TEACHERS' STRATEGIES IN TEACHING ENGLISH AT POST-PANDEMIC COVID-19 AT SMA NEGERI 1 NOGOSARI BOYOLALI

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana*

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Written by:

RISMAKA PALUPI

SRN. 183.221.052

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SURAKARTA

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Subject : Thesis of Rismaka Palupi

SRN : 183.221.052

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta In Sukoharjo

Assalamu'alaikum Wr. Wb.

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

Name : Rismaka Palupi

SRN : 183.221.052

Title : Teachers' Strategies in Teaching English at Post-Pandemic COVID-19 at SMA Negeri 1 Nogosari Boyolali

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention.

Wasalamu'allaikum Wr.Wb.

Sukoharjo, 07 Desember 2022

Advisor,

Ika Sulistyarini, M.Pd.

NIP. 198704042019032015

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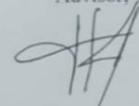
RATIFICATION

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Chairman   : Fitri Ana Ika Dewi, M.Hum.   (   )

               NIP. 199002252017012126

Secretary   : Ika Sulistyarini, M.Pd.   (   )

               NIP. 198704042019032015

Main Examiner: Dr.Hj. Woro Retnaningsih, M.Pd. (   )
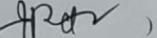
               NIP. 19681017 199303 2 002

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Approved by

Dean, Faculty of Cultures and Languages
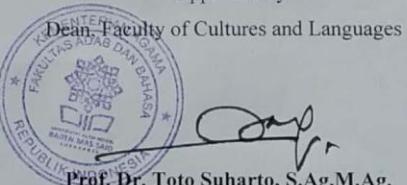
Prof. Dr. Toto Suharto, S.Ag.M.Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved big family, thanks for your support, trust, finance, encouragement and pray for me in all day.

2. My beloved lecturers and almamater Raden Mas Said State Islamic University of Surakarta.

3. My beloved friends who always give me motivation, support, care and always pray me.

MOTTO

"Work it, make it, do it, make us: harder, better, faster, stronger"

-Duft Punk-

PRONOUNCEMENT

Name   : Rismaka Palupi

SRN   : 183.221.052

Study Program   : English Language Education

Faculty   : Cultures and Languages

I hereby sincerely state that the thesis titled "Teachers' Strategies in Teaching English at Post-Pandemic COVID-19 at SMA Negeri 1 Nogosari Boyolali" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation a referrend in the bibliography.

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

Sukoharjo, 07 Desember 2022

Stated by,

Rismaka Palupi

SRN. 183.221.052

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Sukoharjo, 07 Desember 2022

The Researcher

Rismaka Palupi

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ABSTRACT

Rismaka Palupi. 2022. *Teachers' Strategies in Teaching English at Post-Pandemic COVID-19 at SMA Negeri 1 Nogosari Boyolali.* Thesis. English Education Department. Cultures and Languages Faculty.

The objectives of the Study are: (1) To find out the teaching strategies used by the English teachers of SMA Negeri 1 Nogosari Boyolali in post-pandemic COVID-19, (2) To reveal the factors that influenced the English teachers of SMA Negeri 1 Nogosari Boyolali to use those teaching strategies. The research was conducted from July to November 2022 at SMA Negeri 1 Nogosari Boyolali. This research is a case study at two English teachersin that school. The sources of the data were informants, events, and documents. The data collection method used observation, interview, and document analysis.

The result of the study show that the teacher use teaching strategies cover planning, teaching practice and assessment. The finding of the study are: (1) There are nine teaching strategies used by the teachers at SMA Negeri 1 Nogosari Boyolali. Those strategy are: a) brainstorming, b) case-based small group discussion type group investigation, c) simulation, d) demonstration, e) games, f) large group discussion, g) presentation, h) exercise/self-awareness test, i) exercise, j) one to one precepting. 2) The factors that influence the teachers in deciding the use are: a) integrity in the field of study/subject b) allocation of time and supporting facilities, c) number of students, d) experience and authority of the teacher, e) Curriculum.

Keywords: Teaching strategy, English language teaching, post-pandemic COVID-19.

CHAPTER I

INTRODUCTION

A. Background of the Study

Entering February 2022, Indonesia entered a new COVID-19 variant called Omicron, so these four ministers again updated the Joint Decree of 4 Ministers concerning Guidelines for the Implementation of Learning Education in the Pandemic Period of the 2022 academic year. The latest it was made more detailed and still prioritizes the health and safety of school residents. Referring to the Joint Decree of the four ministers regarding guidelines for the implementation of learning during the pandemic COVID-19, the Boyolali Education and Culture Office (Dispendikbud) allows face-to-face learning with 50% (fifty percent) of classroom room capacity. In education units located in areas with the Enforcement of Community Activity Restrictions level 2 *(Pendidikan , Kebudayaan, Riset, & Teknologi, 2022).*

Face to face is carried out with the number of hours of face-to-face meetings in learning which is still limited to about 3 hours and the division of classrooms in such a way as to maintain social distancing. In addition, teachers and students must be vaccinated when it comes to face-to-face learning. Currently, schools in the Boyolali area have implemented limited face-to-face learning despite the easing (Tirta, 2022). Face-to-face learning in 2022 presents a challenge for English teachers at SMA Negeri 1 Nogosari Boyolali due to declining student interest in learning.

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Based on the results of interviews with several students, it is known the cause of students experiencing a decrease in interest in learning. This is because they already feel comfortable with online learning during the pandemic, during the learning process students listen to the teacher deliver material through the Google Meet application while sitting relaxed at home and can eat or drink without being ashamed of being caught. Students can even take online lessons while listening to music or opening a video app. The convenience of students who share their focus and attention on other things outside of learning is what causes the value of student learning outcomes to decrease.

In this case, it makes English teachers at SMA Negeri 1 Nogosari Boyolali continue to think and find the best way. Because learning English is also considered difficult. Moreover, it must also adapt to the existing circumstances and conditions. Teachers cannot force students to study independently through online applications, but teachers also accompany, supervise, and help students to understand English lessons. In this post-covid-19 pandemic, learning is also limited, in which teachers and students must be able to manage their time well.

In addition, in the delivery of material, the teacher must also adjust the students to one another, for example, in delivering material the teacher explains the material at a glance and uses a makeshift book, maybe student 1 can understand what the teacher is saying but with other students, it is not necessarily the right delivery of the material. So, the teacher must be able to

adjust and generalize in the delivery of lessons so that the learning conveyed can be understood and mastered.

Mastery of English will provide great benefits for students. To help students master it, teachers as educators have a big role in schools and need strategies to support the teaching and learning process. Designing a good strategy will be one of the important ways to achieve teaching goals in schools. The teaching strategy is the chosen approach to provide learning materials to students in certain learning environments consisting of the design, variety, and arrangement of activities that can convey learning skills to students (Colombo, 2012). The teaching strategy has a strong relationship with learning objectives. It can be seen from the description of the behavior and competencies that students must possess during and after class in the way to be taken to achieve this goal.

In the current curriculum, teaching strategies are not presented specifically, teachers can choose their teaching strategy which is considered appropriate and effective to achieve learning objectives and the formation of student abilities. To facilitate the selection of teaching strategies, teachers must understand the learning objectives and competencies possessed by students will take. In addition, the teacher must also understand the characteristics teaching strategy to be chosen while understanding the impact of strategy ability.

In general, the forms of teaching strategies are very diverse to be used. Teacher-Centered Learning (TCL) and Student-Centered Learning (SCL) are the most commonly discusses teaching strategies in the world of education.

Both of them have advantages and disadvantages when applied in the teaching and learning process. According to *(Ardian & Sudji, 2015)* Teacher-Centered Learning (TCL) tends to act in one direction, namely the provision of material by students' teachers. This teaching strategy makes students passive because students just listen. This makes students lose their creativity. Besides that, teachers are also required to choose teaching strategies that can stimulate the enthusiasm of each student to be actively involved in the learning experience. One alternative teaching strategy that allows the development of the activity of each student is Student-Centered Learning (SCL).

The teacher is one of the important components in the teaching and learning process. Teaching itself is a complex act (Ornstein & Lasley, 2000, p.36). Teaching is complex action because what works in situations with multiple students may not work in another school or even a classroom with some situations in different settings with different subjects, students, and goals. Then, the teacher is one of the important contributors who are responsible for improving student learning.

Teaching must be thought out and planned (Orlich, Harder, Callahan, Trevisan, & Brown, 2010). Orlich, Harder, et al stated that teaching involves dynamic interactions between individuals (teachers and teachers, teachers and students, and students and students) and they care about making decisions (2010, p.22). Always teaching includes finding a balance between what and how, between content and skills, and between knowledge and procedural knowledge (Silver, Strong, and Perini, 2007). So teaching requires good

strategies to manage complex problems more efficiently method. A good strategy combines content and skills, helps students to learn, and allows teachers and students to explore language learning. Students can acquire language and content comprehensively if they accept the right way or strategy.

Deciding which strategies to apply in the classroom involves careful design and planning (Orlich, Harder, et al, 2010). Silver, Strong, and Perini (2007) state that strategies are different types or styles of plans that teachers use to achieve goals. They explain that every teacher needs to make a teaching strategy. It is based on research and experience that teaching strategies are very important to create a conducive learning situation in the classroom and for the academic success of students.

There are six different reasons why teaching strategies are so important: (1) strategy is a tool for designing lessons and units; (2) job creation strategy differentiates instruction that is manageable for teachers and motivating for students; (3) strategy provides the tools necessary to bring a wise program to life in class; (4) strategies to build skills needed for success in lessons; (5) frequent use of strategies leads to consistent and significant gains in students achievement; (6) strategies to build various types of knowledge.

Teaching strategies are one of the main factors that help determine how and how well students learn foreign languages. Brown (2007) states that strategy is a specific method of approaching a problem or task, mode, or operation for achieving a specific goal, and a planned design to control and manipulate a particular information strategy is an attempt to get success in

achieving the desired goal. David in Sanjaya (2014) states that education, strategy can be described as a plan, method, or series of activities designed to achieve specific educational goals.

Cooper in Sanjaya (2014) states that a teacher is a person who is responsible for helping students to learn and behave in different new ways because the teacher is the main component that determines the implementation of teaching strategies. Sanjaya also explained that each teaching strategy has its uniqueness. This is in line with Killen in Sanjaya "No teaching strategy is better than the other in all situations, so you must able to use a variety of teaching strategies and make rational decisions about when each teaching strategy tends to be the most effective" (2014, p.131).

English teachers need to make a good strategy because the right strategy will develop students' abilities in mastering subjects and achieve learning objectives. Achieving learning goals it self is not something easy because it deals with some problems. Several things that need to be considered by the teacher in determining the teaching strategy are the application of the 2013 Curriculum (K-13), teaching materials, and student problems in the teaching and learning process.

The curriculum is a fundamental part of the educational program and the basis for delivering instructions. Curriculum changes in Indonesia aim to provide better education. K-13 provides opportunities for students to explore all the potential that exists they have been viewed from affective, cognitive, and physics motor aspects. It teachers' understanding of the curriculum is very

important for the teaching process. To implement the curriculum, teachers are required to create an effective curriculum and meaningful learning, organize learning, choose the right approach, decide on learning procedures, and determine success criteria (Mulyasa, 2014, p.99).

The government has redesigned the pedagogical way of thinking through the implementation of K-13. Based on K-13, the teaching and learning process is carried out by applying the Scientific Approach (SA), where students are encouraged to observe, question, explore, associate, and communicate content material they should learn. Therefore, teachers must develop learning models which enable students to think scientifically and creatively, as well as develop a sense of from the investigation. This is in line with Cruickshank, Jenkins, and Metcalf (2009) who stated that learner-centered strategies are based on the belief that students learn best through finding or knowing something itself and going through the problem. Then, the problem that arises is whether the teacher will be able to adapt to the new method.

Ornstein & Lasley stated that teachers with good strategies can be seen from the types of questions teachers ask, the way they respond to students, expectations, and attitudes towards students, their classroom management techniques, their teaching methods, and their general teaching behavior (2000, p.63). Teachers must find effective ways or strategies to achieve goals and fulfill their student's needs. Good teachers have good strategies, they know what goal they plan to achieve and how they manage students to realize those goals. Based on these in fact, teachers are required to make good strategies in

teaching preparation and the teaching process itself. Every teacher must develop teaching strategies, so learning interactions in the classroom can be interactive, inspiring, interesting, challenging, and motivating students to participate in class, and learning objectives can be achieved. Because previously the teacher used conventional methods.

In this study, the researcher conducted a qualitative case study of strategies for teaching English. This research focuses on teaching strategies that include planning, teaching practice, and assessment. Because English teachers are required to create good teaching strategies related to the demands of the curriculum, teaching materials, and characteristics of students to achieve learning objectives.

With this background, the researcher is interested in what strategies teachers use in teaching English post-pandemic COVID-19. Therefore, in this study, the researcher will examine "Teachers' Strategies in Teaching English at post-pandemic COVID-19 at SMA Negeri 1 Nogosari Boyolali". This strategy is applied in class IX of the science and social studies program in specialization English lessons. This research is important because it can be used as a reference for teachers in carrying out their roles when implementing English learning strategies appropriately during the post-pandemic COVID-19.

