudah menguasai semua ketrampilan bahasa inggris seperti reading,speaking, listening and writing?”

SN : “Sudah tapi belum terlalu mahir”

Researchers : “Apakah kamu mudah menangkap pembelajaran bahasa inggris ?”

SN : “Lumayan bisa menangkap pembelajaran bahasa inggris

Researchers : "Apakah kamu memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal?"

SN : "Ya, saya butuh ketenangan agar fokus dan mendapat nilai yang maksimal"

Researchers : "Apakah kamu memiliki kemauan dalam diri untuk belajar bahasa inggris?"

SN : Sebenarnya ada, tapi belum terlalu suka dan belum ada kemauan yang kuat"

Researchers : "Apakah kamu punya motivasi dari luar untuk belajar bahasa inggris ?"

SN : " Ada, saya punya cita- cita bisa berlibur keluar negeri. Saya sadar bahwa komunikasi di luar itu memakai bahasa inggris.Jadi, saya ingin belajar meskipun belum terlalu maksimal."

Researchers : "Apakah kamu paham setiap vocab kata bahasa inggris?"

SN : "Sebagian saja, yang lain masih belum paham"

Researchers : "Apakah kamu ada usaha untuk tanya google translate kata yang sulit ?"

SN : " Ya, saya sadar bahwa tidak terlalu mahir. Jadi, lewat bertanya dan google translate sebagai media membantu bahasa inggris"

Researchers : "Apakah kamu mudah menyusun jawaban pertanyaan bahasa inggris?"

SN : "Tidak, ini sulit merangkai kata dengan asing itu membingungkan grammar nya tidak bagus soalnya"

Researchers : "Apakah kamu paham alur cerita pada teks dan video naratif?"

SN : " Tidak, alur cerita sering kali tidak paham, bahasa teks terkadang terlalu tinggi, jadi sulit memahami"

Researchers : "Apakah kamu bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif?"

SN : "Tergantung, kalau teks biasa tidak merasakan emosi cerita, kalau video mengena kwerea di perankan dan ada diskripsinya"

Researchers : "Apakah kamu tahu apa itu model pembelajaran Value Clarification Techniques ?"

SN **:** Tidak terlalu tau, pahamnya cuma nilai moral, detailnya gak tau"

Researchers : "Bagaimana pendapatmu mengenai model pembelajaran Value Clarification Techniques dalam pelajaran bahasa inggris?

SN **:** "Sebenarnya baik, tapi tidak bagiku begitu menarik. Hanya melatih reading dan writing, ketrmpilan speaking dan listening kurang mengena"

Researchers : “Apakah kamu mengalami kesulitan dalam mencari dan menemukan nilai moral yang terkandung dalam naratif teks?”

SN : “ Tidak,saya merasa mudah kwerena cerita teks naratifnya sudah sering mendengar dan tau ceritanya”

Researchers : “Apakah kamu mengalami kesulitan menghubungkan nilai moral pada kehidupan sehari-hari?”

SN : “Tidak, ini mudah saja kwerena ya cerita teks naratifnya familiar”

Researchers : “Apakah model pembelajaran value clarification techniques dapat meningkatkan kemampuan berbahasa inggris, tolong jelaskan dalam ketrampilan yang manakah?”

SN : “ Ya, dalm reading dan writing sangat berkembang”

Researchers : “Apakah kamu menyukai model pembelajaran value clarification techniques dalm pelajaran bahasa inggris?”

SN : “Sangat tidak setuju, model pembelajaran ini terlalu ini terlalu mudah”

Researchers : “Apakah kamu dapat mengambil nilai moral pada teks dan video naratif?”

SN : “Terkadang saya mudah mendapatkanya, tergantung pesan nilai moral cerita yang sering di bahas atau tidak”

Researchers : Apakah kamu bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif?

SN :"Terkadang saya mudah mendapatkanya, tergantung pesan nilai moral cerita yang sering di bahas atau tidak"

Researchers : "Apakah kamu kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video?"

SN : "Terkadang kritis, tergantung nilai moral dan kondisi lapangan seperti ada tidaknya durasi waktu pengerjaan"

Researchers : "Apakah kamu mengharapkan model pembelajaran Value Clarification Techniques dalam pembelajaran bahasa inggris tetap digunakan ?"

SN : "Terserah sih, kalau mau digunakan boleh-boleh saja, kalau tidak, ya tidak apa-apa, model pembelajaran ini simpel atau sederhana tidak memberatkan"

APPENDIX 03

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMK Tamansiswa Sukoharjo
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: X/2
Materi Pokok	: Teks Naratif
Alokasi Waktu	: 3 X 3 Pertemuan @90 menit
Pengampu	: Nanik Sulistyowati, S.Pd

A. Kompetensi Inti

KI-3 Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian *Bahasa Inggris* pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian *Bahasa Inggris*.Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa **teks naratif** lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

Indikator:

3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.

3.8.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.

4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

Indikator:

4.8.1 Menyusun teks lisan dan tertulis mengenai beberapa teks naratif dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.

4.8.2 Mengkomunikasikan secara lisan dan tertulis teks naratif berupa legenda rakyat sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan.

Form : KUR/01/14
Revisi : 01/01/07/2017

E. Pendekatan, Metode, Model Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode : Dicovery Learning
3. Model : Value Clarification Techniques (VCT),observasi, diskusi, tanya jawab, persentasi

F. Alat dan Media Pembelajaran

1. Papan tulis dan spidol
2. Laptop
3. Speaker
4. Teks Naratif

G. Sumber Belajar

1. Astuti, Eka Mulya dan Shyla K. Lande.2016. Forward an English Course for Vocational School Students Grade X.Jakarta : Erlangga

H. Kegiatan Pembelajaran

1. Pertemuan kesatu :
   a. Pendahuluan / kegiatan awal (10 menit)
      1) Guru membuka kelas dengan salam
      2) Guru meminta ketua kelasuntuk memimpin doa
      3) Guru mengabsen kehadiran siswa
      4) Guru menyampaikan tujuan pembelajaran
      5) Guru mengajukan pertanyaan pertanyaan mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
      6) Guru menyampaikan cakupan materi yang akan dipelajari
   b. Kegiatan inti (70 menit)

      Mengamati

      1) Guru menyajikan teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana
      2) Peserta ddidk mengamati teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana

Menanya

1) Pesrta didik mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan tentang teks naratif dalam bentuk legenda rakyat sederhana.

Mengumpulan data

1) Peserta didik mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif lisan berupa legenda rakyat sederhana
2) Guru membahas dan menerangkan secara rinci materi teks naratif, peserta didik mendengarkan dan bertanya jika sudah dipersilahkan

c. Penutup (10 menit)

1) Guru bersama siswa mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung
3) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
4) Guru memberikan tindak lanjut dalam bentuk tugas
5) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya membocorkan sedikit akan mengunakan model pembelajaran value clarification techniques atau VCT model
6) Guru menutup pertemuan dengan mengucapkan salam

2. Pertemuan kedua :

a. Pendahuluan / kegiatan awal (10 menit)

1) Guru membuka kelas dengan salam
2) Guru meminta ketua kelasuntuk memimpin doa
3) Guru mengabsen kehadiran siswa
4) Guru menyampaikan tujuan pembelajaran
5) Guru mengajukan pertanyaan pertanyaan mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
6) Guru menyampaikan cakupan materi yang akan dipelajari

b. Kegiatan inti (70 menit)

Mengamati

1) Guru menjelaskan mengenai model pembelajaran Value Clarification Techniques
2) Guru menyajikan teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana " Lake toba"
3) Peserta didik diminta menjawab soal mengenai nilai moral yang menjadi pokok utama model pembelajaran Value Clarification Techniques

Menanya

1) Peserta didik menanyakan apabila penjelasan mengenai model Value Clarification Techniques belum jelas

Mengumpulan data

1) Peserta didik setelah sudah tidak ada yang ditanyakan dan sudah dikerjakan, maka peserta didik mengumpulkan soal tersebut

c. Penutup (10 menit)

1) Guru bersama siswa mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung
2) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3) Guru memberikan tindak lanjut dalam bentuk tugas
4) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya pembelajaran masih mengunakan model pembelajaran value clarification techniques atau VCT model dengan teks yang berbeda
5) Guru menutup pertemuan dengan mengucapkan salam

3. Pertemuan ketiga :

a. Pendahuluan / kegiatan awal (10 menit)

1) Guru membuka kelas dengan salam
2) Guru meminta ketua kelasuntuk memimpin doa
3) Guru mengabsen kehadiran siswa
4) Guru menyampaikan tujuan pembelajaran
5) Guru mengajukan pertanyaan pertanyaan mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
6) Guru menyampaikan cakupan materi yang akan dipelajari

b. Kegiatan inti (70 menit)

Mengamati

1) Guru menjelaskan mengenai model pembelajaran Value Clarification Techniques
2) Guru menyajikan teks naratif lisan dan tulis dalam bentuk legenda rakyat sederhana "Jaka Tarub "
3) Peserta didik diminta menjawab soal mengenai nilai moral yang menjadi pokok utama model pembelajaran Value Clarification Techniques

Menanya

1) Peserta didik menanyakan apabila penjelasan mengenai model Value Clarification Techniques belum jelas

Mengumpulan data

1) Peserta didik setelah sudah tidak ada yang ditanyakan dan sudah dikerjakan, maka peserta didik mengumpulkan soal tersebut

c. Penutup (10 menit)

1) Guru bersama siswa mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung
2) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran
3) Guru memberikan tindak lanjut dalam bentuk tugas
4) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya pembelajaran mengenai penilaian membaca teks naratif
5) Guru menutup pertemuan dengan mengucapkan salam

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2) Peserta didik menerapkan penggunaan struktur teks dan unsur kebahasaan dalam teks naratif berupa legenda rakyat ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan. (reported speech)

Mengkomunikasikan

1) Peserta didik menyusun teks lisan dan tulis tentang teks naratif berupa legenda rakyat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan.
2) Peserta didik memberikan tanggapan terhadap presentasi teman.
3) Peserta didik merespon tanggapan dari teman.

c. Penutup (10 menit)

1) Guru bersama siswa mengevaluasi seluruh rangkaian aktivitas pembelajaran dan hasil-hasil yang diperoleh untuk selanjutnya secara bersama menemukan manfaat langsung maupun tidak langsung dari hasil pembelajaran yang telah berlangsung.
2) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
3) Guru memberikan tindak lanjut dalam bentuk tugas.
4) Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
5) Guru menutup pertemuan dengan mengucapkan salam.

I. Penilaian Pembelajaran

1. Teknik Penilaian:
   a. Sikap : -
   b. Pengetahuan : Tugas dan Penilaian Harian
   c. Keterampilan : Praktik
2. Instrumen Penilaian:
   a. Sikap:
      -
   b. Pengetahuan:

Soal:

1. I … not in front of the TV last night.
   A. am
   B. is
   C. was
   D. were
2. The man … in front of my house yesterday evening.
   A. walks
   B. walked
   C. walking
   D. walk
3. Did you … the man whom is walking in the front of your house last night?
   A. see
   B. sees
   C. saw
   D. seen

Change the following direct speech into indirect/reported speech!

4. He said, "She helps my close friend today".
   A. He said that she helped his close friend that day.
   B. He told me that she helped his close friend.
   C. He says that she help my close friend today.
   D. He said that she helps his close friend today.
5. Nadia told me, "Ayu will go home tomorrow".

A. Nadia told me that Ayu will go home tomorrow.
B. Nadia said to Ayu will go home tomorrow.
C. Nadia told me that Ayu would go home the next day.
D. Nadia told me that Ayu will go home the next day.

6. Lana said, "You are not mine but Sophia's now".
   A. Lana says that you are not mine but Sophia's then.
   B. Lana said that I was not hers but Sophia's then.
   C. Lana told me that I was not her but Sophia's then.
   D. Lana told me that I am not her but Shopia's then.

Complete the sentence in the paragraph below with the correct provided options!

A Donkey and A Lapdog

Once upon a time there (7) ... a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he (8) ... like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer (9) ... at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he (10) ... about the room, flinging up his hooves until the table toppled over and dishes went flying.

...

7. A. am
   B. is
   C. was
   D. were
8. A. behaved
   B. behaves
   C. behave
   D. behaving
9. A. sit
   B. sat
   C. sitting
   D. sits
10. A. dance
    B. danced
    C. dances
    D. dancing

11. Complete with the correct "to be"!
    a. One day, a cat and a fox ... having a conversation.
    b. One hot day, an ant ... seeking for some water.
12. Complete the sentences below with the correct verb!
    a. They didn't ... (stop/stops/stopped) me yesterday.
    b. A man ... (rob/robs/robbed) a woman's bag in the last night market.
13. Complete the sentence below with the "said" or "told"!
    a. Julia ... that she would join us after work.
    b. I ... him not to come late.
    c. I ... I didn't like his attitude.
14. Change into reported speech!
    a. She said "I write a letter".
    b. They told me, "We visited Kuta beach".
    c. Bob said to me "I don't have any money".

Lake Toba

A long time ago, lived a young man named Toba. He had two excellent abilities in terms off fishing and farming.When fishing, Toba was verry astute and did not require a long time to get the fish.Just thrown the hook in to the river,, and he got the big fish.One afternoon,he went fishing to a river that was wide enough.Within seconds after he threw the hook into the river,the fish immediatelly grabbed the bait and he got a big fish for diner.He immediatelly went home and a long the way he continued pleased because off having enough fish forr a diner. He immediatelly moved the fish from the creel to the tub filled with watter. He wanted the fish stay fresh when cooked so the taste was remarkablly good. After putting fish inside the tubs, he prreparred seasoniing and firrewood which needed in the process off ripening. Unffortunattelly,firewood in the house was out and he immediately looked for firewood in the forest. Several hourrs later, he went home and carrying firewood prettty much to cook the fish.

However,when he got home,he was surprised because the fish was lost. He even found pieces off gold,and a beautifull girll who was sititng in his room. His wife and him got are blessed a boy named Samosir. His child was verry agille, intelligent,but spoilled. When his child reached an age,there are task which should be performed every day,namelly dellivering the food into his rice fields.One time, his chilld fellt verry lazy to deliver food to the field and made his wiife scollded.Finally, his child forrced usher these foods into the field. Because so upsett, his chilld ate most off the food att the trip,then bring it to the field with just a llitle food. When food given to the Toba,off course he surprrised and asked aboutt it to his son.Furthermore, the beautiful girl told to Toba that she was the fish which arrestted by him, and pieces off gold was the part off constitutes fish.He then asked that pretty girll to marry him. The beautifull girl agreed to his request, but he should not bring up the past off that beautifull girl. Toba apprroved it and they were married.Toba was furious to learn that his son had eaten the food. He said that his son was a child fish and his child came home while crying. His son complained to his wife and makes his wife so furious.His wife was so angry and assumed that Toba had been violated the covenant.. Although Toba had begged so much, but his wife woulld not forrgave hiim and went with his son to the riiver.. The wife and his son turrned into a fish again. Instantlly,the rain came in a verry heavy and flushed Toba to sink. Heavy rains formed a lake known as Toba Lake..

1. What are moral values can be obtained narrative text of LakeToba?
2. Mention state the 3 positive and 3 negative moral values!
3. Can you connect the value embodied in everyday life? Give your opinion in depth!

Jaka Tarub

A long time ago, there lived a widow in a village. She had a son whose name was Jaka Tarub. Everyday, Jaka Tarub went to a forest to collect some woods and hunting for animals. One day, when Jaka tarub went to the forest, he heard a noise from a river near the forest. So, he came closer to the river and searched for them. He saw seven girls were taking bath in the river. After the girls were finished, they took their shawl and flew to the sky through a rainbow. Amazingly, they were not human but they were fairies.

On the next day, Jaka Tarub went back to the river. He had an idea. When the fairies were taking bath in the river. He stole one of their shawl. So, after the fairies were finished, one of them whose name was Nawang Wulan could not find her shawl. Her friends had to go back to the heaven. So, they left her in the river. Nawang Wulan cried. And then Jaka Tarub approached her and invited her to stay at his house. Not long after that, they got married and had a baby girl.
As a fairy, Nawang Wulan had a spiritual power. Everytime she cooked a rice, she just needed a small portion of rice and when it had done, the pot will be full of rice. But, the pot musn't be opened before it had done.

One day, Jaka Tarub was really curious. He opened the pot before it had done. Consequently, Nawang Wulan's spiritual power disappeared. She had to cook as an ordinary human being. She needed more rice than usual. The stock of rice in the silo diminished rapidly. Then one day, when she took rice in the silo, she found her shawl. It hidden by Jaka Tarub.

Finally, as a fairy, she had to come back to the heaven. Nawang Wulan asked Jaka Tarub to take care her daughter and build a tower. Every full moon, she will came to the tower to meet her daughter. Then, Nawang Wulan went back to the heaven and Jaka Tarub was very sad.

1. What are moral values can be obtained narrative text of Jaka Tarub?
2. Mention state the 3 positive and 3 negative moral values!
3. Can you connect the value embodied in everyday life? Give your opinion in depth!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	:	SMK TAMAN SISWA SUKOHARJO
Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	X I/ 2(Dua)
Alokasi Waktu	:	4 x 90 menit

A. Kompetensi Inti

KI-3: Memahami, menerapkan, menganalisis dan mengevaluasi tentang pengetahuan faktual,konseptual,prosedural dasar,dan metakognitif sesuai dengan bidang dan lingkup kajian bahasa inggris pada tingkt teknis,spesifik,detail, dan kompleks,berkenaan dengan ilmu pengetahuan,teknologi, seni, budaya,dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga,sekolah,duniakerja,warga masyarakat nasional,regionl,dan internasional.

KI-4: Melaksanakan tugas spesifik dengan menggunakan alat,informasi,dan procedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian bahasa inggris.Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terstruktur sesuai dengan standar kompetensi kerja. Menunjukan ketrampilan menalar mengolah, dan menyaji secara efektif, kreatif, produktif, kritsis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkaitdengan pengembangan dari yang dipelajarinya di sekolah,serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.Menunjukkan ketrampilan mempersepsi,kesiapan,meniru,membiasakan,gerak mhir,menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

1. Kompetensi Dasar:

3.8 Menganalisis fungsi sosial, struktur teks, unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaan.

- **Indikator :**

  3.8.1 Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan beberapa teks naratif lisan dantulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaan.

  3.8.2 Membedakan fungsi sosial, struktur teks, unsur kebahasaan beberapa teks naratif lisan dantulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaan.

2.Kompetensi Dasar

4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaan.

- **Indikator:**

  4.8.1 Mengerjakan teks lisan dan tertulis mengenai beberapa teks naratif dengan memberi dan informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaanya

C. TujuanPembelajaran

1. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan beberapa teks naratif lisan dantulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaan.
2. Siswa dapat membedakan fungsi sosial, struktur teks, unsur kebahasaan beberapa teks naratif lisan dantulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaan
3. Siswa dapat mengerjakan teks lisan dan tertulis mengenai beberapa teks naratif dengan memberi dan informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaanya

D. Materi Pembelajaran

- Fungsi Sosial:
  1. Untuk Menghibur
  2. Untuk memperkenalkan nilai moral
  3. Untuk memperkenalkan nilai budaya
- Struktur Tek:s
  1. Orientasi
  2. Kompleksitas
  3. Resolusi
- Unsur Kebahasaan
  a. Kosakkata : yang terkait dengan topik
  b. Grammar:
     1) Simple Past Tense
     2) Penggunaan keterangan waktu once upon a time,One day dll
  c. Ejaan dan tanda baca yang jelas,rapi,dan tepat

E. Pendekatan, Model, danMetode Pembelajaran

- Pendekatan : Scientific
- Model : Discovery learning
- Metode : Value Clarification Techniques (VCT Model),Daring Class (WA group) file Microsoft Word and Video Youtube

Pertemuan I :

G. KegiatanPembelajaran

Kegiatan	Deskripsi Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru masuk grup WA kelas bahasa inggris tepat waktu dan mengucapkan salam. • .Guru meminta absen melalui ketikan chat di grup,lalu siswa menjawab chat • Guru memberi arahan materi yang akan dipelajari dan yang akan dikerjakan melalui ketikan chat digrup,lalu siswa membaca dan memperhatikan dengan seksama	10 menit
Inti	1. Mengamati (*Stimulation)* • Guru mengirimkan file microsoft word teori teks naratif ,siswa diminta mendownload dan membaca teori teks naratif • Guru meminta siswa memahami terlebih dahulu,guru membuka sesi tanya jawab jika ada materi yang sulit dan ingin ditanyakan siswa,siswa memahami dan bertanya melalui ketikan chat, lalu guru menyampaikan pengertian model value clarification techniques (VCT) model dan meminta siswa untuk menjawab soal berkaitan nilai moral yang menjadi pokok model VCT 2. Menanya (Identifikasi Masalah) • Guru memberikan video cerita legenda Maling Kundang , siswa diminta mendownload file yang dikirim dilihat,	70 menit

	diamati dan dipahami jalur ceritanya • Guru memberikan sejumlah soal mengenai video tersebut Kemudian siswa mengerjakanya 3.Mengumpulkan informasi (Data Collection) • Guru memberi waktu mengerjakan dan memberi tau cara pengumpulan tugasnya, tugas ditulis di buku dan difoto kemudian dikirim japri ke guru • Siswa mengerjakan sesuai peraturan dan dikerjakan dengan sungguh-sungguh 4.Menalar (Verification) • Guru menanyai isi dan fungsi sosial,struktur teks dan unsur kebahasaan untuk mengecek pemahaman siswa dengan bertanya melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya • Siswa memperhatikan dan menjawab dengan sebaik-baiknya 5.Mengkomunikasikan (Generalization) • Guru meminta siswa untuk menarik kesimpulan pembelajaran materi yang tadi dibahas. melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya • Siswa memperhatikan dan menjawab dengan sebaik-baiknya	
Penutup	• Guru mengakhiri pertemuan tersebut dengan hamdalah dan salam • Siswa menjawab dengan hamdalah juga dan salam	10 menit

Pertemuan II

Kegiatan	Deskripsi Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru masuk grup WA kelas bahasa inggris tepat waktu dan mengucapkan salam. • .Guru meminta absen melalui ketikan chat di grup,lalu siswa menjawab chat • Guru memberi arahan materi yang akan dipelajari dan yang akan dikerjakan melalui ketikan chat digrup,lalu siswa membaca dan memperhatikan dengan seksama	10 menit
Inti	3. Mengamati (*Stimulation)* • Guru mengirimkan file microsoft word teori teks naratif ,siswa diminta mendownload dan membaca teori teks naratif • Guru meminta siswa memahami terlebih dahulu,guru membuka sesi tanya jawab jika ada materi yang sulit dan ingin ditanyakan siswa,siswa memahami dan bertanya melalui ketikan chat, lalu guru menyampaikan pengertian model value clarification techniques (VCT) model dan meminta siswa untuk menjawab soal berkaitan nilai moral yang menjadi pokok model VCT 4. Menanya (Identifikasi Masalah) • Guru memberikan video cerita legenda Timun Mas, siswa diminta mendownload file yang dikirim dilihat, diamati dan dipahami jalur ceritanya • Guru memberikan sejumlah soal mengenai video tersebut Kemudian siswa mengerjakanya 3.Mengumpulkan informasi (Data Collection) • Guru memberi waktu mengerjakan dan memberi tau cara	70 menit

	pengumpulan tugasnya, tugas ditulis di buku dan difoto kemudian dikirim japri ke guru • Siswa mengerjakan sesuai peraturan dan dikerjakan dengan sungguh-sungguh 4.Menalar (Verification) • Guru menanyai isi dan fungsi sosial,struktur teks dan unsur kebahasaan untuk mengecek pemahaman siswa dengan bertanya melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya • Siswa memperhatikan dan menjawab dengan sebaik-baiknya 5.Mengkomunikasikan (Generalization) • Guru meminta siswa untuk menarik kesimpulan pembelajaran materi yang tadi dibahas. melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya • Siswa memperhatikan dan menjawab dengan sebaik-baiknya	
Penutup	• Guru mengakhiri pertemuan tersebut dengan hamdalah dan salam • Siswa menjawab dengan hamdalah juga dan salam	10 menit

Pertemuan III

Kegiatan	Deskripsi Pembelajaran	Alokasi Waktu
Pendahuluan	• Guru masuk grup WA kelas bahasa inggris tepat waktu dan mengucapkan salam. • .Guru meminta absen melalui ketikan chat di grup,lalu siswa menjawab chat • Guru memberi arahan materi yang akan dipelajari dan yang akan dikerjakan melalui ketikan chat digrup,lalu	10 menit

	siswa membaca dan memperhatikan dengan seksama	
Inti	5. Mengamati (*Stimulation)* • Guru mengirimkan file microsoft word teori teks naratif ,siswa diminta mendownload dan membaca teori teks naratif • Guru meminta siswa memahami terlebih dahulu,guru membuka sesi tanya jawab jika ada materi yang sulit dan ingin ditanyakan siswa,siswa memahami dan bertanya melalui ketikan chat, lalu guru menyampaikan pengertian model value clarification techniques (VCT) dan meminta siswa untuk menjawab soal berkaitan nilai moral yang menjadi pokok model VCT 6. Menanya (Identifikasi Masalah) • Guru memberikan video cerita legenda Roro Jonggrang , siswa diminta mendownload file yang dikirim dilihat, diamati dan dipahami jalur ceritanya • Guru memberikan sejumlah soal mengenai video tersebut Kemudian siswa mengerjakanya 3.Mengumpulkan informasi (Data Collection) • Guru memberi waktu mengerjakan dan memberi tau cara pengumpulan tugasnya, tugas ditulis di buku dan difoto kemudian dikirim japri ke guru • Siswa mengerjakan sesuai peraturan dan dikerjakan dengan sungguh-sungguh 4.Menalar (Verification) • Guru menanyai isi dan fungsi sosial,struktur teks dan unsur kebahasaan untuk mengecek pemahaman siswa dengan bertanya melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya	70 menit

	siswa untuk menjawab soal berkaitan nilai moral yang menjadi pokok model VCT 8. Menanya (Identifikasi Masalah) • Guru memberikan video cerita legenda Golden Snail, siswa diminta mendownload file yang dikirim dilihat, diamati dan dipahami jalur ceritanya • Guru memberikan sejumlah soal mengenai video tersebut Kemudian siswa mengerjakanya 3.Mengumpulkan informasi (Data Collection) • Guru memberi waktu mengerjakan dan memberi tau cara pengumpulan tugasnya, tugas ditulis di buku dan difoto kemudian dikirim japri ke guru • Siswa mengerjakan sesuai peraturan dan dikerjakan dengan sungguh-sungguh 4.Menalar (Verification) • Guru menanyai isi dan fungsi sosial,struktur teks dan unsur kebahasaan untuk mengecek pemahaman siswa dengan bertanya melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya • Siswa memperhatikan dan menjawab dengan sebaik-baiknya 5.Mengkomunikasikan (Generalization) • Guru meminta siswa untuk menarik kesimpulan pembelajaran materi yang tadi dibahas. melalui ketikan chat dengan menunjuk atau bebas siswa menjawabnya • Siswa memperhatikan dan menjawab dengan sebaik-baiknya	
Penutup	• Guru mengakhiri pertemuan tersebut dengan hamdalah dan salam	10 menit

	• Siswa menjawab dengan hamdalah juga dan salam	

H. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik penilaian
   a. Pengamatan video
   b. Pengerjaan soal
   c. Penyampaian pendapat
2. Instrument Penilaian (Terlampir)
3. Pembelajaran Remedial dan Pengayaan

1. Rubrik Penilaian Keterampilan (Presentation)

No	Aspek Yang Dinilai	Kriteria	Skor
1	Pemahaman teks,pengerjaan soal, ketelitian dan kerapian,pengumpulan tugas	Mengetahui tokoh dan karekter dan jalan cerita juga mengemukakan pesan moral,pengerjaan soal cepat dan benar juga rapi dan teliti	4
		Mengetahui tokoh dan karekter dan jalan cerita tapi kesulitan mengemukakan pesan moral dan pengerjaan soal kecekatannya sedang	3
		Mengetahui tokoh dan karekter tapi sulit mengerti jalan ceritanya,pengerjaan soal lumyan rapi	2
		Tidak mengerti sama sekali	1

1. Penilaian Kegiatan Diskusi

Instrumen dan Rubrik Penilaian Sikap

No	Nama Peserta didik	Pemahaman teks				Pengerjan soal				Ketelitian dan kerapian				Pengumpulan tugas				Nilai Akhir (Modus)
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
N																		

Keterangan:

A = jika empat indikator terlihat.