B. Identification of the Problems

The researcher knows that in the realm of high school, English lessons are one of the few lessons that can be categorized as difficult, in the conditions of the post-pandemic COVID-19 itself, demanding teachers to be more

innovative, and creative in developing compatible teaching in the learning environment. The researcher wants to analyze how the right strategy is used by teachers in realizing the atmosphere. Based on the background of the study, here are some reasons researchers identified teacher strategies in teaching English during the post-pandemic COVID-19.

The researcher identifies the problem as follows:

1. Students' interest in English learning during the post-pandemic COVID-19 is still low.

2. Teaching strategies are needed to stimulate interest and understanding in learning English by students during the post-pandemic COVID-19.

C. Limitation of the Problems

This research will be conducted at SMA Negeri 1 Nogosari Boyolali from July - November 2022. The data are taken only from the two teachers of SMA Negeri 1 Nogosari Boyolali who teach English. This research focuses on analyzing teacher strategies in teaching English during the post-pandemic COVID-19.

D. Formulation of the Problems

Based on the background of the research, the formulation of this research problem is as follows.

1. What teaching strategies are used by the English teachers of SMA Negeri 1 Nogosari Boyolali in post-pandemic COVID-19?

2. What are the factors that influenced the English teachers of SMA Negeri 1 Nogosari Boyolali to use those teaching strategies?

E. Objectives of the Study

Based on the above problems, the purpose of this researcher is:

1. To find out the teaching strategies used by the English teachers of SMA Negeri 1 Nogosari Boyolali in post-pandemic COVID-19.

2. To reveal the factors that influenced the English teachers of SMA Negeri 1 Nogosari Boyolali to use those teaching strategies.

F. Benefits of the Study

1. Theoretical Benefits

   a. For other researchers

      The researcher hopes this research will be beneficial for other researchers who are interested in analyzing teacher strategies.

   b. For teacher

      The results of this study are expected to help English teachers in developing and designing their teaching strategies effectively so that they could provide optimal results for students.

2. Practical Benefits

   a. For Teachers

      The result of the research hopefully could be implemented by the English teachers in their practical teaching and learning so that it could be more innovative and creative.

b. For university branding

This research hopefully could be helpful in rebranding majors and campuses where research development is carried out systematically and shows that the quality of research guidance is carried out in a disciplined and innovative manner.

c. For other researchers

The results of this study can be used as a reference who want to research teacher strategies in teaching English during the post-pandemic COVID-19.

G. Definition of Key Terms

1. Teaching strategy (Capel, 2003) defines teaching strategy as a powerful learning tool that promotes aspects of learning and prohibits others from happening. Meanwhile, according to (Sarjan, 2017) teacher strategy is a learning activity that must be completed by both teachers and students in the context of learning the objectives to be achieved successfully and efficiently. In this study, the teacher's strategy is a plan or method used by the teacher in teaching. A teacher can choose different teaching strategies according to the topic unit, grade level, class size, and class resources.

2. English Language Teaching (Rohmah, 2013) defines teaching English refers to the practice of teaching English to students whose first language is not English. Teaching English is often taught in the student's own country, both in public and private schools.

3. Post-pandemic COVID-19 is a situation where COVID-19 takes place. The increasingly controlled spread of COVID-19, supported by the increasing vaccination rate, as well as the cancellation of the Level 3 Community Activity Restriction (PPKM) during the Christmas and New Year periods, gave optimism for the community to get up and carry out normal activities even though it was limited.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories for this research, as follows: teaching strategies, English teaching strategies, and factors Affecting Considerations for Choosing Learning Strategies in Teaching English.

A. Theoretical Review

1. Teaching Strategies

a. Definition of Teaching Strategies

Strategy can be said as the first step for an English teacher to master in achieving English because there are many kinds of teaching strategies that he can use. Each strategy also has different results. For example, teachers can apply. There are various strategies in English class to create students' interest and also to increase student's attention in the learning process. A good strategy for achieving the English language process will provide different values for learners. So, as an English teacher, you must master effective strategies if you want to be successful in the learning process.

A teaching strategy is a general plan for a lesson that includes a structure of desired learner behavior in terms of teaching objectives and an outline of the planned tactics required to implement the strategy. Teaching strategies refer to the methods used to help students

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learn the desired course content and can develop goals that can be achieved in the future.

According to (Sarjan & Mardiana, 2017) states that teaching strategy is a general lesson plan which includes structure, student behavior desires, in terms of teaching objectives, and tactical lines needed to carry out strategies that must be mastered by English teachers to achieve lessons for class students. So that the lesson can be understood and used as well as possible.

State (Brown, 2005) that strategy is a specific method to approach a problem or task, a mode of operation to achieve certain goals, and a planned design to control and manipulate certain information. In another statement, (Iskandarwasid & Sunendar, 2011) states that teaching strategies are habits and actions used by teachers to achieve successful learning, direction, and interest. This definition is more learning for an observable action, even that definition may also include cognitive measures that are not observed.

English teaching strategies are important for teachers of English learners to recognize the important ways in which they must adapt their lessons and assessments to meet the unique needs of these students. Teachers need to understand the basic support that must be given to master English in a classroom context. English students can comprehensively acquire language and content if provided with

appropriate scaffolding and assessed in a way that allows them to demonstrate understanding and knowledge.

So from the above definition, the researcher concludes that teaching strategy is a general plan for lessons that include structure, and student behavior desires, in terms teaching objectives refers to the methods used to help students learn the content of the desired and can develop goals that can be achieved in the future will come.

b. Component of Teaching-Learning Strategies

There are several components of the teaching-learning strategies (Hamruni, 2011) as follow:

1) Teachers

Teachers have a role to create a student environment to suit the expected environment of the student learning process so that ultimately students can get the expected learning outcomes.

2) Students

Students are components that carry out learning activities to develop real potential competencies to achieve learning objectives.

3) Purpose

The purpose is the basic basis for determining strategies, learning materials, media, and evaluation of learning.

4) Learning materials

Teaching materials are media to achieve goals, in the form of learning material that is arranged systematically and dynamically with the direction and progress of science and its demands from society.

5) Learning activities

For learning objectives to be achieved optimally, determining learning strategies need to be formulated as components of learning activities according to the standards learning process. *(Sanjaya, 2011)* state that the notion of education process standards national education standards related to the implementation of learning in educational units to achieve standards completeness of competence. The standard contains the minimum criteria for the learning process in primary and secondary education units as a whole the territory of the Unitary State of the Republic of Indonesia.

6) Method of teaching

The teaching method is a method used to achieve learning objectives that had been planned.

7) Media of learning

The tools used in learning are everything that can be used to achieve a learning destination.

8) Source of learning

Learning resources are everything that can be used as a place or reference where teaching materials can be obtained.

9) Evaluation

Evaluation is a component that serves to determine whether the objectives that have been achieved have been determined or not.

10) Environment

The environment will influence the teacher in determining teaching and learning strategies.

2. English Teaching Strategies

a. Definition of Teaching English

Teaching English is impossible apart from various things. Teaching English requires the method, approach, and strategy itself. Teaching strategies are important for teachers of English learners to recognize important ways in which they must adapt lessons and assessments to meet the unique needs of these students. Teachers need to understand the basic support that must be provided for mastery of English in a classroom context. English language learners can comprehensively acquire language and content if they are scaffolded provided and appropriate and assessed in a way that allows them to demonstrate their understanding and knowledge.

According (Anjaniputra, 2013) states that English teaching strategies play a role in creating a fun English learning experience for

young students in the classroom. This is very important and related to the argument that the essence of teaching and learning success depends on the teacher.

State (Sarjan & Mardiana, 2017) also state that the strategy of teaching English is to generalize a plan for the lesson that includes the structure, the behavior of the learner, terms of teaching objectives, and an outline of the tactics needed to implement strategies to help students overcome difficulties in learning the language. English. On the other hand, English teaching strategies are tools used by English teachers to teach four skills, namely speaking, writing, reading, and listening.

State (Syahputra, 2014) said that English teaching strategies refer to the structures, systems, methods, techniques, procedures, and processes used by a teacher during instruction. This is a strategy that teachers use to help students learn. The teacher is in charge of determining the right strategy for students, depending on their needs.

So from the definition above, the researcher can conclude that the English teaching strategy is the first step that must be mastered by the English teacher in teaching English because there are many kinds of teaching strategies that can be used. Each strategy also has different results. For example, teachers can apply various types of strategies in English class to create students' interest and also to increase student's attention in the learning process. A good strategy in the process of

teaching English will give different values to students. So, as an English teacher, you must master effective strategies if you want to be successful in the learning process.

In answering the questions, the researcher uses a theory (Wehrli & Nyquist, 2003) entitle *Teaching Strategies/Methodologies: Advantages, Disadvantages/Cautions, Keys to Success.* In that theory explain the strategy/methodology in teaching, as well as explain the advantages and disadvantages of implementing the strategies used. Because applying the right strategy is an important thing to do before teaching.

b. Teacher's Strategy in Improving English Education Learning

In the process of teaching English, it is good to know the types of English teaching strategies because different methods influence the student's learning process. Some students may have different needs in the learning process. It is possible to give different priorities depending on the student's process needs. Various teaching strategies have been proposed and implemented in language classrooms to help teachers and students achieve learning objectives. (Wehrli & Nyquist, 2003) describe teaching strategies with the following advantages and disadvantages:

1) Brainstorming

A process for generating multiple ideas/choices in which judgment is deferred until the maximum number of ideas has been

generated. After idea generation, options are usually analyzed, the best solutions are identified, and an action plan is developed.

Advantages of Brainstorming Strategy according to Wehrli and Nyquist (2003: 1–6):

a) Actively involve students in higher levels of thinking.

b) Promote peer learning and create synergies.

c) Promote critical thinking.

d) Help the group reach a consensus

Disadvantages of Brainstorming Strategy (2003: 1–6):

a) Require students to discipline their input for discussion (generating ideas without making judgments).

b) May not be effective with large groups.

c) Can lead to "group thinking".

2) Case-Based Small Group Discussion

Case-based small group discussion is one of the cooperative learning techniques in which students work in groups of four until six. A small group is a small member of human, work together interaction whose interdependent relationship allows them to achieve a mutual goal. Brown state that small group provides opportunities for students initiation, face to face, give and take, for practice in negotiation of meaning for extended conversation

exchanges. So, the students are more confidence to give opinion in each of their small group.

Small groups of four until six case-based assignments, exchange viewpoints while working through the problem-solving process. In Problem Based Learning, the problem comes first and students overcome the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching problem learning, and applying new information to cases.

Advantages of Case-Based Small Group Discussion Strategies such as Wehrli and Nyquist (2003:1–6):

a) Actively involve participants and stimulate peer group learning.

b) Help participants explore pre-existing knowledge and build on what they know.

c) Facilitate the exchange of ideas and awareness of mutual concern.

d) Develop leadership skills, teamwork, communication, and collaboration.

e) Promotes higher levels of thinking (application, synthesis, evaluation) versus simple memorization

Disadvantages of the Case-Based Small Group Discussion Strategy (2003:1–6):

a) Can potentially turn into an off-duty or social conversation.

b) It can be challenging to ensure the participation of all, especially in larger groups.

c) Can be frustrating for participants when they are at very different levels of knowledge and skills.

d) Can be unpredictable in terms of results.

e) Increase the potential for interpersonal conflict.

f) Can take time

The types of small group discussion:

a) Group Investigation

The presenter breaks participants up into small groups. Each group has a certain category and they gather information and analyze it for meaning. The participants then prepare and deliver a presentation to the class about what they discovered. The process teaches participants to work together, listen to one another, and support each other work and opinions. This is a group- skill-building teaching strategies peer interaction.

b) Problem-solving groups

These groups exist to cooperate, discover, inquire, and think critically, for example several participants might work together to solve mathematical problems through exploration. The purpose of problem-solving groups is to approach real-life

problems with an appropriate strategy. The participants find many approaches to the problem and solution.

c) Cooperative learning groups

In cooperative learning, a small group of participants works together to achieve a common goal. Cooperative learning operates on the premise that participants achieve more when the students work together. The goals of cooperative learning are positive interdependence, face-to-face interaction among participants, individual accountability within the group, and interpersonal and small-group skills.

3) Simulation

In a medical context, it is used to teach examinations, procedures and certain data interpretation skills and the effects of drugs and interventions in realistic situations without harming the patient.

Advantages of Computer Simulation Strategy according to Wehrli and Nyquist (2003: 1-6):

a) Can describe a realistic situation.

b) Allows focused learning that eliminates irrelevant aspects.

c) Can be used when "real" experience is not available or would harm the patient.

d) Provide immediate feedback

Disadvantages of Computer Simulation Strategy as Wehrli and Nyquist (2003:1-6):

a) It can be expensive to purchase and maintain a computerized simulator.

b) Limiting the number of people who can access learning simultaneously.

c) Can create scheduling and logistical challenges.