B = jika tiga indikator terlihat.

C = jika dua indikator terlihat

D = jika satu indikator terlihat

Indikator Penilaian Sikap:

Kategori nilai sikap:

Sangat baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3

Cukup : apabila memperoleh nilai akhir 2

Kurang : apabila memperoleh nilai akhir 1

2. Penilaian Pengetahuan dan keterampilan (Terlampir)

Program Pengayaan :

Program pengayaan diberikan/ditawarkan kepada siswa yang mendapatkan nilai diatas 71 sebagai bentuk pendalaman terhadap materi yang diberikan, dengan memberikan

I. Alat, Media danSumber

said Malin Kundang's mother as she gave him some food supplies. "Yes, Mother," Malin Kundang said. "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his mother's hand. Before Malin stepped onto the ship, Malin's mother hugged him tight as if she didn't want to let him go.

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had not heard any news from Malin Kundang, she kept waiting and praying for him.

After several years waiting without any news, Malin Kundang's mother was suddenly surprised by the arrival of a big ship in the pier where she usually stood to wait for her son. When the ship finally pulled over, Malin Kundang's mother saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. Her blurry eyes still easily recognized him. The man was Malin Kundang, her son.

Malin Kundang's mother quickly went to see her beloved son. "Malin, you're back, son!" said Malin Kundang's mother and without hesitation, she came running to hug Malin Kundang, "I miss you so much." But, Malin Kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. "You're not my Mother. I don't know you. My mother would never wear such ragged and ugly clothes," said Malin Kundang as he release his mother embrace.

Malin Kundang's mother take a step back, "Malin…You don't recognize me? I'm your mother!" she said sadly. Malin Kundang's face was as cold as ice. "Guard, take this old women out of here," Malin Kundang ordered his bodyguard. "Give her some money so she won't disturb me again!" Malin Kundang's mother cried as she was dragged by the bodyguard, "Malin… my son. Why do you treat your own mother like this?"

Malin Kundang ignored his mother and ordered the ship crews to set sail. Malin Kundang's mother sat alone in the pier. Her heart was so hurt, she cried and cried. "Dear God, if he isn't my son, please let him have a save journey. But if he is, I cursed him to become a stone," she prayed to the God.

In the quiet sea, suddenly the wind blew so hard and a thunderstorm came. Malin Kundang's huge ship was wrecked. He was thrown by the wave out of his ship, and fell on a small island. Suddenly, his whole body turned into stone. He was punished for not admitting his own mother.

Video 2

Timun Mas

Long time ago, living a couple of farmers. They live in a village near the forest. They live happy, unfortunately they have not only was a child also.Every day they pray to the God.

They pray to be soon be a child. One day a giant passes where they reside. Giant prayer is heard that wife's husband. Giant then provide them with seeds cucumber.

"Plant seeds of this, Later you will soon get a female child," said the giant.
"Thank you, giant," said the couple.
"But there is condition, at the age of 17 years the child must be submitted with you to me," the giant reply.
Without thinking long they agree, because it wanted a child.

Husband and wife farmers to plant the seeds cucumber. Every day they start caring for the plants that grow with it as best as possible. Many months and then bear a cucumber with golden color.
Fruit cucumber that the longer become larger and heavier. When the fruit is ripe, they take it, carefully slit the fruit. Sudenlly, in the fruit is found in infants of women who are very beautiful. Couple was very happy, they gave the name of the baby Timun Mas.Year after year passed, Timun Mas grown into a beautiful girl. Both parents are very proud of her. But they became very afraid, because in the anniversary Timun Mas at 17, the giant will back. The giant take back that promises to take Timun Mas.

Farmers are trying to calm. "Wait a moment. Timun Mas playing. My wife would called her," he said. Farmers find it immediately to her doughter. "My girl, take this," she said while giving a cloth bag. "This will help fight the giant. Now flee as soon as possible," she said. So even Timun Mas immediately fled.

Couple on the sad departure Timun Mas. But they are not willing if their child become food giant. Giant waiting long time. He was not a patient. He knew, was that lied by couple of farmers. And he also destroyed the huts of the farmers. Then it was to pursue Timun Mas to forest.

Giant run chase immediately Timun Mas. Near the gian,Timun Mas immediately take the handful of salt from the cloth pouch. Then salt spread it to the giant. Suddenly a wide sea also unfold. Giant forced to swim with great difficulty.Timun Mas ran again. But then most successful giant come closer. Timun Mas again taking bizarre objects from a cloth bag. He took the handful chili. Chili throwed to the giant. At once the tree branches and sharp thorns of the giant trap. Giant cried in pain. Timun Mas while running to save herself.

But the giant is really strong. He was again nearly captured Timun Mas. So Timun Mas is also a third issue of miraculous. She sow seeds Cucumber magic. At once grow the cucumber garden very knowledgeable. Giant very tired and hungry.

He also eat the fresh cucumber with oneself. Because of too much eating, giant was slept. Timun Mas again fled. She ran for dear life. But long run power out. More unlucky again because a giant awakened from sleep. Giant again almost catch her. Timun Mas very terrified. He also threw the last tool handful shrimp paste. Again, miracles happen. A lake of mud spread wide. Giant fall into it. Hands almost reach Timun Mas. But the lake mud is basic to withdraw it. Giant panic, he can not breathe, then submerged.

Timun Mas relieved. She has survived, Timun Mas is also return to home to their parents. Father and mother's Timun Mas happy to see Timun Mas be save. They held, "Thank you,

God. You have to save my girl," said their delighted.Since that time Timun Mas can live quietly with her parents. They can be happy without living in fear again.

Video 3

Roro Jonggrang

Once upon a time there was a king named Prabu Boko who reigned in Prambanan. Prabu Boko is a giant Galaxy. He has a daughter named Roro Jonggrang. Roro Jonggrang. It borders with the Kingdom of Boko there is a Kingdom named Pengging also. One day the King of Pengging also want to expand the territory of his Kingdom, so he sent his son Bandung Bondowoso, led an army of attacking the Kingdom of Prambanan. Bandung Bondowoso who defeated Boko even killed King Boko. Bandung Bondowoso who else lived in the Palace. He fell in love with Roro Jonggrang and asks the girl to become his consort. Roro Jonggrang does not like to be the wife of Bandung Bondowoso who had killed his father.

He was looking for a reason to be able to resist on it with delicate Pengging also Prince. Eventually he met Bandung Bondowoso and said, "I want to be your wife, but as a requirement you must make two wells and a thousand temples overnight." Although the terms of the proposed Roro Jonggrang impossible met others, Bandung Bondowoso directly menyanggupinya. He collected a delicate creatures that became his men and started to dig wells and build the temple. Bandung Bondowoso and his men worked very quickly. In a short time they had completed a well and hundreds of temples. Roro Jonggrang watched anxiously from afar. He thought hard to find how to thwart the efforts of Bandung Bondowoso.

Roro Jonggrang dayang–dayang calling any and told them to burn straw and beating a dimple. The fire of straw burned to make the atmosphere becomes light and the sound of the mortar well surprisingly rowdy delicate creatures that are at work. They thought the day was morning. They fled, leaving Bandung Bondowoso and wells and temples which are not yet finished. Bandung Bondowoso who attempted to call them back, but they still leave her.

Roro Jonggrang encountered Bandung Bondowoso and asked, "your time is up, Bandung. If my temple already done? "Bandung Bondowoso was very angry because he knows Roro Jonggrang have thwart her hard work, but he was trying to hold back, "of course the temple is finished. If you do not believe, please calculate yourself. " Roro Jonggrang temple as unaccompanied counting one by one. It turns out that Bandung Bondowoso who has successfully completed nine hundred ninety-nine temples. "You failed, Bandung. Still less one temple again, "said Roro Jonggrang. Bandung Bondowoso who ride the blood, "If you're not cheating, I could definitely finish the temple for you, a thousand Jonggrang," he said. "Well, I indulge your appetites. Be you, Roro Jonggrang Temple, keseribu! "the curse of the Bandung BondowosoThen the Roro Jonggrang else transformed into stone statues are very beautiful and wonderful, the stones arranged one after the other by itself form the temple, around the image. Until now the stone statue of Roro Jonggrang gorgeous can we see in the main temple at Prambanan.

Video 4

Golden Snail

Long time ago there lived a king of Daha Kingdom named Kertamarta. He had two daughters named Dewi Galuh and Candra Kirana. Candra Kirana was a very beautiful and kind girl but his sister was an evil. One day, Candra Kirana was engaged to a prince of Kahuripan Kingdom named Raden Inu Kertapati who was handsome and wise.

This engagement made Dewi Galuh envied to his sister. Then she went to a witch to harm Candra Kirana. The witch agreed to do what Dewi Galuh asked. When Candra Kirana was walking around the palace garden, the witch came and cursed her. She transformed her into a golden snail. After that, Dewi Galuh threw her which has become a snail in the river.

One day, an old woman was looking for fish in the river using nets. When she was about to lift the net, she saw a golden snail transported. Then she brought the golden snail went home and put it in a jar. The next day, she returned to the river to look for fishes but unfortunately she did not get any fish. She was disappointed and returned to her house. However when she arrived, she was very surprised to see a lot of delicious dishes had been presented at the top of the table.

This incident occurred over and over in the next days. The old woman was curious. She finally decided to find out who did it to her by pretending to go to the river. She hid behind her house and peeked at what's going on inside. Then she saw the snails turned into a beautiful woman and cooked meals for her. Soon the old woman came into her house, "Who are you?" Asked the old woman "I was a princess of Daha were cursed by a witch into a golden snail" said her. After telling what had happened to her, she was invited Chandra Kirana to stay with her.

The news of Candra Kirana's loss made prince Inu Kertapati confused and sad. He searched for her all over the kingdom by disguising as a villager. The witch knew what was done by him. She was disguised as a raven to disrupt the prince's effort to meet Candra Kirana. On his own way Prince Inu Kertapati was helped by an old man who was great. He hit the bird with his stick until it died. Prince Inu thanked to him. He also told the intent and purpose of his journey. After knowing what had happened, the old man told Prince Inu to search her in Dadapan village. Afterwards the prince traveled to the Dadapan Village right away.

After walking for days, the prince arrived in the Dadapan Village. He was very thirsty at that time. Then he saw a small hut and approached it. Suddenly he was shocked because he saw his fiancée was cooking through the window. He immediately entered the hut to see her. Finally they were both very happy because they met and the magic was lost. Then the princess told what had happened to her and she also introduced the old woman who had helped her to the prince. The prince was very grateful to the old woman.

Then he brought Candra Kirana and the old woman to the palace. After arriving at the palace, the king was happy because her daughter had returned. He also knew what had happened to his daughter. Knowing his sister had been found, Candra Galuh run away from the palace because she was afraid of being punished by his father. Finally Candra Kirana and Raden Inu Kertapati were married and they lived happily ever after.

Soal

1.Explain the person,character,description of the place,time line in 4 videos!

2. What are moral values can be obtained from videos of Maling Kundang, Timun Mas,Roro Jonggrang,Golden Snail ?

3.Mention state the 3 positive and 3 negative moral values!

4. Can you connect the value embodied in everyday life? Give your opinion in depth!

APPENDIX 04

List of Students

XI TKJ (Tekhnik dan Komputer Jaringan)

NO	NIS	NAMA
1	6701	Anita Dwi Anggraini
2	6702	Annisa Nur Cahyani
3	6703	Aprilia Eka Prasanti
4	6705	Deni Arie Setyawan
5	6706	Dina Sri Rahayu
6	6707	Eka Dewi Aprillianti
7	6708	Esa Setyorini
8	6710	Muksin Akbaryanto
9	6711	Renata Nur Cahyanti
10	6712	Rifanto Cahyono
11	6713	Sari Nur Anggraini
12	6714	Tristiana Apriliani
13	6715	Via Mustika
14	6716	Wuri Enggar Pangesti

XI AP (Administrasi Perkantoran)

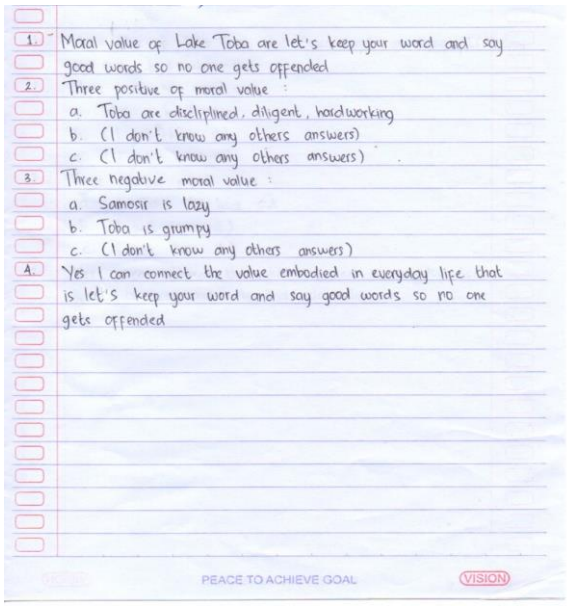
NO	NIS	NAMA SISWA
1	6732	Amanda Putri Nur Aprillia
2	6733	Anita Wulan Kurniawati
3	6734	Annisa Prety Hidayah
4	6735	Elvina Apriliyani
5	6736	Elvira Dwi Agustina
6	6737	Fitria Setiya Ningrum
7	6738	Jelita Elvitiana
8	6739	Khesya Agista Winanda
9	6740	Ninda Bella Sari
10	6741	Novita Apriyanti
11	6742	Nurul Permata Jati
12	6743	Pingkan Dewi Rengganis
13	6744	Prita Marsela
14	6745	Putri Utami
15	6746	Rahudhatul Afifa
16	6747	Riris Febriyanti
17	6748	Sindi Sekar Wati
18	6749	Sindy Nurhayati
19	6750	Siska Ambarwati
20	6751	Tiwi Wulandari
21	6752	Triyani
22	6753	Wanda Anastasya Eka Della
23	6754	Windarti
24	6756	Hanifah Eno Rahma Kartika

RESULT TASK

A. Result Task Face to Face

XI AP

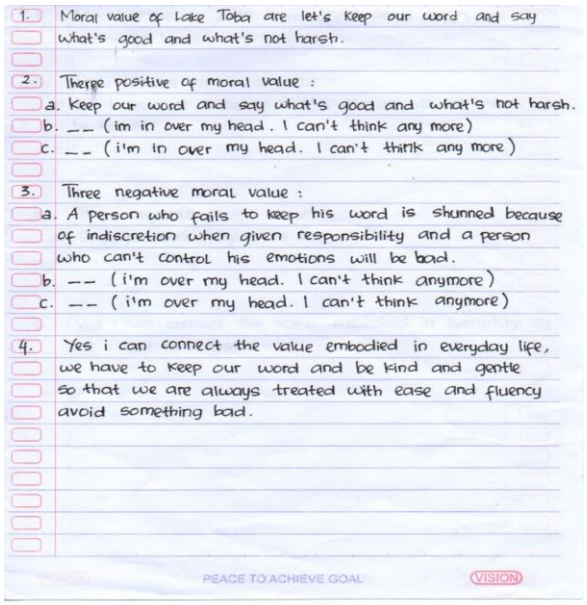
1. First Meeting (Tuesday,10 March 2020)



1. Moral value of Lake Toba are let's keep your word and say good words so no one gets offended
2. Three positive of moral value :
   a. Toba are disciplined, diligent, hardworking
   b. (I don't know any others answers)
   c. (I don't know any others answers)
3. Three negative moral value :
   a. Samosir is lazy
   b. Toba is grumpy
   c. (I don't know any others answers)
4. Yes I can connect the value embodied in everyday life that is let's keep your word and say good words so no one gets offended

PEACE TO ACHIEVE GOAL VISION

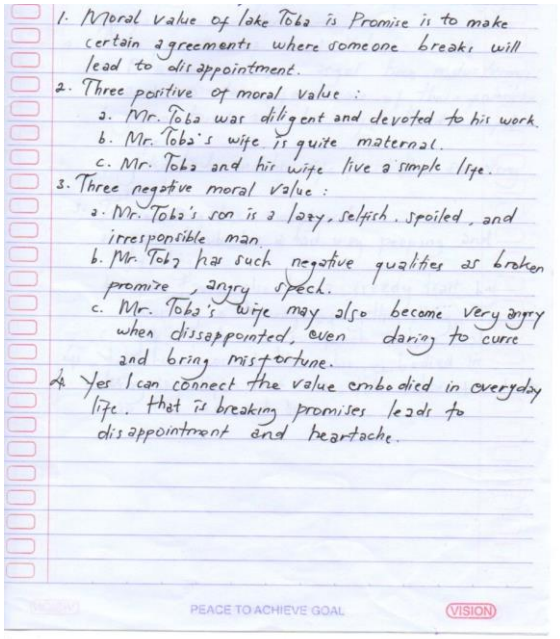
(Sindy Nurhayati XI AP)



1. Moral value of Lake Toba are let's keep our word and say what's good and what's not harsh.
2. Thergе positive of moral value :
   a. Keep our word and say what's good and what's not harsh.
   b. __ (im in over my head. I can't think any more)
   c. __ (i'm in over my head. I can't think any more)
3. Three negative moral value :
   a. A person who fails to keep his word is shunned because of indiscretion when given responsibility and a person who can't control his emotions will be bad.
   b. __ (i'm over my head. I can't think anymore)
   c. __ (i'm over my head. I can't think anymore)
4. Yes i can connect the value embodied in everyday life, we have to keep our word and be kind and gentle so that we are always treated with ease and fluency avoid something bad.

PEACE TO ACHIEVE GOAL VISION

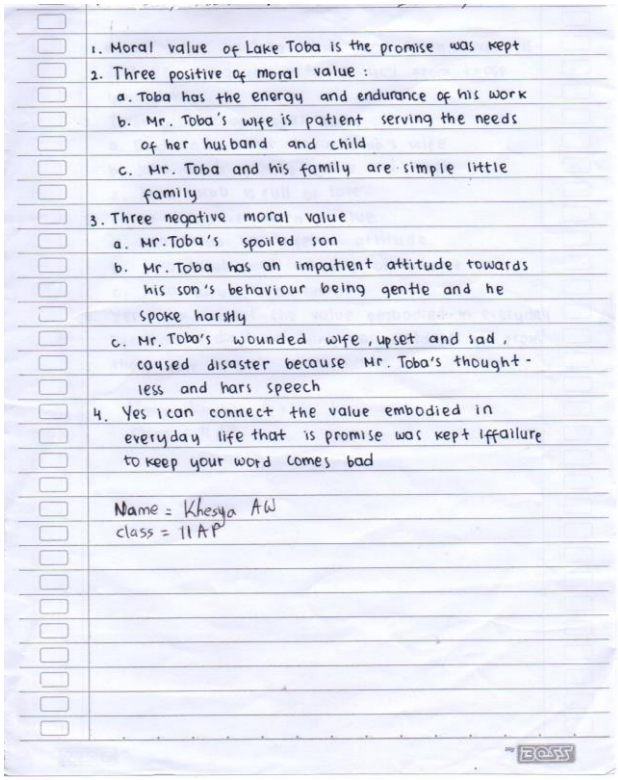
(Nanda Bella Sari XI AP)



1. Moral value of lake Toba is Promise is to make certain agreements where someone breaks will lead to disappointment.
2. Three positive of moral value :
   a. Mr. Toba was diligent and devoted to his work.
   b. Mr. Toba's wife is quite maternal.
   c. Mr. Toba and his wife live a simple life.
3. Three negative moral value :
   a. Mr. Toba's son is a lazy, selfish, spoiled, and irresponsible man.
   b. Mr. Toba has such negative qualities as broken promise, angry speech.
   c. Mr. Toba's wife may also become very angry when dissappointed, even daring to curse and bring misfortune.
4. Yes I can connect the value embodied in everyday life. that is breaking promises leads to disappointment and heartache.

PEACE TO ACHIEVE GOAL VISION

(Hanifah Eko Rahma Kartika XI AP)



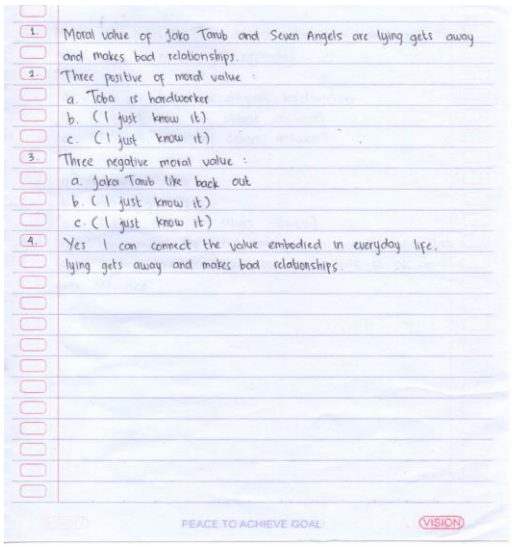
1. Moral value of Lake Toba is the promise was kept
2. Three positive of moral value :
   a. Toba has the energy and endurance of his work
   b. Mr. Toba's wife is patient serving the needs of her husband and child
   c. Mr. Toba and his family are simple little family
3. Three negative moral value
   a. Mr. Toba's spoiled son
   b. Mr. Toba has an impatient attitude towards his son's behaviour being gentle and he spoke harshly
   c. Mr. Toba's wounded wife, upset and sad, caused disaster because Mr. Toba's thought-less and hars speech
4. Yes I can connect the value embodied in everyday life that is promise was kept Iffailure to keep your word comes bad

Name = Khesya AW
class = 11 AP

BOSS

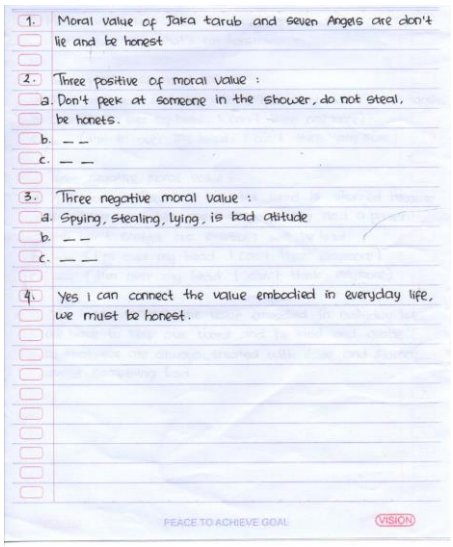
(Khesya AW XI AP)

2. Second Meeting (Wednesday, 11 March 2020)


1. Moral value of Jaka Tarub and Seven Angels are lying gets away and makes bad relationships.
2. Three positive of moral value :
a. Toba is hardworker
b. (I just know it)
c. (I just know it)
3. Three negative moral value :
a. Jaka Tarub like back out
b. (I just know it)
c. (I just know it)
4. Yes I can connect the value embodied in everyday life, lying gets away and makes bad relationships

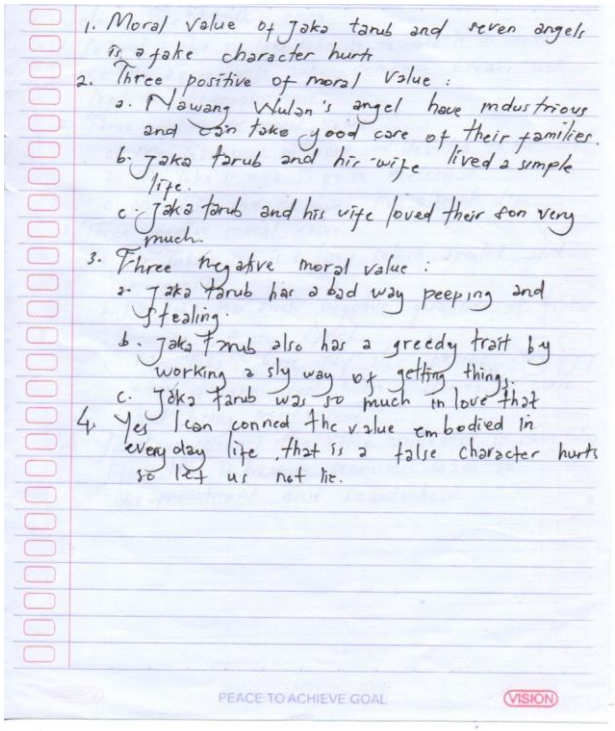
PEACE TO ACHIEVE GOAL VISION

(Sindy Nurhayati XI AP)


1. Moral value of Jaka tarub and seven Angels are don't lie and be honest
2. Three positive of moral value :
a. Don't peek at someone in the shower, do not steal, be honets.
b. — —
c. — —
3. Three negative moral value :
a. Spying, Stealing, lying, is bad atitude
b. — —
c. — —
4. Yes I can connect the value embodied in everyday life, we must be honest.

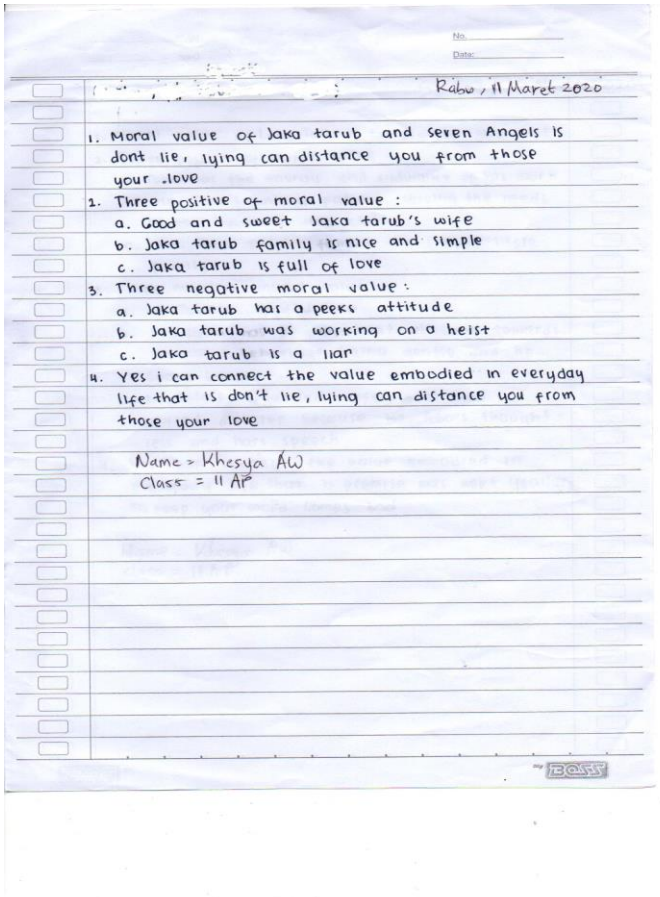
PEACE TO ACHIEVE GOAL VISION

(Nanda Bella Sari XI AP)


1. Moral value of Jaka tarub and seven angels is a fake character hurts
2. Three positive of moral value :
   a. Nawang Wulan's angel have industrious and can take good care of their families.
   b. Jaka tarub and his wife lived a simple life.
   c. Jaka tarub and his wife loved their son very much.
3. Three negative moral value :
   a. Jaka tarub has a bad way peeping and stealing.
   b. Jaka tarub also has a greedy trait by working a sly way of getting things.
   c. Jaka tarub was so much in love that
4. Yes I can connect the value embodied in every day life, that is a false character hurts so let us not lie.