4) Demonstration

Carry out an activity so that students can observe how it is done to help prepare students to transfer theory to practical application. Moreover, a strategy demonstration involves a teacher showing students how to do something.

Wehrli and Nyquist's (2003:1–6) Demonstrating Excellence Strategy:

a) Help people who learn well by imitating others.

b) Promotes self-confidence.

c) Provide opportunities for targeted questions and answers.

d) Allows attention to be focused on specific details rather than general theory.

Deficiency Demonstration Strategy as Wehrli and Nyquist (2003:1–6):

a) Its value is limited to people who do not learn well by observing others.

b) May not be suitable for different learning levels of participants.

c) Require demonstrators to have special skills if highly technical tasks are involved.

5) Games

Games are used to bring competition, participation, practice, and feedback into the learning experience as motivators and opportunities to apply principles. Use of carefully planned classroom games, for example, to practice verbs, tenses, questions, locatives, etc.

The Advantages of Games Strategy as Wehrli and Nyquist (2003:1–6):

a) Involve students actively.

b) Can increase or grow motivation.

c) Promote team learning and collaborative skills.

d) Provide challenges that can lead to self-confidence in knowing and disclosing material and providing feedback.

e) Can create a "fun" learning environment

The strategy of The Disadvantages Games as Wehrli and Nyquist (2003:1–6):

a) Can create in-group/out-group feelings.

b) Can reduce the motivation of those who are uncompetitive.

c) Can create feelings of inadequacy in those who are not skilled or strong.

d) Can discourage creativity if the format is very rigid and the focus is strong on winning.

6) Large Group Discussion-Question and Answer

Employs the art of seeking information and simulating thought and elaboration at all levels of human reasoning to achieve certain goals.

Advantages of Large Group Discussions-Question and Answer as Wehrli and Nyquist (2003:1–6):

a) Placing the learning burden on students and increasing student engagement.

b) Provide direct feedback to students and teachers.

c) Useful for guiding students to a higher level of thinking and inquiry.

d) Provide valuable clues about student motivation and how best to facilitate learning.

e) Helping students identify and build on pre-existing knowledge.

Disadvantages of Large Group Discussion/Q&A as Wehrli and Nyquist (2003:1–6):

a) Can be time-consuming.

b) Depends on the student's preparation and willingness to participate.

c) May cause some dominants to control the floor to the exclusion of the more fully participating.

d) Unable to ensure full participation in large groups

7) Presentation

Giving presentation assignment in front of the class must be accompanied by clear objectives. The general purpose of presentations is for students to better understand the material, because when the students are given assignment, the students must read. Another goal is for students to learn to work in groups, be able to present a material, hone their speaking skills and answer questions in public and many other goals.

If the purpose of the presentation is for students to work together in teams, the teacher must guide students to do the division of tasks. This is for fairness, so that students can understand their position in the team. If the purpose of the presentation is so that students are able to speak in front of the class and are good at

answering questions, make sure that each member of the group speaks.

Teachers must make systematic presentations of good and correct standards and model them in front of students, so that students have models to imitate, study, learn and even innovate into their own styles. Primarily the presentation of didactic information, usually to large groups and often with the use of audiovisual aids to transmit information.

Advantages of Lectures/Presentations as Wehrli and Nyquist (2003: 1–6):

a) Can be an effective means of providing new information and clarifying existing information to large heterogeneous groups in a short period.

b) It is useful to cover the underlying concepts, principles, and systems.

c) Can be a good means of setting the stage and laying the necessary foundations and parameters for further activities.

d) Can stimulate student interest in future studies.

e) Can be recorded for future use.

Disadvantages of Lectures/Presentations as Wehrli and Nyquist (2003: 1–6):

a) Places the burden of promoting learning entirely on the teacher, unless it is integrated with other techniques (which is a passive activity versus learning).

b) Establish a "tell me" mindset in students.

c) Can be presented at the level of understanding of the teacher and not at the level of understanding of the teacher or students.

d) Offer limited opportunities for assessment and feedback.

e) Can be a support for teachers who do not know the material thoroughly.

f) Can cause excess students because teachers usually enter too much information in too short a period.

g) Provide a little opportunity for students to think independently.

h) Can cause boredom. Has very limited effectiveness in teaching anything other than knowledge

8) Exercise

Exercise are given to measure students understanding of the material provided at the same time the students think how to solve problems independently without the full help of the teacher. So as to foster creativity, innovate, and learn independently. Provides insight into how students think, act, react, or "score" on a particular topic. Advantages of Exercise as Wehrli and Nyquist (2003:1–6):

a) Provide personal relevance to the learner.

b) Provide a change of pace that creates a high level of interest.

c) Can facilitate individual insight into the need for personal improvement

Disadvantages of Exercise as Wehrli and Nyquist (2003:1–6):

a) Can be demoralizing if participants do not like what they are learning about themselves.

b) Can make time die while waiting for everyone in the group to finish.

c) Can be embarrassing and uncomfortable if students do not know whether results should be shared and/or if students are forced to share and compare.

9) One-to-One, Precepting

Instruction is provided by direct interaction between teacher and student and may provide information, demonstrate, ask questions, solve problems, direct student work, observe and assess student performance, and provide input. In education, case presentation is often part of this process. The ward/bedside loop involves a similar group learning process, often at different levels. Pros of One-to-One, Achievers like Wehrli and Nyquist (2003: 1–6):

a) Actively involve students in a natural work environment.

b) Allows for an individual approach tailored to the specific needs of the learner.

c) Provide opportunities for role modeling, demonstration, and observation of appropriate professional habits and attitudes.

d) Provide training to build skills and problem-solving in real situations with expert supervision, guidance, and opportunities for ongoing feedback.

e) Can foster teamwork and cooperation.

f) Promote the development of verbal communication skills.

One-to-One Disadvantages, Considering Wehrli and Nyquist (2003:1–6):

a) Rely heavily on mentors to be good role models and effective teaching skills, asking questions, and feedback.

b) Can be hampered by personality conflicts.

c) Can take time.

3. **Factors Affecting Considerations for Choosing Learning Strategies in Teaching English.**

States (Wehrli & Nyquist, 2003) Factors Affecting Considerations for Choosing Learning Strategies. There are several things to consider in the selection of learning strategies are:

a. Integrity in the field of study/subject.

The integration of the learning system is the height of the ability to master science, both religious and general, which is characterized by high professionalism linearly related to the high attitude through mastery as a benchmark for every action in life. In implementing the integration of this learning system, it is necessary to have courage, ability, and sincerity. The learning objectives are expected to be achieved optimally and in harmony with the goal of national education is to develop the potential of students to become people who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible.

b. Allocation of time and supporting facilities.

Study happens within an agreed-upon structure of time that allocated hours within the day and across the year to different functions, thereby creating more or less opportunity to accomplish goals. Time allocation in learning is very important, because it can also affect success in a lesson. If the time allocation given is sufficient, then during the learning process it will be easier to deliver the material to students. If the time allocation given is limited, it is likely that the delivery of the material will be difficult for students to accept, because students understanding is different and requires a short amount of time.

c. Number of students.

The strategies uses in the classroom ideally need to consider the number of students present, so that the teaching and learning process is

effective. Class size too determine success, especially classroom management and delivery of materials. The students are no less important factors that must be considered by teachers in choosing teaching strategies. This is because teaching requires certain knowledge and dexterity, for example: when the discussion requires sufficient knowledge so that the discussion participants and mastery of language and skills in express opinion.

d. Experience and authority of the teacher.

Based on the quote above, it can be concluded that an educator when they want to choose a learning strategy, of course, there must be something to consider and pay attention to first to support the success of learning, especially in English education learning.

e. Curriculum

The 2013 curriculum, abbreviated as K-13, is an embodiment of the effort government to continue to make adjustments to the curriculum. Have mandated that curriculum at all levels and types of education is developed with the principle diversification according to educational units, regional potential, and students. In that framework, the role of the teacher becomes very important. The teacher is the main part of the learning system that plays a role in developing the curriculum. According to the mandate constitution. The curriculum should be relevant to the demands, needs and community development.

Curriculum that reflects the expected quality of learners, can become an effective arena or race to bring student behavior to be better. Curriculum content not only prepares children for life now, but also the future. The principle of continuity of this curriculum should be accompanied by changes in the understanding of the content and the way a teacher acts. The teacher as much as possible not maintain conventional pedagogy in applying emerging innovative issues along with curriculum changes that occur. Updates that occur are expected followed by changes in teacher actions that are in accordance with the demands of renewal both within behavior and the beliefs that arise from that behavior.

Innovative issues that need to be understood by teachers are changes in the role of the teacher in the learning process. Among other things, the change in role as a transmitter becomes facilitator, from teacher centered to student centered, shift from content-based curriculum into a competency-based curriculum. The change in the role for the teacher become a prerequisite strategy to be able to implement the curriculum with all the dimensions of the change as well. In this perspective, the implementation will certainly be more effective if supported by the application of keizen principles in the learning process.

B. Previous Related Studies

The researcher found relevant research related to this research which focused on the teacher's strategy in teaching English.

First is a thesis by Nurul Inayah in 2012 who conducted a study entitled "EFL Teachers' Teaching Strategies in Public Vocational High School in Singaraja". The subject of the research was three English teachers at three public vocational high schools i.e. SMK Negeri 1 Singaraja, SMK Negeri 2 Singaraja, and SM Negeri 3 Singaraja. The data collection methods by the researcher were observation, questionnaire, interview, and document study. The data were analyzed by using Celce-Murcia's (2001) and Herrell and Jordan's (2004) EFL teaching strategies. The first finding of the research shows that there are 34 strategies used by EFL teachers in Public Vocational High Schools in Singaraja. Those strategies are Academic language Scaffolding, Advance organizers, Language focus lessons, Cloze, Collaborative reading, Communication games, Cooperative learning, Emotive writing tasks, Guided writing, Imaging, Interactive listening, Attribute charting, Language framework planning, Learning centers, Leveled questions, Listening and answering, Listening and repeating, Modeled talk, Multimedia presentations, Part-centered, Partner work, Peer tutoring, Practical writing task, Predictable routines and signals, Realia strategies, Scripting, Socio-psycholinguistic, Sorting activities, Task listening, Visual scaffolding, Vocabulary processing, Vocabulary role play, talk show, and Syntax surgery. The second finding shows that there were strategies which are similar from one school to the others.

The second is research by Tari Putri Utami in 2020 entitled *An Analysis of Teachers' Strategies on English E-learning Classes during the COVID-19 Pandemic.* The objective of this research is to find out what are strategies used

by teachers in online learning during the COVID-19 Pandemic. The researcher used observation, interviews, and documentation to collect the data.

The third is research conducted by (Wahidah, 2015) under the title *Teachers' Strategies in Teaching English at Muslim Wittaya Phuket School.* This study concludes that teachers apply four types of teaching strategies. This is also done to help students to master learning English. Based on the results of the study, it can be concluded that there are several strategies, especially in teaching the English language. However, the researcher is interested in getting more general data from English teacher strategies.

The fourth is a research that was concluded by (Mulyati, 2021). He conducted research on *Online Teaching during COVID-19: An Analysis of Teachers' Strategies in Teaching English to Students of English Business Class.* The results of his research indicate that the teacher's strategies are: 1). The teacher's strategy in explaining the lesson. 2). The teacher's strategy in giving assignments. 3). The teacher's strategy in providing grades. The similarity between previous research and this research is about teaching English during the pandemic. The two researchers discussed the same phenomenon, namely teachers' strategies in teaching English. The difference between this research and previous research is that this research focuses on English teaching strategies during the post-pandemic, but the previous research focused on analyzing teacher strategies in teaching English to business English students.

This research has similarities with the previous research which concerns teachers' strategies in teaching English. The difference between those research and this research can be seen from what aspect the researcher studies. In this research, the researcher wants to an analysis of teachers' strategies in teaching English post-pandemic COVID-19 at SMA Negeri 1 Nogosari Boyolali.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is a qualitative descriptive method. Qualitative research is research that intends to understand what phenomena are experienced by research subjects (Moleong L. , 2006). This is supported by other experts who state that qualitative research seeks to explore in-depth the research setting to gain an understanding of the phenomenon (Gay, 2000). The qualitative method is chosen because this study aims to provide insight, strategies for teaching, and learning strategies for teachers and students at SMA Negeri 1 Nogosari Boyolali to learn English. According to Fraenkel and Wallen, a case study is a qualitative study approach that studies a single individual, group or important example to formulate an interpretation for a particular case or to provide generalizations. Descriptive research involves collecting data to answer questions about the status of research subjects (Gay & Asian, 2012). This means that descriptive research is research that understands phenomena by collecting data to answer research questions.

B. Research Setting and Time

1. The Setting of the Research

This research will be conducted at SMA Negeri 1 Nogosari Boyolali. It is located in Boyolali district, Central Java. English is taught as a compulsory subject. There are two meetings a week with 45 minutes for

each meeting. The research will be carried out at SMA Negeri 1 Nogosari Boyolali from July 2022. This research will be conducted at SMA Negeri 1 Nogosari Boyolali because this place has never been studied before, teachers at SMA Negeri 1 Nogosari Boyolali have the right strategy in conveying their learning and can be imitated by other teachers who teach in schools around, this research relates to current problems or is up to date and this research uses a comprehensive method. This research consists of interviews and multiple class observations for approximately three months in eleventh grades of the Science and Social studies program in specialization English lesson. The two months are used for interviews and the rest of the week is used for class observations.