PEACE TO ACHIEVE GOAL VISION

(Hanifah Eko Rahma Kartika XI AP)



No.
Date:

Rabu, 11 Maret 2020

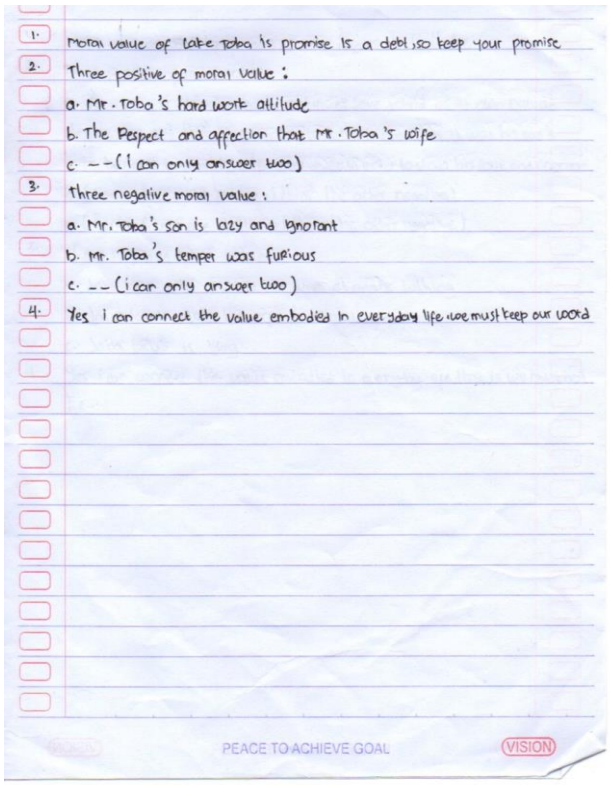
1. Moral value of Jaka tarub and seven Angels is dont lie, lying can distance you from those your .love
2. Three positive of moral value :
   a. Good and sweet Jaka tarub's wife
   b. Jaka tarub family is nice and simple
   c. Jaka tarub is full of love
3. Three negative moral value :
   a. Jaka tarub has a peeks attitude
   b. Jaka tarub was working on a heist
   c. Jaka tarub is a liar
4. Yes i can connect the value embodied in everyday life that is don't lie, lying can distance you from those your love

Name = Khesya AW
Class = 11 AP

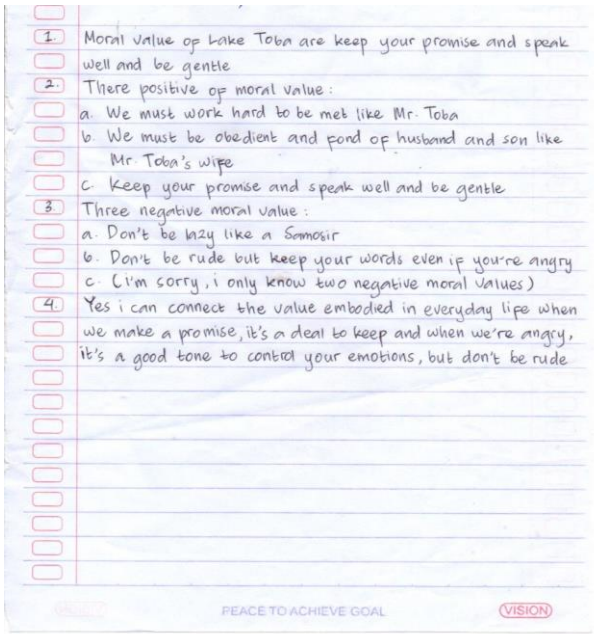
(Khesya AW XI AP)

2. XI TKJ

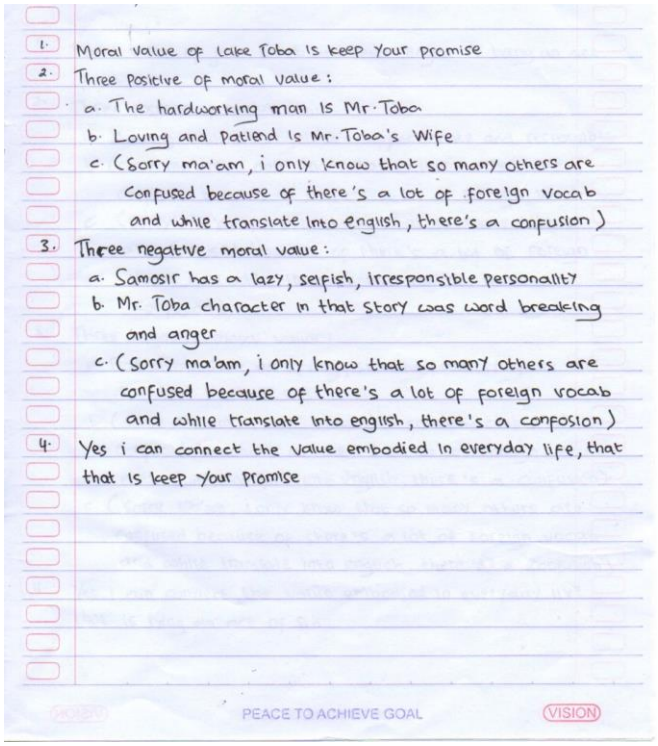
1. First Meeting (Tuesday,10 March 2020)


1. Moral value of Lake Toba is promise is a debt,so keep your promise
2. Three positive of moral value :
a. Mr. Toba's hard work attitude
b. The Respect and affection that Mr. Toba's wife
c. --(i can only answer two)
3. Three negative moral value :
a. Mr. Toba's son is lazy and ignorant
b. Mr. Toba's temper was furious
c. --(i can only answer two)
4. Yes i can connect the value embodied in everyday life.we must keep our word
PEACE TO ACHIEVE GOAL VISION

(Deny Ary Setyawan XI TKJ)


1. Moral value of Lake Toba are keep your promise and speak well and be gentle
2. There positive of moral value :
a. We must work hard to be met like Mr. Toba
b. We must be obedient and fond of husband and son like Mr. Toba's wife
c. Keep your promise and speak well and be gentle
3. Three negative moral value :
a. Don't be lazy like a Samosir
b. Don't be rude but keep your words even if you're angry
c. (i'm sorry, i only know two negative moral values)
4. Yes i can connect the value embodied in everyday life when we make a promise, it's a deal to keep and when we're angry, it's a good tone to control your emotions, but don't be rude
PEACE TO ACHIEVE GOAL VISION

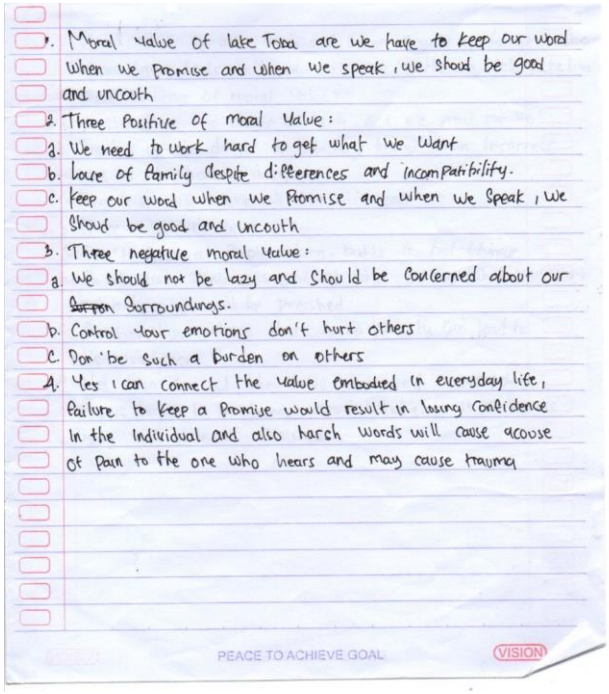
(Anita Dwi Anggraini XI TKJ)



1. Moral value of Lake Toba is keep your promise
2. Three positive of moral value :
   a. The hardworking man is Mr. Toba
   b. Loving and patient is Mr. Toba's wife
   c. (Sorry ma'am, i only know that so many others are confused because of there's a lot of foreign vocab and while translate into english, there's a confusion)
3. Three negative moral value :
   a. Samosir has a lazy, selfish, irresponsible personality
   b. Mr. Toba character in that story was word breaking and anger
   c. (Sorry ma'am, i only know that so many others are confused because of there's a lot of foreign vocab and while translate into english, there's a confosion)
4. Yes i can connect the value embodied in everyday life, that that is keep your promise

PEACE TO ACHIEVE GOAL VISION

(Renata Nur C XI TKJ)

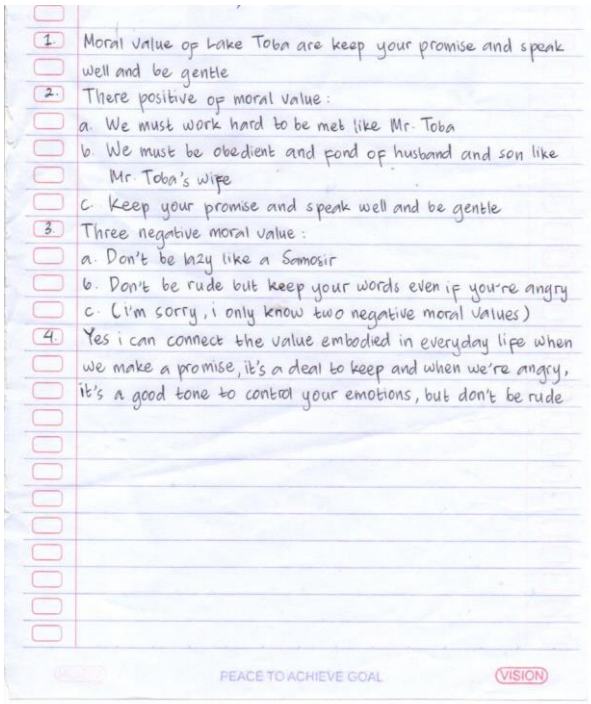


1. Moral value of lake Toba are we have to keep our word when we promise and when we speak, we shoud be good and uncouth
2. Three positive of moral value :
   a. We need to work hard to get what we want
   b. love of family despite differences and incompatibility.
   c. keep our word when we promise and when we speak, we shoud be good and uncouth
3. Three negative moral value :
   a. We should not be lazy and should be concerned about our ~~surpon~~ surroundings.
   b. Control your emotions don't hurt others
   c. Don't be such a burden on others
4. Yes i can connect the value embodied in everyday life, failure to keep a promise would result in losing confidence in the individual and also harsh words will cause acouse of pain to the one who hears and may cause trauma

PEACE TO ACHIEVE GOAL VISION

(Mukhsin Akbariyanto XI TKJ)

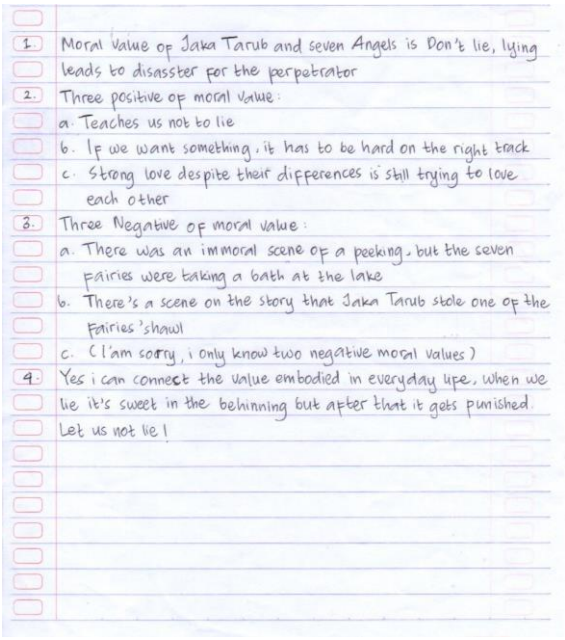
2. . Second Meeting (Wednesday, 11 March 2020)



1. Moral value of Lake Toba are keep your promise and speak well and be gentle
2. There positive of moral value :
a. We must work hard to be met like Mr. Toba
b. We must be obedient and fond of husband and son like Mr. Toba's wife
c. Keep your promise and speak well and be gentle
3. Three negative moral value :
a. Don't be lazy like a Samosir
b. Don't be rude but keep your words even if you're angry
c. (I'm sorry, i only know two negative moral values)
4. Yes i can connect the value embodied in everyday life when we make a promise, it's a deal to keep and when we're angry, it's a good tone to control your emotions, but don't be rude

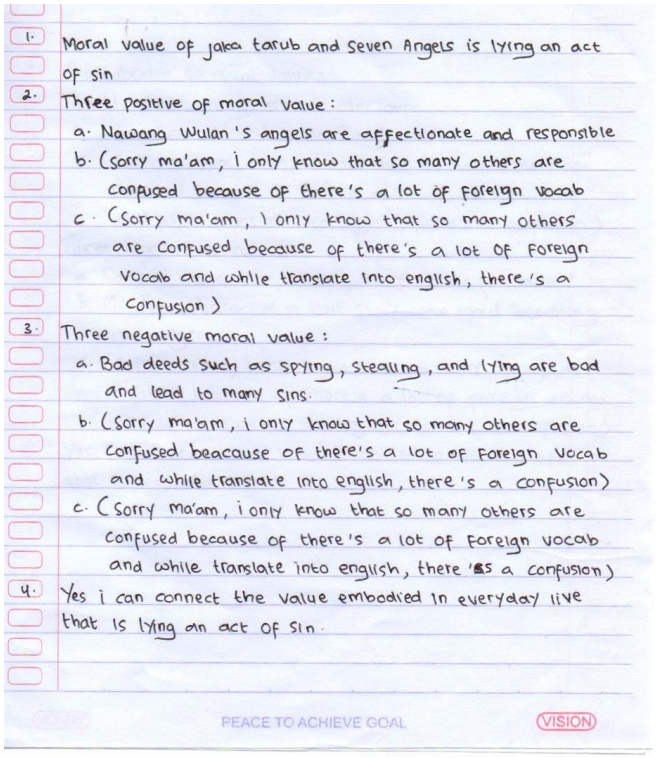
PEACE TO ACHIEVE GOAL VISION

(Deny Ary Setyawan XI TKJ)



1. Moral value of Jaka Tarub and seven Angels is Don't lie, lying leads to disasster for the perpetrator
2. Three positive of moral value :
a. Teaches us not to lie
b. If we want something, it has to be hard on the right track
c. Strong love despite their differences is still trying to love each other
3. Three Negative of moral value :
a. There was an immoral scene of a peeking, but the seven fairies were taking a bath at the lake
b. There's a scene on the story that Jaka Tarub stole one of the Fairies 'shawl
c. (I'am sorry, i only know two negative moral values)
4. Yes i can connect the value embodied in everyday life, when we lie it's sweet in the behinning but after that it gets punished. Let us not lie !

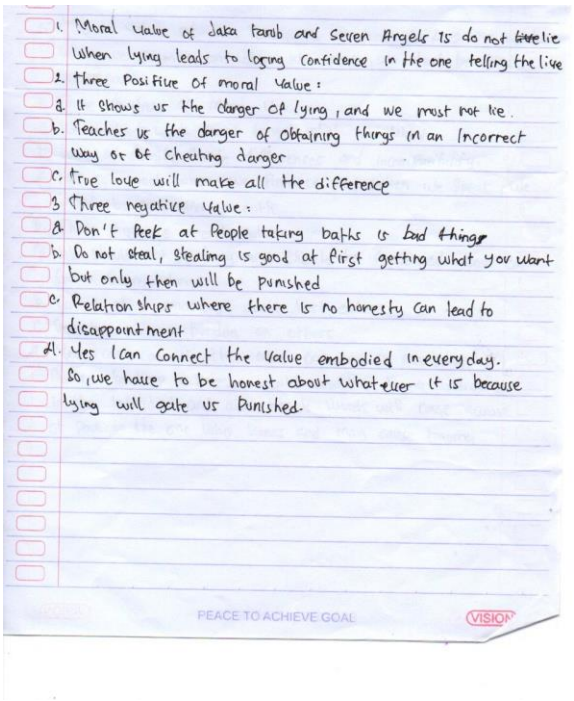
(Anita Dwi Anggraini XI TKJ)



1. Moral value of jaka tarub and seven Angels is lying an act of sin
2. Three positive of moral value :
   a. Nawang Wulan 's angels are affectionate and responsible
   b. (sorry ma'am, i only know that so many others are confused because of there's a lot of foreign vocab
   c. (sorry ma'am, i only know that so many others are confused because of there's a lot of foreign vocab and while translate into english, there's a confusion)
3. Three negative moral value :
   a. Bad deeds such as spying, stealing, and lying are bad and lead to many sins.
   b. (sorry ma'am, i only know that so many others are confused beacause of there's a lot of foreign vocab and while translate into english, there's a confusion)
   c. (sorry ma'am, i only know that so many others are confused because of there's a lot of foreign vocab and while translate into english, there's a confusion)
4. Yes i can connect the value embodied in everyday live that is lying an act of sin.

PEACE TO ACHIEVE GOAL VISION

(Renata Nur C XI TKJ)



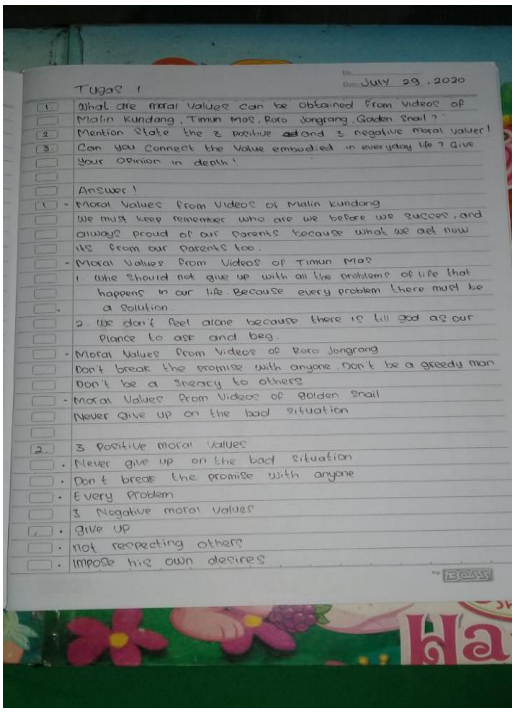
1. Moral value of Jaka tarub and Seven Angels is do not ~~live~~ lie when lying leads to losing confidence in the one telling the live
2. Three Positive of moral value :
   a. It shows us the danger of lying, and we must not lie.
   b. Teaches us the danger of obtaining things in an incorrect way or of cheating danger
   c. True love will make all the difference
3. Three negative value :
   a. Don't peek at people taking baths is bad things
   b. Do not steal, stealing is good at first getting what you want but only then will be punished
   c. Relationships where there is no honesty can lead to disappointment
4. Yes I can connect the value embodied in everyday. So, we have to be honest about whatever it is because lying will gate us Punished.

PEACE TO ACHIEVE GOAL VISION

(Mukhsin Akbariyanto XI TKJ)

B. Result Task Daring WA group

1. XI AP



Tugas 1 July 29, 2020

1. What are moral values can be obtained from videos of Malin Kundang, Timun Mas, Roro Jonggrang, Golden Snail?
2. Mention state the 3 positive and 3 negative moral value!
3. Can you connect the value embodied in everyday life? Give your opinion in depth!

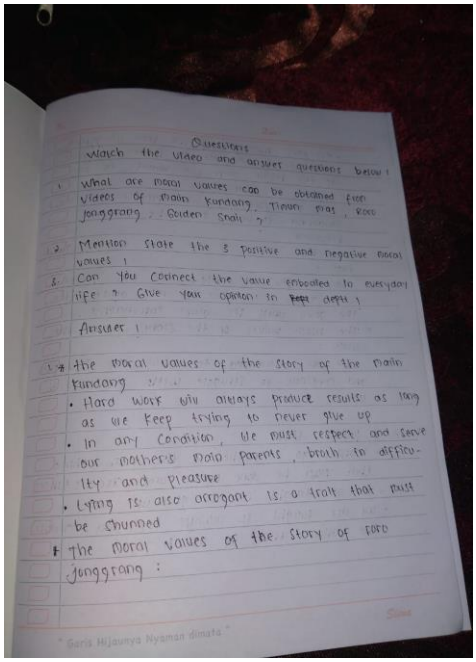
Answer!

1. - Moral Values from Videos of Malin Kundang
   We must keep remember who are we before we success, and always proud of our parents because what we get now life from our parents too.
   - Moral Values from Videos of Timun Mas
   1. We should not give up with all the problems of life that happens in our life Because every problem there must be a solution
   2. We don't feel alone because there is till God as our Pliance to ast and beg.
   - Moral Values from Videos of Roro Jonggrang
   Don't break the promise with anyone. Don't be a greedy man
   Don't be a sneacy to others
   - Moral Values from Videos of Golden Snail
   Never give up on the bad situation

2. 3 Positive moral values
   - Never give up on the bad situation
   - Don't break the promise with anyone
   - Every problem

   3 Negative moral values
   - give up
   - not respecting others
   - impose his own desires

(Sindy Nurhayati XI AP)



Questions

Watch the video and answers questions below !

1. What are moral values can be obtained from videos of main kundang, Timun mas, Roro jonggrang, Golden Snail ?
2. Mention state the 3 positive and negative moral values !
3. Can you connect the value embodied in everyday life ? Give your opinion in ~~deep~~ depth !

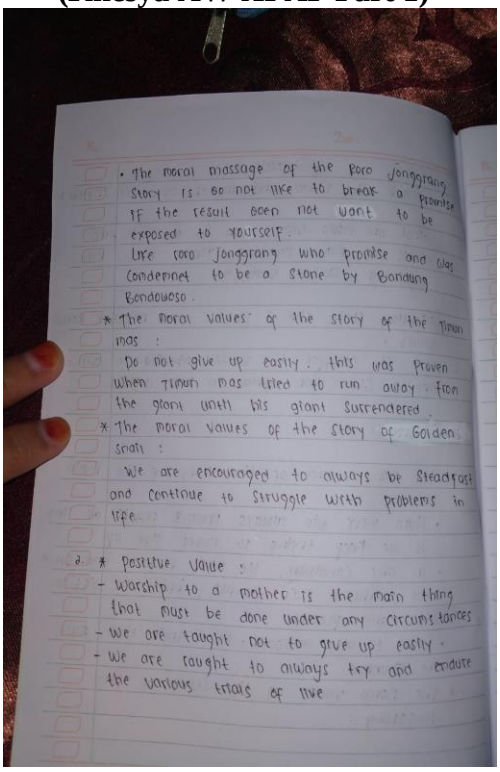
Answer !

1 * the moral values of the story of the main kundang
- Hard work will always produce results as long as we keep trying to never give up
- In any condition, we must respect and serve our mother is main parents, both in difficulty and pleasure
- Lying is also arrogant is a trait that must be shunned

* The moral values of the story of roro jonggrang :

"Garis Hijaunya Nyaman dimata"

(Khesya AW XI AP Part 1)



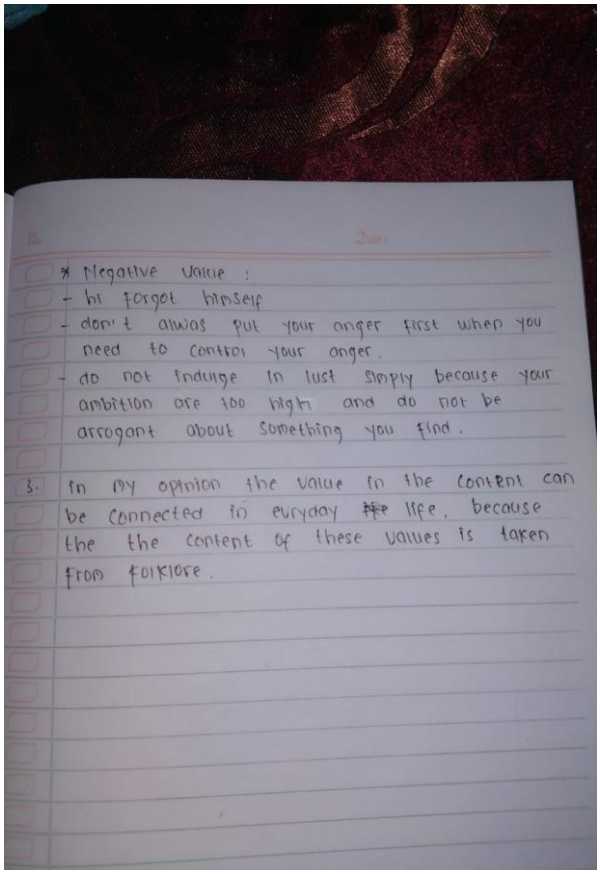
- The moral massage of the roro jonggrang story is do not like to break a promise if the result does not want to be exposed to yourself.
Like roro jonggrang who promise and was condemned to be a stone by Bandung Bondowoso.

* The moral values of the story of the timun mas :
Do not give up easily. this was proven when timun mas tried to run away from the giant until his giant surrendered.

* The moral values of the story of Golden Snail :
We are encouraged to always be steadfast and continue to struggle with problems in life.

2. * Positive value :
- Worship to a mother is the main thing that must be done under any circumstances
- We are taught not to give up easily
- We are taught to always try and endure the various trials of live

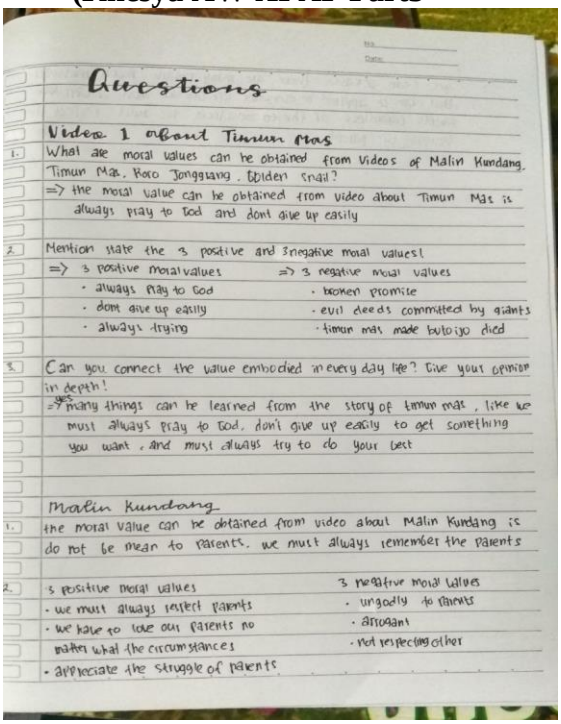
(Khesya AW XI AP Part 2)



* Negative Value :
- hi forgot himself
- don't always put your anger first when you need to control your anger.
- do not indulge in lust simply because your ambition are too high and do not be arrogant about something you find.

3. In my opinion the value in the content can be connected in everyday ~~life~~ life, because the the content of these values is taken from folklore.