2. **Time of the Research**

Table 1.1: Research Timeline

Activities	March 2021				April 2021				May 2022				June 2022				October 2022				November 2022			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Consult the title of proposal			■																					

Arranging proposal				■																										
Consult to the advisor									■																					
Seminar														■																

proposal																	■														
Revising the proposal																		■												
Research																			■											
Analysis data																				■										
Writing the result of research																					■									
Consult to the advisor																							■							

Arranging of thesis																	🟥		
Final report																			🟥

C. Research Subject

Research subject are people who have contributed to providing information and situations related to this research. Informants are people who help researchers understand the phenomenon under study (Gay, Mills, & Asian, Educational Research: Competencies for Analysis and Application-10th Edition, 2012).

The informants in this study were English teachers at SMA Negeri 1 Nogosari Boyolali. There were two English teachers at SMA Negeri 1 Nogosari Boyolali, namely Mr. Sri and Mrs. Dewi Chusnul. They taught from grade X-XII, but in this study the researchers took eleventh grade science and social studies programs. In this case the researcher obtained information that each taught two classes. In each program is divided into two classes, as well as eleven science 1, eleven science 2, eleven social 1, and eleven social 2.

D. Data and Source of the Data

According to (Sutopo, 2006) states that the data in qualitative research are: a collection of information and or facts in the form of words in sentences

that have meaning. According to (Moleong L. J., 2008) sources of data in qualitative research are words and actions, additional data can be in the form of documents or other sources. The research data in this study are collected in the form of information about the strategies used by teachers to encourage students in the eleventh grade of SMA N 1 Nogosari, Boyolali. It Sources of data in this study include events, information, and document.

1. Event

    Events can be in the form of a series of activities that occur in the research process. All activities that occur during the teaching and learning process can be characterized as an event. In line with that, (Sutopo, 2006) states that through observing behavior, events or activities, researchers can obtain more accurate information about something occur. The program in this research is in the form of teaching and English learning process.

2. Informants

    The types of data sources that are human, in terms of research are: called informants (Sutopo, 2006). Informants can be people who provide supporting information to researchers. In qualitative research, informants make many research contributions, because informants can provide information that researchers need to report as a result of research activities. Informants must provide valid data to researchers to support the validity of the data. Informants in this research are teachers of SMA N 1 Nogosari Boyolali.

3. Document

Documents are data sources that provide data in the form of words, pictures or symbols. The documents in this study are all written information related to the teaching and learning process such as lesson plans. According to (Creswell J. , 2012) documents consist of public and personal records obtained by qualitative researchers about a site or participants in the study and they can include newspapers, minutes of meetings, personal journals, and letters. Documents used as supporting data in this study are lesson plans.

E. Research Instrument

1. Main instrument

The main instrument of this research is the researcher himself. The researcher relieved himself as the main instrument of data collection (Gay L. , 2000) Thus, the researcher enters the setting to obtain data, conducts his observations, conducts interviews and studies documents, then interprets the data himself. The researcher as the main instrument in this study has a very important role, which is in making interview scripts, selecting objects, and selecting observation subjects. The equipment used by researchers is laptop, cellphone, and tripod. The supporting documents are in the form of a syllabus and lesson plans.

2. Supporting Instruments

Supporting instrument use a laptop, handphone, and tripod. This is use as a video capture and recording tool when researcher make observations.

3. Research Procedure

In conducting this research, the researcher followed several procedures, namely as follows:

a. Preparation

In preparation, the researcher took several steps, namely:

1) Finding problems in the field.

2) Conduct preliminary research.

3) Finding theories related to the research proposal.

4) Prepare research proposals.

5) Consulted with advisors.

6) Have a proposal seminar.

7) Revised proposal

b. While activities

In its activities, researchers take several steps, such as:

1) Understand the research background.

2) Conduct interviews.

3) Analyzing the results of the interview.

c. Post activities

1) Check the validity of the data.

2) Make a transcript of the interview results.

3) Analyzing all interview data.

4) Conclusions are drawn.

5) Writing research reports.

6) Have a research exam.

F. Techniques of Collecting the Data

According to (Creswell J. , 2009), there are four basic types of data collection techniques, namely observation, interviews, documentation, and audio-visual materials. In this study by qualitative descriptive research. The researcher used observation, interview, and document techniques as data collection techniques. The researcher makes a point of view about SMA Negeri 1 Nogosari Boyolali and after that makes a list of questions that will be asked or asked to interview with English teachers. As a validation of interview data, the researcher conducted observations, where observations were carried out for a month according to the time determined by the school. Before conducting the observation, the researcher made the aspects that were taken into consideration during the observation and as a summary of the actual interview.

To obtain data, the researcher used three data collection techniques. Because this research is a case study, the researcher uses an in-depth interview technique as the main technique which is then followed by classroom observation to check the validity.

1. Interview

The interview is a data collection technique by interviewing individuals who are selected as respondents. In addition, it is a face-to-face effort to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungie, in-depth interviewing is a process to obtain information for research purposes with face-to-face questions between interviewers and informants, with or without using interview guidelines. Before conducting the interview, the researcher observed and selected the correspondents to be interviewed, namely the resource persons or correspondents consisting of teachers who carried out English teaching and learning activities at SMA Negeri 1 Nogosari Boyolali. The first step in conducting interviews is to find out strategies for teaching English during the post-pandemic COVID-19.

2. Observation

Another data collection technique is observation. According to Bungie is a data collection technique used to collect research data through observation and sensing. In this case, observation is done by observing the behavior of teachers during the teaching and learning process. The observed teachers in teaching and learning activities, especially the participants who had conducted interviews with previous researcher. Within two weeks, two encounters were observed. Each observation lasted about 45 minutes, following the duration of the meeting. The researcher observes teaching and learning activities, as well as the strategies and

teaching methods used that appear in each phase of English learning that takes place in the classroom.

Furthermore, observation is used to find out when students tend to master the material and understand Basic English skills and what are the basic English skills. It makes students not understand what has been explained by the teacher. This observation was also used to view and review the results of interviews about the teacher's strategies in teaching English and of course basic English skills.

3. Documentation

This research used documentation as an interview supporting to source of the data. Documentation has been taken by researchers by taking pictures during interviews with English teachers directly.

G. Trustworthiness of the Data

To avoid bias data, the researcher uses the triangulation. (Moleong L. , 2008) stated that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data.

Triangulation is the most common way that is used in improving data validity in qualitative research. According to Moleong in there are four ways to examine the validity of the data:

1. Data triangulation: It refers to gather the data in many ways in unequal time, people, and situation. If the sources from interviewers, it must be tested to other interviewers.

2. Investigator triangulation: It refers to collect and describe the data. In this case, the informant should not be allowed from the researcher's group.

3. Theoretical triangulation: It refers to interpret many theories in the data and to check a suitable description between one to other theory.

4. Methodological triangulation: It refers to the use of many methods collecting the data. The data should be suitable with the result of research field.

From those types of triangulation the researcher used data triangulation and source/theoretical triangulation. In this research the researcher uses many sources, for the example: document, event, and informant. To collect the suitable data, the researcher uses various methods, such as: interviewing, observing, and documenting.

H. Techniques of Analyzing the Data

Data were analyzed based on the results of interviews. The results of the interviews were analyzed in three steps: data reduction, data display, conclusion drawing and data verification (Miles & A, 1994*)*. In analyzing qualitative data, three activities are required. They are as follows:

1. Data Reduction

Data reduction is defined as the process of selecting focusing on interests, simplifying, abstracting and transforming existing data from

written records in the field. This means that at the time of data collection there have been further reduction stages such as drawing conclusions, codification, investigation of themes, grouping themes, grouping, and writing memorandums.

In data reduction, the researcher took several steps. First, made a transcription of the results of the interview. Second, sequenced all transcriptions and encoded transcriptions related to teaching strategies for teaching English during the post-pandemic COVID-19. Third, providing an initial reading of the data, such as informant 1 (T-1), informant 2 (T-2), and so on. Fourth, it selects data related to the topic. Researchers also discarded what was not needed in the transcript. Fifth, it thickens and encodes the data transcription for each related item, for example INT for Interviews, INT-01 as the first interviews. INT-02 for second interviews, and so on. STR for Strategy, STR-01 as the first strategy, STR-02 as the second strategy and so on. FCT for Factor, FCT-01 as the first factor, FCT-02 as the second factor, and so on.

2. Data Display

The second step of data analysis in qualitative research is data display. In this research, data display means describing the data in the form of description or narration. This technique is used in arranging information, description or narration conclusion.

Data presentation is a collection of informants arranged to provide the possibility of drawing a conclusion and carrying out a treatment. In this step, the researcher shows the teacher's strategy in teaching English during the post-pandemic COVID-19.

In this case, it displays the data. It shows the number of informants and their strategies for teaching English during the post-pandemic COVID-19. It shows the informants with related strategies from the interview. Then, the researcher grouped the data into several strategies based on the previous findings.

3. Conclusion Drawing/Verification

The third steps, of data analysis in qualitative research conclusion drawing or verification. It uses to describe all of the data so that it would become clearly. After the data is reduced and displayed, the last step is concluding and verifying the data. Researchers make conclusions and verify data. This activity aims to conclude about teaching strategies in teaching English during the post-pandemic COVID-19. In this case, the conclusion is drawn based on the data that has been reduced and displayed.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

This chapter consist of two parts. The first part is about the research findings of the research problem statements: 1). What teaching strategies are used by the English teachers of SMA Negeri 1 Nogosari Boyolali in the post-pandemic COVID-19; 2) What are the factors that influenced the English teachers of SMA Negeri 1 Nogosari Boyolali to use those teaching strategies. The second part is the discussions of the findings and issue arising from the result. The data that are presented in this chapter are based on the interview with two English teachers and lesson plan analysis.

A. Research Finding

According to the data that were gathered during the research, there are some facts which are found. In order to facilitate the explanation, the summary of research findings are:

1. The Teaching Strategies at SMA Negeri 1 Nogosari Boyolali

In the process of teaching English, it is good to know the types of English teaching strategies because different strategies influence the student's learning process. Some students may have different needs in the learning process. It is possible to give different priorities depending on the student's process needs. Various teaching strategies have been proposed and implemented in classrooms to help teachers and students achieve learning objectives.

According to (Wehrli & Nyquist, 2003) describe teaching strategies into several types, are: Brainstorming, Case-ball small group discussion, Simulation, Demonstration, Games, Large group discussion, Presentation, Exercise, and One-to-one precepting.

a. Brainstorming

Based on the observation that brainstorming was used by English teachers at SMA Negeri 1 Nogosari in delivering Explanation Text lesson for class eleventh of the science and social programs. In this case the researcher observed the teacher (T-1) in implementing brainstorming in class eleventh science and social. The teacher give problem according to the material then students convey ideas about these problems. This observation was carried out on Friday, 09 December 2022. In this case the teacher has applied the 5M scientific approach in the 2013 curriculum-based learning namely observing, asking, trying, and also associating.

In this case the researcher conducted an interview with the teacher regarding the strategy that the teacher use.

Code: INT02/T-1/STR-01/Friday, December 09th 2022

T-1   : saya jarang menerapkan strategi ini, selain waktunya yang yang kurang memadahi, menurut saya inputnya juga harus jelas seperti pembuatan map mapping dan brain writing. Sehingga dalam penerapan strateginya tepat dan siswa dapat menuangkan semua ide-idenya.

(I rarely apply this strategy, apart from not having enough time, I think the input must also be clear, such as making main mapping and brain writing. So that he application of the strategy is appropriate and students can express all their ideas).

R : Berarti dalam hal ini, jarang nggih Bu menerapkan strategi tersebut?

T-1 : Iya mba, benar sekali.

R : Dalam hal ini Ibu mengatakan "jarang", namun dalam satu tahun pembelajaran pasti pernah mengaplikasinnya dalam pembelajaran nggih Buk?

T-1 : Dulu pernah, namun ya mba ada beberapa pertimbangan. Meskipun disini sudah taraf SMA, namun sedikit sulit untuk dikendalikan, bahkan kalau saya paksakan nanti akan menimbulkan permasalahan baru, seperti halnya kemoloran dalam penyampaian materi. Misalnya materi A ditargetkan selesai dalam 3x pertemuan, namun jika hal itu diterapkan bisa saja mencapai 4-5 pertemuan, yang mana nantinya akan berdampak pada materi-materi yang lainnya.

R : Jadi begitu ya Buk alasannya. Namun mohon maaf, dalam materi apa Ibu merapkan brainstorming?

T-1 : Saya terapkan dalam Narrative Text mba, mba juga lihat sendiri kan bagaimana saya menerapkannya ke dalam kelas? Karena kita kan juga pake K-13 kalau bisa kan pendekatannya harus sesuai kan?