(Khesya AW XI AP Part3



Questions

Video 1 about Timun mas

1. What are moral values can be obtained from videos of Malin Kundang, Timun Mas, Roro Jonggrang, Bawang Merah?
=> the moral value can be obtained from video about Timun Mas is always pray to God and dont give up easily

2. Mention state the 3 positive and 3negative moral values!
=> 3 positive moral values
- always pray to God
- dont give up easily
- always trying

=> 3 negative moral values
- broken promise
- evil deeds committed by giants
- timun mas made buto ijo died

3. Can you connect the value embodied in every day life? Give your opinion in depth!
=> many things can be learned from the story of timun mas, like we must always pray to God, don't give up easily to get something you want, and must always try to do your best

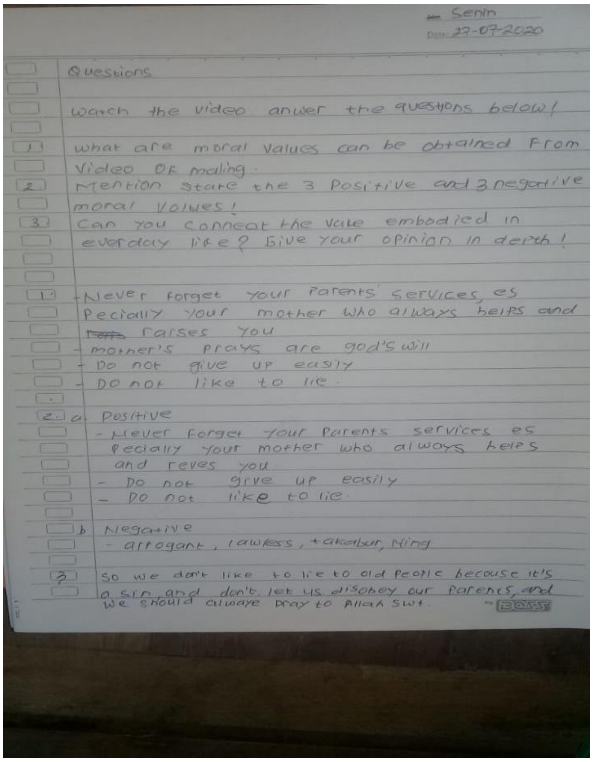
Malin Kundang

1. the moral value can be obtained from video about Malin Kundang is do not be mean to parents. we must always remember the parents

2. 3 positive moral values
- we must always respect parents
- we have to take our parents no matter what the circumstances
- appreciate the struggle of parents

3 negative moral values
- ungodly to parents
- arrogant
- not respecting other

(Hanifah Eko Rahma Kartika XI AP)



Senin
Date: 27-07-2020

Questions

Watch the video anwer the questions below!

1. what are moral values can be obtained from video of maling.
2. Mention state the 3 positive and 3 negative moral values!
3. Can you connect the vale embodied in everday life? Give your opinion in depth!

1. - Never forget your parents services, es pecially your mother who always helps and raises you
- mother's prays are god's will
- Do not give up easily
- Do not like to lie.

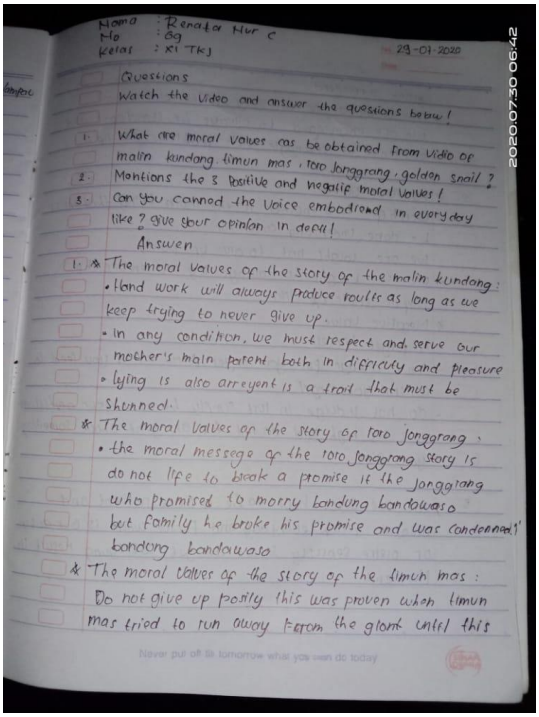
2. a. Positive
- Never forget your parents services es pecially your mother who always helps and reves you
- Do not give up easily
- Do not like to lie.

b. Negative
- arrogant, lawless, takabur, Ning

3. So we don't like to lie to old people because it's a sin and don't let us disobey our parents, and we should always pray to Allah swt.

(Amanda Putri Nur Aprilia XI AP)

2. XI TKJ



Nama : Renata Nur C
No : 89
Kelas : XI TKJ

29-07-2020

Questions

Watch the video and answer the questions below!

1. What are moral values cas be obtained from vidio of malin kundang timun mas, roro jonggrang, golden snail?
2. Mentions the 3 positive and negatif moral values!
3. Can you canned the voice embodiend in everyday like? give your opinion in depth!

Answen

1. * The moral values of the story of the malin kundang:
• Hand work will always produce roults as long as we keep trying to never give up.
• In any condition, we must respect and serve our mother's main parent both in difficulty and pleasure
• lying is also arreyent is a trait that must be shunned.

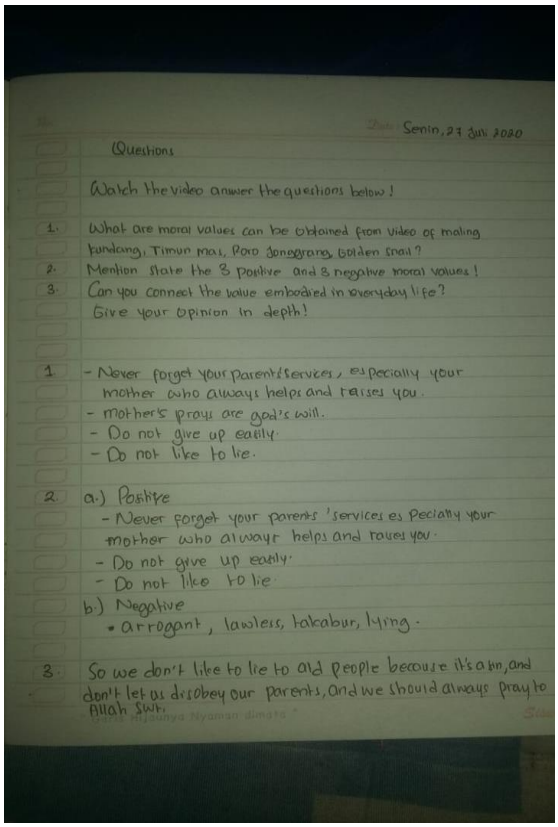
* The moral values of the story of roro jonggrang:
• the moral messege of the roro jonggrang story is do not life to break a promise it the jonggrang who promised to morry bandung bandawaso but family he broke his promise and was condemned bandung bandawaso

* The moral values of the story of the timun mas:
Do not give up posily this was proven when timun mas tried to run away from the giant until this

Never put off to tomorrow what you can do today

2020.07.30 06:42

(Renata Nur C XI TKJ)



Senin, 27 Juli 2020

Questions

Watch the video answer the questions below!

1. What are moral values can be obtained from video of maling kundang, Timun mas, Roro jonggrang, Golden snail?
2. Mention state the 3 positive and 3 negative moral values!
3. Can you connect the value embodied in everyday life? Give your opinion in depth!

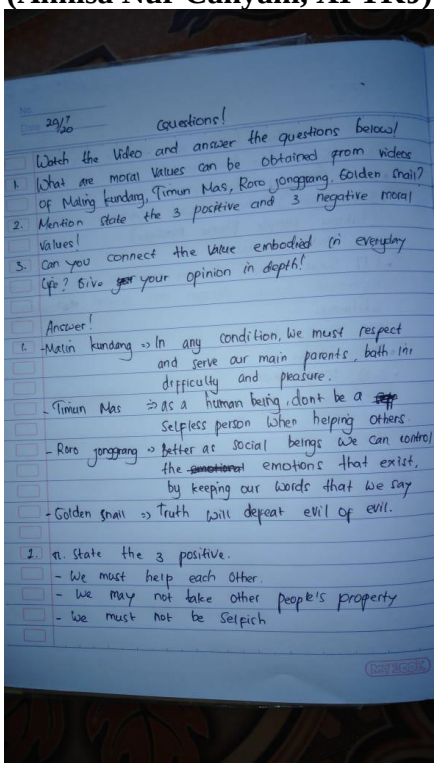
1 - Never forget your parents services, especially your mother who always helps and raises you.
- mothers prays are god's will.
- Do not give up easily.
- Do not like to lie.

2. a.) Positive
- Never forget your parents 'services es peciany your mother who alwayr helps and raises you.
- Do not give up eaily.
- Do not like to lie.

b.) Negative
- arrogant, lawless, takabur, lying.

3. So we don't like to lie to old people because it's a sin, and don't let us disobey our parents, and we should always pray to Allah SWT.

(Annisa Nur Cahyani, XI TKJ)



29/7/20

Questions!

Watch the video and answer the questions below!

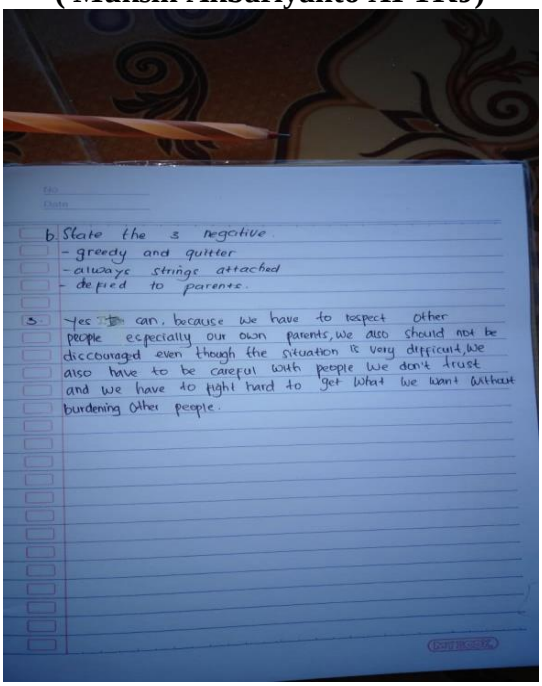
1. What are moral values can be obtained from videos of Maling kundang, Timun Mas, Roro jonggrang, Golden snail?
2. Mention state the 3 positive and 3 negative moral values!
3. Can you connect the value embodied in everyday life? Give your opinion in depth!

Answer!

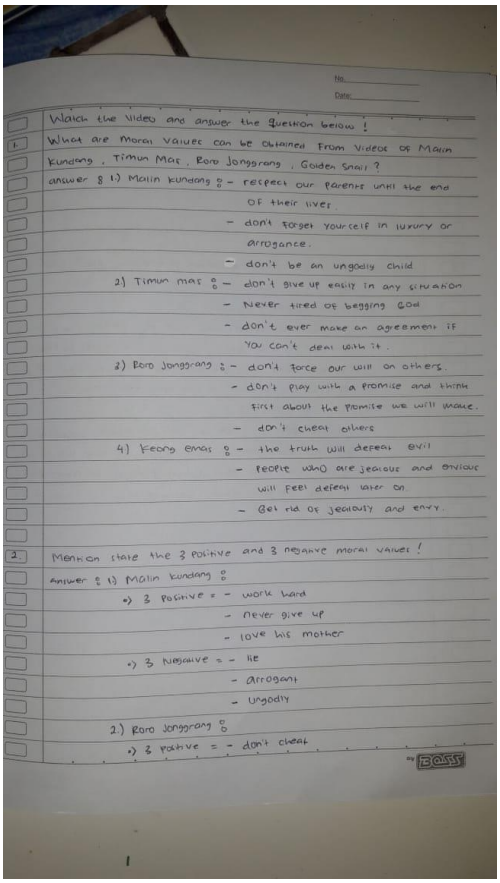
1. -Malin kundang => In any condition, we must respect and serve our main parents both in, diffically and pleasure.
- Timun Mas => as a human being, dont be a selfless person when helping others
- Roro jonggrang => better as social beings we can control the emotions that exist, by keeping our words that we say
- Golden snail => truth will defeat evil of evil.

2. a. State the 3 positive.
- We must help each other.
- We may not take other people's property
- We must not be selpish

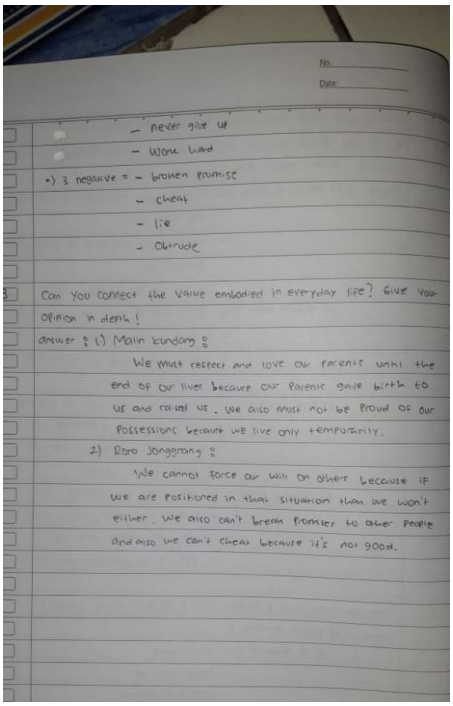
(Muksin Akbariyanto XI TKJ)



(Muksin Akbar Riyanto XI TKJ)



(Deni Ari Setiyawan XI TKJ Part 1)



- never give up
- Work hard

*) 3 negative = - broken promise
- cheat
- lie
- Obtrude

3 Can you connect the value embodied in everyday life? Give your opinion in depth !

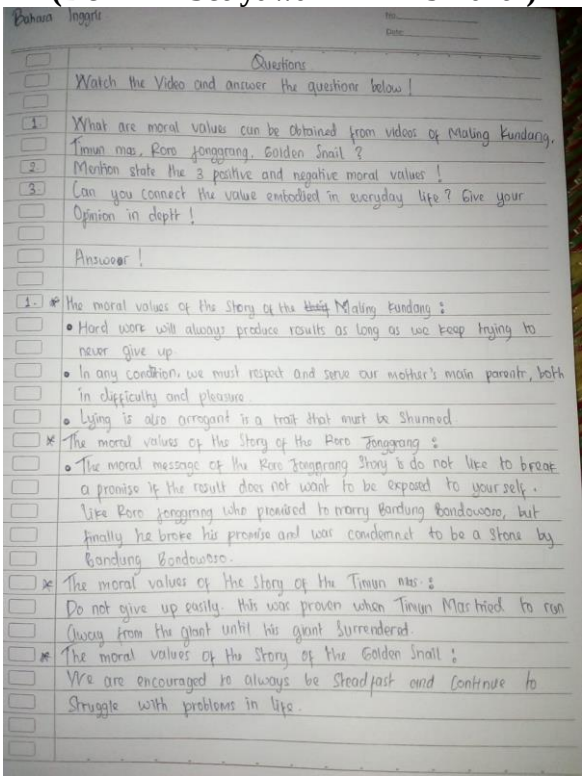
answer : 1) Malin kundang :

We must respect and love our parents until the end of our liver because our Parents gave birth to us and raised us. We also must not be Proud of our possessions because we live only temporarily.