R : Inggihh Bu.

Based on interview that have been conducted that T-1 rarely applies brainstorming because of some of these considerations. The reason the teacher rarely apply the strategy was that it took time to complete, because in order for the strategy to work properly, there must be clear input, such as making main mapping and brain writing. So that students can pour all their ideas without any time limit which might make students think in a hurry because the duration of the lesson is 45 minutes. But in this case, in one year of T-1 learning also apply it in Explanation Text lesson.

According to what the researchers see, if this is applied forcefully, the result are also less than optimal. Because the teaher in delivering the lesson must also look at the condition of the students. It is possible that todays teachers update a lot about ways of delivering material, but it also needs to be seen whether it is appropriate to implement it or not.

b. Case-ball small group discussion

Based on the result of observations, there are found data regarding this strategy. In this case the teacher at SMA Negeri 1 Nogosari applied it in Poem and Explanation Text lessons. The steps taken by the teacher are classified as strategic, because they are able to make students more active and independent in learning the lessons presented. Besides that, this strategy is also in accordance with the scientific approach in the 2013 curriculum. In this case the formation of small group is made in several groups where each group consists of four members. The group is given a material and problems

that must be solved with the small group. The formation of these small group students become active because they are able to socialize with their groups.

Apart from observing in class, the researcher also conducted interviews with teachers at SMA Negeri 1 Nogosari Boyolali, the result of the interviews are:

Code: INT02/T-1,T-2/STR-02/Friday, December 09th 2022

T-1 : Saya sering mengaplikasikan strategi ini diberbagai materi pelajaran, salah satunya Poem dan Expalanation Text.

(I often apply this strategy to various subject matter, one of which is Poem and Explanation Text).

T-2 : Saya juga sering sekali, menurut saya strategi ini efisien sekali. Secara tidak sadar membuat siswa lebih aktif dengan kelompok kecilnya. Sehingga jarang sekali siswa yang hanya numpang nama dalam pengerjaan tugas. Selain pembuatan kelompok kecil yang terdiri dari 5 siswa misalnya, hal ini akan membuatnya lebih focus dan mudah diarahkan dibandingkan dengan cara strategi dengan kelompok besar.

(I also often, I think this strategy is very efficient, unconsciously make students more active with their small groups. So that it is rare for students to just hitch a ride in the name of assignment. In addition to making small groups of 5 students, for example this will make

them more focused and easier to direct compared to strategies with large groups).

T-1   : Kemarin saya baru saja menerapkannya, jadi begini. Saya memberikan pengetahuan kepada siswa-siswi apa tujuan dibentuknya kelompok kecil itu, kemudian kelompok tersebut dibagi menjadi beberapa kelompok kecil, setelah kelompok terbentuk saya memberikan suatu persoalan materi yang mana nantinya bisa didiskusikan dengan kelompok kecilnya, namun dengan catatan setip individu mempunyai hasil sendiri-sendiri, tidak hanya 1 jawaban untuk 1 kelompok.

Case-based small group, this strategy was applied by the English teacher at SMA Negeri 1 Nogosari Boyolali in eleventh grade Science and Social studies. This strategy is used in learning the Poem and Explanation Text lessons in Curriculum 2013. In this case the teacher divides into several groups. Then the objectives are presented in the form of groups and also at a glance the delivery of the material to be given is about Poem and Narrative Text. After the information of several groups, students are given tasks that can be done together with friends in the group. Small groups of four until six case-based assignments, exchange viewpoints while working through the problem-solving process. In Problem Based Learning, the problem comes first and students overcome the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching problem learning, and applying new information to cases.

In observing in class, the researcher also observed how teachers at SMA Negeri 1 Nogosari Boyolali applied it to their learning. At that time, the researcher observed T-1 while teaching in class eleventh grade science 1. According to the researcher, this strategy was appropriate because it was able to make learning and the classroom situation conducive. Moreover, this strategy is compatible with the scientific approach to 5M in associating and communicating.

c. Simulation

Based on the result of teacher observations at SMA Negeri 1 Nogosari implementing a simulation, although it is rarely. Based on the result of teacher interviews implementing this simulation in the form of a paper exam in which small group are formed but the work is done individually. Forming small groups to facilitate students in overcoming confusion. In the observation the researcher observed that this strategy was applied T-1 in passive voice lesson in class eleventh grade science 1, while T-2 applied it in class eleventh grade social in Recount Text lesson.

Code: INT03/T-2/STR-03/Friday, December 09th 2022

T-2   : Kalau strategi ini jarang saya gunakan. Dikarenakan selain alat elektronik seperti computer yang kurang memadahi, strategi ini apabila diterapkan disini kurang berjalan lancar.

(I rarely use this strategy. Because in addition to electronic devices such as computers that are not adequate, this strategy when applied hare does not run smoothly).

R   : Bapak mohon maaf sebelumnya, kalau dalam hal ini tidak

mengunakan perangkat elektronik, lantas bagaimana Bapak sebagai

pendidik menerapkan simulation/exercise ini Pak?

T-2   : Dalam exercise ini saya menggunakan paper seperti biasanya mba,

dan exercise bersifat individual atau dibuat kelompok kecil namun

hasilnya tetap individual, pembuatan kelompok kecil itu hanya

sebagai sarana bertukar pikiran saja, namun hasilnya juga beda mba.

Based on the data found. This strategy is rarely used due to several

factors that do not support the implementation of this strategy, such as

electronic devices like computers which are not sufficient and also less

efficient when applied in this school. So English teachers here rarely apply

this strategy in learning. To overcome this problem, teachers at SMA Negeri

1 Nogosari Boyolali apply this simulation in exercise using paper. This is

also not inferior to the use of technological tools. Researchers see how the

strategy is implemented.

According to the researcher this strategy is good to implemented

because it is able to find out how far students ability to understand the

material is measured by means of simulation and this exam. So that the

teachers is able to know which part is difficult for students. In this way the

teacher can also evaluate the delivery of material and how the teacher

manages the class so that the delivery of material and how the teacher

manages the class so that the delivery of material in the future can be well received by students.

d. Demonstration

Based on the observation the researcher found that this strategy was applied by the English teachers at SMA Negeri 1 Nogosari Boyolali in the matter of the occurrence of rain. In this case the teacher gives the material at a glance, then students are asked to show again how the incident happened. With this it can be concluded that the teacher applies it by means of demonstration. Besides that, the researcher also strengthened it by conducting interviews with teachers at SMA Negeri 1 Nogosari Boyolali. The interview conversation is:

Code: Int03/T-2/Str-04/Friday, December 09th 2022

T-1   : Ooo itu, Sesekali iya mbak kami terapkan. Mba juga lihat sendiri kan bagaiamana cara kami mengajar? Nah, disitu mbak dapat simpulkan sendiri strategi apa yang kami terapkan di dalam kelas.

T-2   : Strategi itu kami terapkan pada materi proses terjadinya hujan. Nah kami itu kan jelasin secara singkatnya, lalu kami meminta siswa untuk menunjukkan bagaimana proses itu terjadi, kemudian ya implementasinya bagaimana, meskipun Bahasa mereka campuran ya mba ya.

Based on the result of interviews with the two English teachers at SMA Negeri 1 Nogosari Boyolali that occasionally the teacher applies them.

Hereby fulfills the application of the scientific approach in the 2013 curriculum. This is applied to observing, trying, associating, and communicating so that the 5M is fulfilled.

According to the researcher this is also relevant to the material provided, that students can think then show how it happens or can be done, as in the material above, namely regarding the process of rain. According to the researcher the strategy applied is also suitable to be implemented, because it makes students think and be active, so that it is not only focused on the teacher explanation but students also practice thinking, with the implementation of strategies like this it is easier for students to understand the material provided and the material can be accepted by students well.

e. Games

Based on the result of observation, the researcher found that this strategy was applied by T-1 in eleventh grade science 1 on passive voice lesson with a game snake and ledders. The step taken by the teacher is to continue the previous strategy, make of small groups. After group is formed, the teacher gives the snake and ledder game that has made. Each individual has the opportunity to roll the dice just like the usual snakes and ledders game. However, on the ladder board that is used there is already a word which if in throwing the dice it falls on the number 3 for example, then chess goes 3 steps and then see, what word you get. After the word is found, the student who throws the dice writes the word obtained on the task sheet

provided. Then the next step is to change the word into verb 1, verb 2, and verb 3. This is done alternately in the group.

Code: INT03/T-2/STR-05/Friday, December 09th 2022

T-2   : Kami pernah menerapkannya pada materi passive voice

R   : Games jenis apa yang Bapak/Ibu terapkan?

T-2   : Gamesnya itu, ular tangga itu lo.

R   : Bagaimana Bapak/Ibu menerapkannya?

T-1   : Kami membuat kelompok dulu agar mudah dan kondusif kan Mba, setelah kelompok terbentuk kami berikan game ular tangga itu yang telah kami buat dengan sederhana. Nah cara mainnya itu ya seperti ular tangga biasanya, namun di papannya itu kami kasih kata Bahasa inggris yang nantinya diubah ke dalam verb 1, verb 2, dan verb 3 gitu.

R   : Dengan begitu siswa dapat mengetahui nggih Bu bagaimana kata yang telah ditemukan tadi kemudian berubah menjadi verb 1, verb 2, dan verb 3 tadi.

T-2   : Iya, jadi mereka kan bisa tau sendiri kan? Mungkin saja kalau hanya diberikan catatan, missal kata ini apabila diubah verb 1, verb 2, dan verb 3nya menjadi ini, cara anak menyikapinya biasa. Namun,

dengan ini siswa dapat mengetahuinya sendiri bagaimana kata tersebut berubah dan bisa saja mereka mudah mengingatnya juga.

Researchers have conducted observations and interviews with teachers at SMA Negeri 1 Nogosari. The researcher got data that the teacher applied the game in learning, the researcher found that the game was able to build students' creativity and thinking patterns. This application is in accordance with the scientific approach in learning, namely observing, trying, associating, and communicating.

f. Large group discussion/question and answer

In this case the teacher at SMA Negeri 1 Nogosari Boyolali applies large groups. The step that the teacher took was to divide into two groups in the class. This large group was applied to Narrative Text lessons by T-1 in eleventh grade science 1. The teacher applied it to the core part of the lesson with the aim of observing, trying, associating, and communicating with the group. In each large group, a problem is given regarding a problem, namely the process of rain. In this case each group is required to write down the results in the student worksheets that have been provided by the teacher. The worksheet contains Narrative Text which must be grouped based on its generic structure. After that, the assignment is submitted to the teacher. This observation was also strengthened by interviews with teachers at SMA Negeri 1 Nogosari Boyolali. As for excerpts of interviews with teachers as follow:

Code: INT04/T-1,T-2/STR-06/Friday, December 09th 2022

T-2 : Kita jawab apa adanya ya mba, sesuai realita.

T-1 : Kita menerapkannya dalam dalam pembelajaran Narrative Text. Satu kelas itu kami bagi jadi dua kelompok besar. Nah, setelah itu kami beri permasalahan sesuai tema yang mana harus dikerjakan bersama kelompok itu.

T-2 : Nambah ya mba, tujuan kami dalam membuat kelompok besar ini agar supaya siswa dapat mengamati, nyoba, mengasosiasikan dan saling komunikasi dengan kelompoknya. Setelah itu, kami beri lembar kerja untuk menuliskan hasil diskusinya yang nantinya bisa dikumpulkan ke saya.

g. Presentation

This is often done by teachers, especially English teachers at SMA Negeri 1 Nogosari Boyolali. Because it is felt that this strategy is appropriate to apply in almost all lessons. Presentations are able to mentally train children to be brave and express their opinions. In this case the teacher at SMA Negeri 1 Nogosari Boyolali applies the Poem and Explanation Text material. After delivering the problems in the lesson, the teacher asks students to convey the results of their discussion by reading them in front of their friends.

Code: INT04/T-1,T-2/STR-07/Thursday, August 11th 2022

T-1 : Saya sangat senang dengan strategi presentasi ini. Karena membuat anak-anak lebih aktif dan juga melatih keberanian dalam

menyampaikan pendapat di depan umum/teman-temannya. Dengan begini saya sering sekali menerapkan strategi ini.

(I really like this presentation strategy. Because it makes students more active and also trains courage in expressing opinions I public/friends. In this way I often apply this strategy).

T-2 : Saya hampir setiap materi pelajaran saya menerapkan strategi ini. Seperti yang dibilangkan oleh T-1, selain itu juga dalam penerapan inipunya tujuan yang jelas dan dapat menghemat waktu juga, kalau ada materi yang sulit biasanya dilanjutkan pertemuan yang akan datang.

(I almost every subject matter I apply this strategy. As stated by T-1, apart from that in this application it also has clear goals and can save time as well, if there is difficult material it is usually continued in the next meeting).

This strategies was applied by the English teacher at SMA Negeri 1 Nogosari Boyolali in class eleventh science and social studies. This strategy is relevant to be implemented by providing great benefits for students. In this case it can be seen that this strategy is applied at the end of the lesson before closing the lesson. This is also in accordance with the application of a scientific approach and also 5M, one of which is communicating. In this case, the students present the result of their work. The result of their work are submitted and corrected together if there are errors or answers that are

different from the others. Giving presentation assignment in front of the class must be accompanied by clear objectives. The general purpose of presentations is for students to better understand the material, because when the students are given assignment, the students must read. Another goal is for students to learn to work in groups, be able to present a material, hone their speaking skills and answer questions in public and many other goals.

h. Exercise

At the time of teacher observation at SMA Negeri 1 Nogosari Boyolali applying this exercise to students during learning. The researcher found this exercise in the material of Poem, Narrative Text, and Recount Text. T-1 and T-2 apply it in eleventh grade science and social studies programs. The steps taken are to give assignments according to the material and students must complete them. Exercise in the form of assignments according to the material that has been given. This is done so that students can think and also solve a problem. Besides that, with exercise the teacher can find out how far students understand in learning the material that has been presented.

Code: INT05/T-1,T-2/STR-08/Thursday, August 25th 2022

T-1   : Saya menerapkan strategi ini dalam pembelajaran Bahasa inggris terutama materi Poem dan Explanation Text ini adalah untuk mengetahui kualitas dan juga mengukur pemahaman siswa-siswi mengenai materi yang saya berikan.

(I apply this strategy in learning English, especially this poem material is to determine the quality and also measure students' understanding of the material I provide).

T-2 : Selain itu, dalam penerapan ini saya dapat mengetahui permasalahan siswa-siswi dalam mempelajari dan memahami suatu pelajaran. Dengan begitu kita sebagai pendidik mampu mengarahkan untuk mencari solusi yang tapat.

(In addition, in this application I can find out the problems of students in learning and understanding a lesson. That way we as educators are able to direct us to find the right solution).

T-2 : Iya benar sekali, bahkan kalau dirata-rata saya pribadi menggunakannya dalam penyampaian materi kepada siswa-siswi. Karena saya rasa ini juga bisa sebagai alat ukur pemahaman Siswa-siswi setelah saya menyampaikan materi atau bahkan setelah diskusi dilakukan.

T-1 : Iya, saya sependapat dengan T-2. Kalau begini kan kita tau ya mba, permasalahan Siswa-siswi dalam memahami suatu materi itu dimana, kalau kita tahu kan kita bisa mengulangnya kembali atau dengan pemberian materi namun masih dalam 1 pokok bahasan. Sehingga materi yang diberikan oleh guru itu dapat dikuasainya dengan baik Mba.

Exercise, this strategies was applied by the English teacher at SMA Negeri 1 Nogosari Boyolali in eleventh grade science and social studies. This strategies is used in learning the material Poem in curriculum 2013. In this case students are given tasks to be completed in groups but each individual must have their own results. Exercise are given to measure students understanding of the material provided at the same time the students think how to solve problems independently without the full help of the teacher. So as to foster creativity, innovate, and learn independently. Provides insight into how students think, act, react, or "score" on a particular topic.

i. one-to-one precepting

This is often done by teachers, especially English teachers at SMA Negeri 1 Nogosari Boyolali. Because one to one is an interaction carried out by a teacher with students, but this is done during the presentation process. Because above it has been explained that the teacher applies presentations, this is also related to one to one. After the students presented their work the English teacher gave questions and also feedback to the students presenting. This is done so that students understand what is conveyed and also if there are errors in the results, they can be evaluated together.

Code: INT12/T-1,T-2/STR-09/Friday, August 6th 2022

T-1   : "We rarely apply this strategy in learning because can take time."

T-2   : "We rarely apply this strategy in learning because can take time."

Based on observations and interviews, one to one is an appropriate strategy to implement. Moreover, the English teacher at SMA Negeri 1 Nogosari Boyolali also applies presentations, this can go hand in hand in learning. In addition, this strategy is in accordance with the scientific approach in implementing 5M, namely specifically asking, associating, and communicating in the 2013 curriculum. The result of the discussion can be seen clearly through the table below:

Materials	Teachers and Strategies																	
	STR-1		STR-2		STR-3		STR-4		STR-5		STR-6		STR-7		STR-8		STR-9	
	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2	T-1	T-2
1. Poem	V	-	V	V	-	-	-	-	-	-	-	-	V	V	V	V	-	-
2. Narrative Text	V	-	V	V	-	-	-	-	-	-	-	-	V	V	V	V	-	-
3. Report Text	-	V	-	V	-	-	-	-	-	-	-	-	-	-	-	V	-	-
4. Explanation T	V	V	V	-	V	V	V	-	V	-	V	-	V	-	V	V	V	-

e x t																		

The result of observations and interviews conducted by researchers, the researchers can draw conclusions that of the various strategies used by English teachers at SMA Negeri 1 Nogosari Boyolali the most frequently implemented are small group discussion, exercise, and presentation. Researchers can say that this strategy is often used by teachers at SMA Negeri 1 Nogosari Boyolali because it is implemented in various materials while teaching and has its own reasons why the teachers is dominant over that strategy.

The first is Case-based small group, as for the steps that are applied by the teacher in small groups are organizing students, resources, materials, room, and the time needed. Various reasons for the teacher in making small groups have a positive impact, one of which is the existence of a healthy and close relationship between teacher and students, students and students, students learn at their own speed, ability, way and interest. Students get help according to their needs. Students are involved in learning planning. Teachers can play various roles.

The second is exercise/self-awareness test, in this case students are given tasks to be completed in groups but each individual must have their own results. Exercise are given to measure students understanding of the material provided at the same time the students think how to solve problems

independently without the full help of the teacher. So as to foster creativity, innovate, and learn independently. Provides insight into how students think, act, react, or "score" on a particular topic.

The third is presentation, in this case, the students present the result of their work. The result of their work are submitted and corrected together if there are errors or answers that are different from the others. Giving presentation assignment in front of the class must be accompanied by clear objectives. The general purpose of presentations is for students to better understand the material, because when the students are given assignment, the students must read. Another goal is for students to learn to work in groups, be able to present a material, hone their speaking skills and answer questions in public and many other goals.

2. The Factors Influence Teaching Strategies

According to (Wehrli & Nyquist, 2003) describe factors teaching st into several types, are allocation time and supporting facilities, number of students, experience and authority of the teacher, and curriculum. Factors have influence or become the consideration for the teachers in deciding the action at the teaching process so that the learning goals can be achieved. In the interviews, the teachers stated the factors that influence teaching strategies.

a. Allocation of time and facilities

Anothers factor that influences teaching strategies is time allotment. English belongs to compulsory subject in senior high school. The time

allotment is 45 minutes for each meeting and 2 meeting every week. In this allotment time, some competences should be taught in one year academic. So, the teachers should allocate time in their lesson plan. The mount of the meeting will be adjusted level of difficulties. Based on the lesson plan and syllabus, teachers allocate more time at the difficult competences. However, although the teachers already prepared anything well, developed good lesson plan, sometime there was something unexpected, for example, when the students are late for several minutes, even almost half of the lesson then the teacher will make decision to choose or change the strategies in time.

The second constraint, related to limited facilities. Teaching facilities, especially teaching media an important role to make it easier for teachers in conveying the material. Then, teaching facilities that involve electronic devices such as computers, LCD, and other learning electronic media that are capable of affect teaching strategies. Teachers hope to teach their students in an atmosphere that alternates or is different from the usual which is only conveyed through the teacher explanation. So this is necessary certain strategies from the teachers to make students focus and the material can be well delivered. Then, the availability of student books, dictionaries, and Encyclopedia is important for teaching and learning process. When those things can is not achieved, the teacher must provide alternative ways and choose teaching strategies that support student learning.

T-1   : So far you can see, we rarely use the LCD because of the limited number and sometimes we don't get a queue when we want to use it. Besides that, if we want to use a computer, we sometimes collide with other class schedule that really need it more, such as technology lessons. If we ask students to bring their own, the total number of students only partially has a laptop.

b. Number of students

The number of students influences the English teachers at SMA Negeri 1 Nogosari Boyolali in implementing the strategy. As is the case with making large groups and small groups.

c. Experience and authority of the teacher

The last factors is experience and knowledge of the teachers. Teaching and educating students in schools is the main task of a teacher. In the teaching and learning process, there are targets or learning objectives that must be achieved by students. Therefore, a teacher should not teach carelessly. It takes careful preparations before the teacher teaches students in class so that learning objectives can be achieved optimally.

Teacher preparation before teaching is knowing and understanding what material will be delivered. So that learning in the classroom will run smoothly and the material can be understood by students well even

though the facilities are not adequate. Teachers can use simple media to support learning. Besides that the teacher also prepares the tools to be used, such as lesson plans. So that in learning the teacher does not feel confused. Teachers can also use technology to read articles and material before teaching so that the teacher's insight also increases. Besides that, you also have to know and adjust the characteristics of the students being taught.

T-2   : Ada Mba, mba juga lihat sendiri kan saya juga browsing-browsing sebelum kami masuk kelas. Factor lainnya itu ya berarti pemahaman dan otoritas guru sendiri itu Mba. Karna kalo guru tidak berpengalaman maka ngajarnya ya ngajar tradisisonal seperti biasanya, maksudnya yang dominan aktif itu gurunya dari pada siswanya.

T-1   : Saya nambahin juga ya Mba, menurut saya integritas di lapangan juga mempengaruhi kami mengapa kami menggunakan berbagai strategi tersebut Mba. Saya kira itu aja Mba, cukup.

d. Curriculum

The consideration of deciding teaching strategies is curriculum. Curriculum is one of the aspect that influence the teaching learning process. Teacher as professionals are expected to respond any curriculum changes to make teaching and learning dynamic and

effective. The implementation of K-13 requires the teachers to create meaningful teaching learning process, encourage students curiosity, and creativity. Curriculum also has influence in the developing of teaching document is syllabus. After the syllabus created, the teachers develop the lesson plan based on the syllabus of K-13. So, curriculum influences the teachers in the developing of teaching document and deciding the strategies.

Code: INT06/T-1,T-2/Friday, December 09th 2022

R : Apa yang menjadi pertimbangan Bapak/Ibu guru ketika menggunakan atau memilih metode atau strategi mengajar? (What is your consideration to decide the use of strategy at teaching?)

T-1 : Apa ya, ya kita melihat curriculum, silabus, melihat materinya, terus melihat kemampuan siswa juga, sama keadaan sekolah.

(We check the curriculum, syllabus, look at the materials, then we look at the students capability, and school facilities).

T-2 : Itu bergantung materi yang diajarkan, terus siswanya kira-kira mudah memahami tidak, dan fasilitas sekolah.
(It depands on the material that will be taught, then the students capability, and school facilities).

According to the English teacher at SMA Negeri 1 Nogosari and researchers that curriculum influences teachers to apply various strategies in teaching. Because in the curriculum, especially the 2013 curriculum, the application of a scientific approach is also the application of 5M, which includes observing, asking, trying, associating, and communicating. So that before the teacher implements the strategy the teacher must also be guided by the implementation in the 2013 curriculum. The teacher does not just teach but the teacher also considers it.

B. Discussion

The findings of the research on the teaching strategies in SMA Negeri 1 Nogosari, Boyolali leads to several points. First, by using brainstorming in the application of brainstorming the English teacher at SMA Negeri 1 Nogosari Boyolali applies it with the aim of generating lots of ideas and choices. This is applied to narrative text material. The factor behind the teacher implementing the brainstorming strategy is the teacher's own experience.

The second is case-based small group discussion it could be easier for the students to actively participate and case-based small group discussion give student the chance to hear other students thinking about the process and response. Case-based small group discussion help students participate freely and actively. It includes special activities that help interest and engage people. Moreover, it fosters active participation and steer the participants toward

constructive dialogue. It help avoid complain-oriented or conflict-driven session.

As long as the research conducted, the researcher found strengths and weakness in teaching strategies used by English teachers. The strengths were as follows: the implementation case-based small group discussion help the students got better understanding. When some students were not understand materials yet and they were not confident enough to ask teachers, the case-based small group discussion can help them overcome the student difficulties in order to get understanding. Besides, the researcher also found weakness during the implementation of the strategies. The weaknesses were: the case-based small group discussion can be time-consuming.

The third is simulation, in this case the simulation was applied by the English teacher at SMA Negeri 1 Nogosari Boyolali to find out how much the students understood the material that had been given. As for the factors behind the teacher implementing the simulation is the teacher's own experience. The fourth is demonstrating, applied with the aim that students can show how to do something. This is applied so that students understand the material provided. In this application, the teacher also has obstacles, one of which is the students who take so long to convey their results. However this can be resolved. At that time, the material provided was about Explanation Text. One of the factors the teacher applies this is because of the teacher's experience and the number of students.

Then, games games are applied because of the provision of competence, practice and also providing feedback. The factor behind the teacher implementing this game is the number of students, so that students are grouped into several groups. Then, large group discussion large groups are applied because it makes it easier for students to interact with other members in large numbers. The factor behind the formation of large groups is the number of students. Besides that according to Wehril and Niquist the formation of large groups is applied to students with a heavy level of material thinking. So this can be implemented.