2) Roro Jonggrang :

We cannot force our will on others because if we are positioned in that situation then we won't either. We also can't break promise to other people and also we can't cheat because it's not good.

(Deni Ari Setiyawan XI TKJ Part2)



Bahasa Inggris

Questions

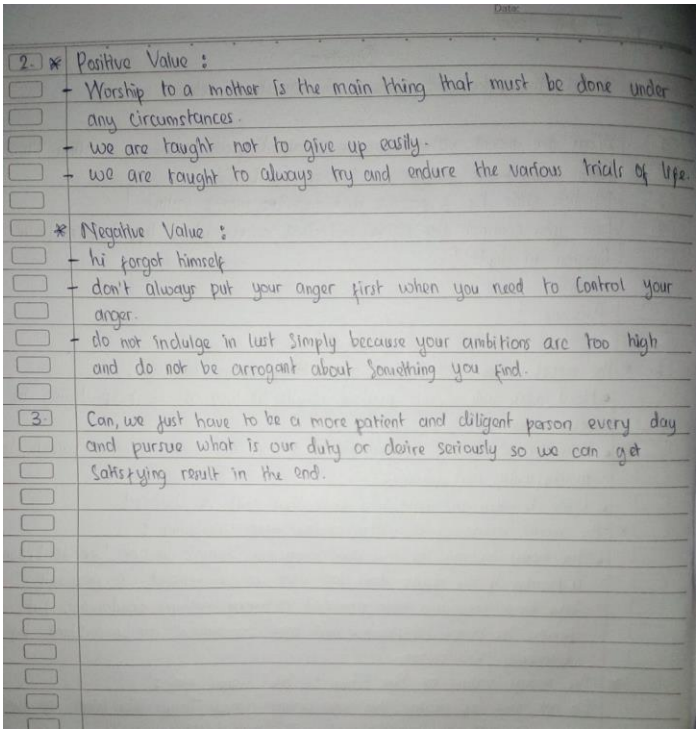
Watch the Video and answer the questions below !

1. What are moral values can be obtained from videos of Maling Kundang, Timun mas, Roro Jonggrang, Golden Snail ?
2. Mention state the 3 positive and negative moral values !
3. Can you connect the value embodied in everyday life ? Give your opinion in deptt !

Answeer !

1. * The moral values of the Story of the ~~Story~~ Maling Kundang :
   - Hard work will always produce results as long as we keep trying to never give up.
   - In any condition, we must respect and serve our mother's main parents, both in difficulty and pleasure.
   - Lying is also arrogant is a trait that must be shunned.
* The moral values of the Story of the Roro Jonggrang :
   - The moral message of the Roro Jonggrang Story is do not like to break a promise if the result does not want to be exposed to yourself. Like Roro Jonggrang who promised to marry Bandung Bandowaso, but finally he broke his promise and was condemned to be a Stone by Bandung Bondowoso.
* The moral values of the Story of the Timun mas :
   Do not give up easily. This was proven when Timun Mas tried to run away from the giant until his giant Surrendered.
* The moral values of the Story of the Golden Snail :
   We are encouraged to always be Steadfast and Continue to Struggle with problems in life.

(Anita Dwi Anggraini XI TKJ Part 1)



2. * Positive Value :
- Worship to a mother is the main thing that must be done under any circumstances.
- we are taught not to give up easily.
- we are taught to always try and endure the various trials of life.

* Negative Value :
- hi forgot himself
- don't always put your anger first when you need to control your anger.
- do not indulge in lust simply because your ambitions are too high and do not be arrogant about something you find.

3. Can, we just have to be a more patient and diligent parson every day and pursue what is our duty or desire seriously so we can get satisfying result in the end.

(Anita Dwi Anggraini XI TKJ Part2)

APPENDIX 05

TABLE OF QUESTIONNAIRE

No	Teori	Indikator	Pertanyaan
1.Students Perception	*A.* Sukisno and Suharsono (2017: 08) state student perceptionwas the perception of students about a particular problem or topic discussed, *itwas adjusted to the situation or atmosphere according to whatwas in the field without therewas coercion of direction or opinion.* B. Fitiana et all (2016:663)Students perception were the results of students thoughts as *outlined in oral expressions based on problems that were adapted to the existing conditions,* in addition to be verbal ,they could also be seen from the work of students in the form of writing answers to the problem.	**a. Knowledge** → An ability that already exists in oneself → Capture power **b. Field Condition** → Learning process • Internal factors • External factors	1) Saya sudah menguasai semua ketrampilan berbahasa inggris (reading,writing,listening,speaking) ○ SS ○ S ○ TS ○ STS 2) Saya mudah menangkap pembelajaran bhs.inggris ○ SS ○ S ○ TS ○ STS 3) Saya memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal ○ SS ○ S ○ TS ○ STS 4) Saya punya kemuan dalam diri untuk

			belajar bahasa inggris ○ SS ○ S ○ TS ○ STS 5) saya punya motivasi dari luar untuk belajar bahasa inggris ○ SS ○ S ○ TS ○ STS

2.Value Clarification Techniques	A. Raths (1978: 125), *Value Clarification Techniques (VCT)*was a learning model that requires students to find values in accordance with the *thinking process* of the students themselves B. Daryanti (2017 :49) There were several factors to find moral values in narrative text, there were five. First points of the process of understanding it, therewas prior knowledge, motivation both from within and from outside, has various english skills, the brain's ability to connect words and sentences so that they become a the meaning whole core so that know or plot of the story C. Engliana etc (2020 : 115) Moral values in narrative texts were obtained by knowing the story line to compwere or differentiate positive and negative moral values and equations so that they could reseact each other and become	a. **Find Values** → English Comperhension (Vocab) → Value-acquiring process b. **Expension of moral values** → Distinguish positive Moral values and negative moral values c. **Expressing Value** → Expression openly and deep → Expression with rational and critically d. **Connecting in everyday life**	6) Saya suka pembelajaran bahasa inggris mengunakan model VCT ○ SS ○ S ○ TS ○ STS 7) Saya paham setiap vocab kata bahasa inggris ○ SS ○ S ○ TS ○ STS 8) Saya ada usaha untuk tanya atau google translate kata yang sulit ○ SS ○ S ○ TS ○ STS 9) Saya mudah menyusun jawaban pertanyaan bahasa inggris ○ SS ○ S ○ TS ○ STS

	learning that could be sponded to critically and creatively D. Juhji and Ardila (2018 : 20) When we were going to express opinions or perceptions critically, rationally and logically, the main component we usewas critincal thingking. Critical thingkingwas thingking in order to test, connect and evaluate all aspects of a praticular problrm or topic, before arguing or perceiving of coure we must know and understand the problem or topic first by reading deeply and being able to feel the emotions from what was read will make it easier for us to think deeply. After knowing this, itwas combined with the experience and knowledge for words of your opinion or perception that we had so that the results could be a description of the conclusions of our cognitive abilities, decisions or suggestions. E. Ahmad S (2015 : 250) The stories in the Narrative text contain moral values and also istill good moral values with local cultures that were relevant to everyday life		

	According to Nurdyansyah and Fahyuni (2016: 159). The aim of the modelwas Value Clarification Techniques (VCT) whichwas to see and measure students' understanding of moral values or social values of life, students could distinguish which parts were included in positive moral values or social values and which parts include negative moral values or social values and could express opinions about appropriate solutions. Superka (1973: 111-113) states The purpose of the Value Clarification Techniques (VCT) modelwas students could know the moral values of a topic of discussion, then be able to express and present openly and as widely as possible the thoughts possessed by these students, these trains the students' ability to think rational and critically.		

	Taniredja Dec (2011: 88) purpose of the VCT learning modelwas first to know and measure a moral value, secondly to make students know that moral valuewas positive therewas a negative and know which next steps could be taken which should be abandoned, third instill the value thatwas logically analyzed so that it could be accepted and last long because it could be accepted by human reason. Lastly, could assess other context, oneself or others who were connected with the problems of daily life.		

3. Narrative text	Aderson M and Aderson K (1997: 02) state narrative text thatwas text that entertains the reader, could make the reader think about conflict or the storyline, teach some lessons from the story, more able to attract emotions the reader could feel feelings of sadness, pleasure, anger.	**a. Plot** **b. Emotionally appealing** **c. Take a lesson from the story**	10) Saya paham alur cerita pada teks dan video naratif ○ SS ○ S ○ TS ○ STS 11) Saya bisa merasakan emosi senang atau sedih atau marah ketika membaca dan melihat teks naratif ○ SS ○ S ○ TS ○ STS 12) Saya dapat mengambil nilai moral pada teks dan video naratif ○ SS ○ S ○ TS ○ STS 13) Saya bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif

			○ SS ○ S ○ TS ○ STS 14) Saya kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video naratif ○ SS ○ S ○ TS ○ STS 15) Saya bisa menghubungkan nilai moral pada teks dan video naratif ○ SS ○ S ○ TS ○ STS

Kuesioner Penelitian

Saya Ratih Puspitasari mahasiswa IAIN Surakarta Fakultas Adab dan Bahasa Prodi Bahasa Inggris mengadakan penelitian di SMK Taman Siswa Sukoharjo sebagai syarat skripsi untuk kelulusan dengan tema "Persepsi Siswa Mengenai Model Pembelajaran VCT pada Naratif Teks".

Beberapa waktu lalu sudah datang dan melakukan observasi dikelas. Pada kesempatan kali ini saya sebagai peneliti ingin meminta para siswa mengisi quesioner sesuai dengan apa yang dirasakan siswa selama penerapan model pembelajaran VCT di harapkan jujur dan apa adanya.

Sebelum siswa menjawab saya akan beritahu cara menjawabnya, perhatikan hal berikut ini:
1. SS (Sangat Setuju) : Apabila sangat sesuai dengan pernyataan yang ada
2. S (Setuju) : Apabila lumayan setuju atau sedengan dengan pernyataan yang ada
3. TS (Tidak Setuju) : Apabila tidak setuju dengan pernyataan yang ada
4. STS (Sangat Tidak Setuju) : Apabila sangat menolak dengan pernyataan yang ada

* Wajib

1. NAMA LENGKAP *

_____

2. JURUSAN *

_____

3. 1) Saya sudah menguasai semua ketrampilan berbahasa inggris (reading,writing,listening,speaking) *

Tandai satu oval saja.

- ◯ SS
- ◯ S
- ◯ TS
- ◯ STS

4. 2) Saya mudah menangkap pembelajaran bahasa inggris *

Tandai satu oval saja.

- SS
- S
- TS
- STS

5. 3) Saya memerlukan ketenangan dalam pembelajaran agar fokus dan maksimal *

Tandai satu oval saja.

- SS
- S
- TS
- STS

6. 4) Saya punya kemuan dalam diri untuk belajar bahasa inggris *

Tandai satu oval saja.

- SS
- S
- TS
- STS

7. 5) Saya punya motivasi dari luar untuk belajar bahasa inggris

Tandai satu oval saja.

- SS
- S
- TS
- STS

8. 6) Saya suka pembelajaran bahasa inggris mengunakan model VCT *

Tandai satu oval saja.

- SS
- S
- TS
- STS

9. 7) Saya paham setiap vocab kata bahasa inggris *

Tandai satu oval saja.

- SS
- S
- TS
- STS

10. 8) Saya ada usaha untuk tanya atau google translate kata yang sulit *

Tandai satu oval saja.

- SS
- S
- TS
- STS

11. 9) Saya mudah menyusun jawaban pertanyaan bahasa inggris *

Tandai satu oval saja.

- SS
- S
- TS
- STS

12. 10) Saya paham alur cerita pada teks dan video naratif *

Tandai satu oval saja.

- SS
- S
- TS
- STS

13. 11) Saya bisa merasakan emosi senang atau sedih atau marah ketika memba dan melihat teks naratif *

Tandai satu oval saja.

- SS
- S
- TS
- STZ

14. 12) Saya dapat mengambil nilai moral pada teks dan video naratif *

Tandai satu oval saja.

- SS
- S
- TS
- STS

15. 13) Saya bisa mendapat dan membedakan nilai positif dan nilai negatif pada teks dan video naratif *

Tandai satu oval saja.

- SS
- S
- TS
- STS

16. 14) Saya kritis dalam mengutarakan fikiran mengenai nilai moral pada teks dan video naratif *

Tandai satu oval saja.

- SS
- S
- TS
- STS

17. 15) Saya bisa menghubungkan nilai moral pada teks dan video naratif *

Tandai satu oval saja.

- SS
- S
- TS
- STS

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APPENDIX 06

Documentation

(Pre-research observation in class XI AP)

(The process of working use a model VCT in XI AP)

(Pre-research observation in class XI TKJ)

(The process of working use model VCT in class XI TKJ)