Presentation, giving presentations to students can train students' mentality, especially courage in expressing opinions. According to Wehril and Niquist, presentations are able to make students' understanding better because when students are given assignments students must learn and understand them even if they are done in groups. However, every student also has the right to think. Exercise, providing training according to Wehril and Nyquist to students is also able to provide an understanding of how students think and the teacher knows how much students understand the material. In addition to measuring the creativity, innovation, and independence of students themselves, they can also find out their abilities based on the results of the scores obtained. The teacher factor applies this because it is adjusted to the Curriculum.

The last one is one to one, in this case it is defined as an interaction between the teacher and students but when the presentation takes place. This is applied by the English teacher at SMA Negeri 1 Nogosari Boyolali because

this strategy is related to presentations, so if presentations are implemented, it is better if the one to one strategy is also applied. The steps taken are the teacher giving questions or feedback to students who have made presentations. According to Wehril and Nyquist, one to one when applied in learning can train verbal communication. The negative impact is that it can make learning longer or even spend learning time. This is also in accordance with the factors behind the teacher implementing this strategy, namely the limited time.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

The conclusion of the research is arranged according to the research findings and discussion to answer the research problems:

1. The English teaching strategies at SMA Negeri 1 Nogosari Boyolali.

   The researcher identified nine teaching strategies used by the English teachers at SMA Negeri 1 Nogosari Boyolali. The strategies cover from planning, teaching practice, and assessment strategies. Those are brainstorming, case-based small group discussion, simulation, demonstrating, games, large group discussion, exercise, and presentation and one to one precepting.

2. The factors influence of teaching strategies.

   Factors influence the teachers in deciding the use of teaching strategies. Those are the curriculum implementation K-13 influences teaching documents such as syllabus and lesson plan, teaching material, requires teachers to create teaching strategies which student-centered. School facilities, the limited of facilities such as media and material book need strategies so that learning process can be accommodated. Time allotment, time allotment for English at SMA Negeri 1 Nogosari Boyolali is 45 minutes for each meeting and two meetings per week and experience and authority of the teacher.

B. **Suggestion**

Based on the conclusion above, there are some suggestions proposed by the researcher. The suggestions are expected to be beneficial for teachers, students, schools, and another researchers.

1. For the teachers.

The teachers should be aware in choosing and implementing appropriate teaching strategies that support the implementation of K-13 in the school. Understanding the K-13 is important for the teacher because it will influence to the teaching learning process. The K-13 requires the students to be more active. The English teachers should carefully design the lesson from the beginning. Lesson plans should not be viewed as administrative tools only, but rather a means to help achieving the learning goals. Although the K-13 demands students' activeness, it is the teachers' duty to accomplish it.

The teachers should give more chance to the students being active in the teaching learning process. The teachers should apply the various kinds of students-centered approach activity that promote language experience, such as conversation, presentation, through the teaching method requires from K-13 such as Discovery Learning. Thus, English teacher should develop their competence in creating appropriate and interesting teaching activities for students to achieve learning objectives. The teachers should also enhance their teaching strategies to cope with any challenge during the teaching learning process, and actively searches for resources of suitable

and interesting learning material and students' needs. The teacher should also make the material presentation as interesting as possible. If the material presentation is interesting, the students will pay attention to the teachers and automatically they will learn better because they are interested in the materials.

Upon all those things, the teachers should realize the problems of students in English language learning. The teachers understanding about students problem will lead to decide the appropriate strategies, create good preparation for planning, implementation and assessment in order to reach the goal of learning process.

2. For the students

The researcher hopes that the students to be more active and encourage themselves in learning. The students should aware the important of English language learning and can find other strategies to enrich their knowledge. The students cannot only sit and listen in teaching learning activities. They should actively engage to the teaching learning process so that the learning objectives can be achieved. The students are expected to be more active in delivering questions, because in K-13, students are the center of the teaching-learning process. It will help the students to understand better, and help the success of implementation of K-13 in the English teaching-learning process.

The students need to be active in discussion and other group work, because it is one of the ways to practice communication and language skills.

Moreover, the students should have the motivation to learn, because when the teachers apply good strategies but the students do not have the willingness to learn, the learning objectives will be difficult to be achieved.

3.   For the school

The school as the institution which implements the K-13 has the responsibility to evaluate the implementation of K-13 at the school. The school needs to evaluate whether the implementation of K-13 is already optimal or not. If it is not optimal yet, then they should take a step to encourage teachers to create a teaching-learning process as the curriculum required. Then, the school needs to complete and upgrade various materials and facilities related to the students needs in learning English.

In this case, the school can accommodate the teacher to create the material about English material. The school should empower the English teachers to improve their ability and quality in teaching. It can be done by providing adequate facilities like teaching multimedia classrooms and language to support the learning process. By completing the facilities, the teachers' explanations will be more powerful when delivering material to the students. The school should provide for their teachers to enrich their knowledge of using various teaching strategies. The school also needs to establish cooperative learning across subject teachers in the school, thus any changes for the betterment of learning could be achieved, especially to enhance student attendance in English class.

4.   For the other researchers

      The researcher expects there will be further research that can be used as a reference for the same research. Then, by finding the problem from this kind of study, the next researchers may analyze the most suitable teaching strategies that can be used.

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APPENDICES 1

Research

Subjects

RESEARCH SUBJECT

1. Dewi Chusnul C, S.Pd

    Code   : T-1

    Gender   : Female

    Age   : More than 30 years

    Degree   : S1

    Class   : XI MIPA 1-2 and X IIS 1-2

    Teaching English : More than 5 years

2. Sri, S.Pd

    Code   : T-2

    Gender   : Male

    Age   : More than 40 years

    Degree   : S1

    Class   : XI IIS 1-2 dan kelas XII MIPA 1-2

    Teaching English : More than 10 years

Qualified Teacher

3. Educational Background

    The subjects of this study were two teachers from SMA Negeri 1 Nogosari Boyolali. Both of these teachers have teacher qualifications in accordance with their respective fields, namely Bachelor of English Education. Both T-1 and T-2 are professional teachers who know what they are giving their students. Because their T-1 and T-2 educational backgrounds match, they are able to understand the material presented and can make the learning process more comfortable and enjoyable. They are adept at teaching effectively and efficiently and have strong personalities. So professional teachers need to be prioritized over graduates of

educational institutions. Because in forming professional teachers, it is not only teach but also the need for appropriate strategy in teaching.

4. Teaching experience

Teachers must also have good teaching experience in order to create an atmosphere that is not monotonous in the learning process. T-1 and T-2 have teaching experience in the world of education for more than five years in teaching English. Both T-1 and T-2 have a long teaching experience and making it a profession will gain considerable new experience in teaching. This greatly influences their creativity to become professional teachers, such as how to overcome difficulties when teaching and so on.

5. Teacher Welfare Factors

It is undeniable that a teacher is an ordinary human being who cannot escape life's difficulties, at home, within the scope of social and economic interaction in the context of the welfare of life or existing problems that can interfere with the smooth running of his duties. Just as a teacher's salary is not much, there is often a crisis in making ends meet. This will greatly affect teachers' creativity in terms of school learning activities. The T-2 already civil servants (PNS) so they can focus on learning activities well, but the T-1 is now still a honorary teacher.

APPENDICES 2

INTERVIEW

TRANSCRIPTS

Transcript Interviews with two English Teachers at SMA Negeri 1 Nogosari

Boyolali

R   : Researcher

T-1   : Teacher 1

T-2   : Teacher 2

R   : Assalamu'alaikum warahmatullahi wabarakatuh

Selamat siang Bapak/Ibu Guru, izinkan saya untuk memulai wawancaranggih Bapak/Ibu.

T1   : Wa'alaikumsalam warahmatullahi wabarakatuh.

Iya, silahkan Mba.

R   : Bapak/Ibu, bagaimana kondisi pembelajaran Bahasa Inggris di SMAN 1 Nogosari Boyolali ini setelah pasca COVID-19?

T1   : Kondisi pembelajaran di SMA sini khususnya Bahasa Inggris berbeda sebelum adanya COVID-19, selama COVID-19 apalagi pasca COVID-19 seperti saat ini Mba. Yaa kalau mau melihat fakta kondisi di SMA sini kapan-kapan bisa ikut saya masuk ke dalam kelas ketika saya mengajar nanti.

R   : Baik Bapak/Ibu guru.

Terima kasih.

Bapak/Ibu, kalau boleh tau gambaran pembelajaran terutama pelajaran Bahasa inggris bagaimana nggih Bapak/Ibu sebelum saya melihat realita di dalam kelas.

T1 : Pembelajarannya menurut saya sangat berbeda, apalagi pasca COVID-19 ya Mba, dari yang awalnya pembelajaran dilaksanakan di sekolah dan pembelajaran disampaikan oleh gurunya dan siswa-siswi memperhatikan penjelasannya, yang kemudian terjadi COVID-19 yang mana mengharuskan pembelajaran dilaksanakan secara online berdasarkan peraturan yang berlaku dan pembelajaran di rumah masing-masing dengan HP sebagai alat pembelajaran namun sekarang pembelajaran dilaksanakan secara tatap muka seperti kondisi sebelum COVID-19 berlangsung. Namun ya Mba perlu dimengerti, pembelajaran pasca COVID-19 memberikan tantangan tersendiri bagi Bapak/Ibu guru disini terutama saya sendiri.

R : Maksudnya tantangan yang bagaimana Bapak/Ibu?

T1 : Yaa tantangan, salah satu contohnya yaitu bagaimana cara guru tersebut mengajar dengan baik.

R : Kebetulan sekali Bapak/Ibu, hal ini sejalan dengan penelitian saya yaitu mengenai strategi Bapak/Ibu guru dalam mengajar Bahasa inggris selama pasca COVID-19 ini Bapak/Ibu.

T1 : Oalah iya, ya gapapa Mba silahkan.

R : Baik Bapak/Ibu, sebelumnya saya ucapkan terimakasih.

Kalau begitu, langsung saja nggih Bapak/Ibu pertanyaan inti wawancara ini saya mulai.

T1   : Silahkan.

R   : Dalam hal ini, saya sebagai peneliti telah membaca mengenai strategi pembelajaran menurut seorang ahli, diantaranya yaitu **brainstorming, case-ball small group discussion, simulation, demonstrating, games, large group discussion, presentation, exercise, dan one to one percepting.**

T-1   : Silahkan.

R   : Dalam hal ini, saya sebagai peneliti telah membaca mengenai strategi pembelajaran menurut seorang ahli, diantaranya yaitu **brainstorming, case-ball small group discussion, simulation, demonstrating, games, large group discussion, presentation, exercise, dan one to one percepting.**

T-1   : Baik Mba, sebelum saya jawab saya kasih tau lagi yaa bahwa di SMA Negeri 1 Noosari Boyolali disini hanya terdapat dua guru Bahasa inggris seperti yang mba lihat ya.

R   : Iya Bapak/Ibu.

T-1   : Jadi seluruh kelas mulai dari kelas X sampai XII itu yang mengajar kami. Jadi untuk strategi yaa sesuai kebutuhan dan kemampuan dari guru dan juga mempertimbangkan kondisi siswa-siswi disini juga. Karena dari strategi

yang Mba sebutin tadi bagus-bagus dan menarik untuk diterapkan, namun ya kembali lagi, kami dari sekolahan Desa yang mana kualitasnya berbeda daripada sekolahan di kota-kota besar apalagi SMA-SMA yang favorit, begitu ya Mba.

R : Iya Bapak/Ibu.

T-2 : kalau kami boleh menyarankan untuk datamu nanti lebih baik kami beri data dari kelas XI saja, karena kelas XI disini masih menerapkan Kurikulum 2013 (K-13), nanti bisa dilihat-lihat dulu mengenai Silabus dan RPP-nya.

T-1 : Iya, saya juga setuju. Karena untuk strataegi mengajar terutama pelajaran Bahasa inggris kelas XI materi wajib dan peminatan strateginya tidak terlalu berbeda, bahkan kami menggunakan strategi yang sama karena beberapa pertimbangan tadi.

T-2 : Iya, betul sekali. Karena gini ya Mba ya, sekedar informasi juga. Apabila kami browsing-browsing di internet mengenai misalkan materi A sebaiknya menggunakan strategi ini ini dan ini, namun hal itu jika kami terapkan di SMA sini belum tentu cocok dan belum tentu bisa diterima oleh siswa, apalagi kami yang statusnya sudah berusia segini, yaa sedikit sulit juga jika mau menerapkan ini itu yang baru apalagi belum tentu mudah juga bagi kami.

T-1 : Benar, itu juga sebagai pertimbangan kami juga mau menerapkan strategi apa di setiap materi yang berbeda-beda. Apalagi ini baru awal-awal pembelajaran tatap muka setelah pembelajaran daring ya Mba, itu juga

pengaruh juga lho. Karena kalau daring kan mereka bertatapan dengan layar HP mereka dan kami pun juga hanya menerapkan strategi yang bisa kami gunakan, karena kalau diceritakan banyak sekali pertimbangan dan keluhan Mba.

R : Inggih Bapak/Ibu.

T-2 : Ini aja, nanti datanya strategi mengajar kelas XI IPA dan IPS aja, kebetulan strategi yang kami terapkan juga hampir sama.

R : Baik Bapak/Ibu.

T-2 : Sebelumnya mohon maaf ya Mba, bagaimana kalau wawancara kami tunda dulu, mungkin bisa dilanjutkan besok, karena kami mau ada meeting dulu. Besok bisa kembali kesini lagi dan mematangkan beberapa pertanyaannya, karena kami tadi juga sudah memberikan sedikit gambaran ya Mba.

R : Baik Bapak/Ibu kalau begitu, sebelumnya saya mengucapkan terimakasih sudah meluangkan waktunya untuk saya.

T-1 : Ya Mba sama-sama, semoga kedepannya lancar ya Mba, dimudahkan pokok ee.

R : Aamiin, aamiin, aamiin.

T-2 : Kami duluan ya Mba, sudah ditunggu yang lain soalnya.

Assalamu'alaikum…

R   : Wa'alaikumsalam Warahmatullahi Wabarokatuh.

Code: Int02/T-1/Str-01/Friday, December 09th 2022

R   : Assalamu'alaikum Warahmatullahi Wabarakatuh, Bu.

T-1   : Wa'alaikumsalam Warahmatullahi Wabarakatuh

R   : Ibu, izinkan saya untuk melanjutkan wawancaranya nggih.

T-1   : Iya mba, oyaa sebelumnya tadi Bapak T-2 bilang ke saya, beliau izin tidak

bisa membersamai, karena baru ada agenda yang lain.

R   : Baik Bu.

Langsung saja nggih Bu. Dari beberapa strategi yang saya sebutkan kemarin

terutama **Brainstorming**, seberapa sering Ibu menerapkannya terutama di

kelas XI?

T-1   : saya jarang menerapkan strategi ini, selain waktunya yang yang kurang

memadahi, menurut saya inputnya juga harus jelas seperti pembuatan map

mapping dan brain writing. Sehingga dalam penerapan strateginya tepat dan

siswa dapat menuangkan semua ide-idenya.

(I rarely apply this strategy, apart from not having enough time, I think the

input must also be clear, such as making main mapping and brain writing.

So that he application of the strategy is appropriate and students can express

all their ideas).

R   : Berarti dalam hal ini, jarang nggih Bu menerapkan strategi tersebut?

T-1   : Iya mba, benar sekali.

R   : Dalam hal ini Ibu mengatakan "jarang", namun dalam satu tahun pembelajaran pasti pernah mengaplikasinnya dalam pembelajaran nggih Buk?

T-1   : Dulu pernah, namun ya Mba ada beberapa pertimbangan. Meskipun disini sudah taraf SMA, namun sedikit sulit untuk dikendalikan, bahkan kalau saya paksakan nanti akan menimbulkan permasalahan baru, seperti halnya kemoloran dalam penyampaian materi. Misalnya materi A ditargetkan selesai dalam 3x pertemuan, namun jika hal itu diterapkan bisa saja mencapai 4-5 pertemuan, yang mana nantinya akan berdampak pada materi-materi yang lainnya.

R   : Jadi begitu ya Buk alasannya. Namun mohon maaf, dalam materi apa Ibu merapkan **brainstorming**?

T-1   : Saya terapkan dalam Narrative Text mba, Mba juga lihat sendiri kan? karena kita kan juga pake K-13 kalau bisa kan pendekatannya harus sesuai kan?

R   : Inggihh Bu.

T-2   : Mohon maaf Bu, Mba. Saya datang terlambat dan saya tak ikut gabung ya.

R   : Alhamdulillah, nggih Bapak monggo.

        Pertanyaan saya lanjutkan nggih Bapak/Ibu. Apakah Bapak/Ibu juga menerapkan **diskusi kelompok kecil** dalam pembelajaran di kelas?

T-1   : Saya sering mengaplikasikan strategi ini di berbagai materi pelajaran, salah satunya poem dan narrative text.

(I often apply this strategy to various subject matter, one of which is Poem and narrative text).

T-2   : Saya juga sering sekali, menurut saya strategi ini efisien sekali. Secara tidak sadar membuat siswa lebih aktif dengan kelompok kecilnya. Sehingga jarang sekali siswa yang hanya numpang nama dalam pengerjaan tugas. Selain pembuatan kelompok kecil yang terdiri dari 5 siswa misalnya, hal ini akan membuatnya lebih focus dan mudah diarahkan dibandingkan dengan cara strategi dengan kelompok besar.

(I also often, I think this strategy is very efficient, unconsciously make students more active with their small groups. So that it is rare for students to just hitch a ride in the name of assignment. In addition to making small groups of 5 students, for example this will make them more focused and easier to direct compared to strategies with large groups).

R   : Bagaimana Bapak/Ibu menerapkannya?

T-1   : Kemarin saya baru saja menerapkannya, jadi begini. Saya memberikan pengetahuan kepada siswa-siswi apa tujuan dibentuknya kelompok kecil itu, kemudian kelompok tersebut dibagi menjadi beberapa kelompok kecil, setelah kelompok terbentuk saya memberikan suatu persoalan materi yang mana nantinya bisa didiskusikan dengan kelompok kecilnya, namun dengan catatan setip individu mempunyai hasil sendiri-sendiri, tidak hanya 1 jawaban untuk 1 kelompok.

Code: INT02/T-1,T-2/STR-02/Friday, December 09th 2022

R : Berarti strategi ini efektif dan cocok diterapkan nggih Bapak/Ibu?

T-2 : Ya, benar Mba.

Mba, kalau wawancara ini kami potong dulu bagaimana? Kebetulan kami berdua ada jam ngajar.

R : Baik Bapak/Ibu, nggih mboten napa-napa.

Saya juga berterima kasih kepada Bapak/Ibu yang telah meluangkan waktunya untuk saya.

Kalau begitu, saya tutup nggih Bapak/Ibu.

Wassalamu'alaikum Warahmatullahi Wabaraktuh.

T-1, T-2: Wa'alaikumsalam warahmatullahi Wabarakatuh.

Hati-hati dijalan Mba.

Code: INT03/T-2/STR-03/Friday, December 09th 2022

R : Assalamu'alaikum Warahmatullahi Wabarakatuh, Bapak.

T-2 : Wa'alaikumsalam Warahmatullahi Wabarakatuh, Iya Mba.

Sebelum wawancara kita mulai, ini wawancara dengan saya dulu aja ya, soalnya T-1 sedang keluar sebentar, ada urusan lain sepertinya, tapi tadi sudah janjian kan ya mba?

R : Nggih Bapak, tidak apa-apa.

T-2 : Ini nanti langsung saja ya, tanyakan point-pointnya saja.

R : Nggih Bapak, siap.

Pertanyaan saya adalah seberapa sering T-2 menerapkan strategi **silamulasi** dalam penggunaan alat elektronik, sebagai contoh computer, Bapak?

T-2 : Kalau strategi ini jarang saya gunakan. Dikarenakan selain alat elektronik seperti computer yang kurang memadahi, strategi ini apabila diterapkan disini kurang berjalan lancar.

(I rarely use this strategy. Because in addition to electronic devices such as computers that are not adequate, this strategy when applied hare does not run smoothly).

R : Jumlah computer di laboratorium sini berapa nggih Bapak?

T-2 : Jumlahnya ya sekitar 20-an ada, tapi ada berapa yang error, sehingga kalau kami paksakan pun juga kurang efektif. Apalagi mereka juga jarang ada yang punya laptop Mba, kami juga pernah berpikir, namun karena beberapa pertimbangan kami memutuskan untuk tidak menggunakannya, ada yang lebih penting, yaitu pelajaran TIK.

R : Berarti salah satu penyebabnya karena itu nggih Bapak?

T-2 : Iya mba.

R : Bapak mohon maaf sebelumnya, kalau dalam hal ini tidak mengunakan perangkat elektronik, lantas bagaimana Bapak sebagai pendidik menerapkan simulation/exercise ini Pak?

T-2 : Dalam exercise ini saya menggunakan paper seperti biasanya mba, dan exercise bersifat individual atau dibuat kelompok kecil namun hasilnya

tetap individual, pembuatan kelompok kecil itu hanya sebagai sarana bertukar pikiran saja, namun hasilnya juga beda mba.

R : Inggih Bapak, Terimakasih.

R : Pertanyaan selanjutnya adalah apakah Bapak/Ibu menerapkan strategi **demonstrating** didalamnya? Dalam hal ini demonstrating yang saya maksud itu seperti siswa menunjukkan bagaimana sesuatu itu terjadi atau bahkan melakukan sesuatu, Pak Buk.

T-1 : Ooo itu, Sesekali iya Mbak kami terapkan. Mba juga lihat sendiri kan bagaimana cara kami mengajar? Nah, disitu Mbak dapat simpulkan sendiri strategi apa yang kami terapkan di dalam kelas.

T-2 : Strategi itu kami terapkan pada materi proses terjadinya hujan. Nah kami itu kan jelasin secara singkatnya, lalu kami meminta siswa untuk menunjukkan bagaimana proses itu terjadi, kemudian ya implementasinya bagaimana, meskipun Bahasa mereka campuran ya Mba ya.

R : Okay, bagaimana kalau dengan **permainan/games** Bapak/Ibu?

T-2 : Kami pernah menerapkannya pada materi passive voice

R : Games jenis apa yang Bapak/Ibu terapkan?

T-2 : Gamesnya itu, ular tangga itu lo.

R : Bagaimana Bapak/Ibu menerapkannya?

T-1 : Kami membuat kelompok dulu agar mudah dan kondusif kan Mba, setelah kelompok terbentuk kami berikan game ular tangga itu yang telah kami buat dengan sederhana. Nah cara mainnya itu ya seperti ular tangga biasanya, namun di papannya itu kami kasih kata Bahasa inggris yang nantinya diubah ke dalam verb 1, verb 2, dan verb 3 gitu.

R : Dengan begitu siswa dapat mengetahui nggih Bu bagaimana kata yang telah ditemukan tadi kemudian berubah menjadi verb 1, verb 2, dan verb 3 tadi.

T-2 : Iya, jadi mereka kan bisa tau sendiri kan? Mungkin saja kalau hanya diberikan catatan, missal kata ini apabila diubah verb 1, verb 2, dan verb 3 nya menjadi ini, cara anak menyikapinya biasa. Namun, dengan ini siswa dapat mengetahuinya sendiri bagaimana kata tersebut berubah dan bisa saja mereka mudah mengingatnya juga.

R : Baik Bapak/Ibu. Saya akan melanjutkan pertanyaannya.

T-1 : Mba, mohon maaf sebelumnya, kalau ini kita lanjutkan next saja bagimana?

R : Baik Bapak/Ibu.

Terimakasih nggih telah meluangkan waktunya.

T-2 : Iya, sama-sama.

Kami duluan yaa.

Assalamu'alaikum…

R   : Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Maturnuwun Bapak/Ibu.

Code: INT04/T-1,T-2/Thursday, August, 11ᵗʰ 2022

R   : Assalamu'alaikum Warahmatullahi Wabarakatuh.

Permisi Bapak/Ibu.

Izinkan saya untuk mewawancarai Bapak/Ibu nggih.

T-2   : Wa'alaikumsalam Warahmatullahi Wabaraktuh.

Iya Mba, monggo silahkan.

Sebelumnya kami juga minta maaf ya, karena beberapa hari lalu kami punya kesibukan tersendiri, dan ketika kami luang ternyata Mba juga punya kesibukan lain juga.

R   : Langsung saja nggih Bapak/Ibu.

Terkait strategi yang lainnya yaitu mengenai **pembentukan kelompok besar**, apakah Bapak/Ibu juga menerapkannya? Kalau strategi tersebut diterapkan, seberapa sering Bapak/Ibu mengaplikasikannya?

T-2   : Kita jawab apa adanya ya Mba, sesuai realita.

T-1   : Kita menerapkannya dalam dalam pembelajaran narrative text. Satu kelas itu kami bagi jadi dua kelompok besar. Nah, setelah itu kami beri

permasalahan sesuai tema yang mana harus dikerjakan bersama kelompok itu.

T-2 : Nambah ya mba, tujuan kami dalam membuat kelompok besar ini agar supaya siswa dapat mengamati, nyoba, mengasosiasikan dan saling komunikasi dengan kelompoknya. Setelah itu, kami beri lembar kerja untuk menuliskan hasil diskusinya yang nantinya bisa dikumpulkan ke saya.

R : Baik Bapak/Ibu, untuk pertanyaan selanjutnya yaitu yaitu mengenai **presentasi**. Seperti yang kita ketahui bahwa presentasi bagus diterapkan bagi Siswa-siswi karena mempunyai dampak yang baik untuk melatih keberanian, namun juga tidak menuntut kemuntut kemungkinan bahwa hal ini juga sulit untuk diterapkan. Bagaimana tanggapan mengenai hal ini Bapak/Ibu?

T-1 : Saya sangat senang dengan strategi presentasi ini. Karena membuat anak-anak lebih aktif dan juga melatih keberanian dalam menyampaikan pendapat di depan umum/teman-temannya. Dengan begini saya sering sekali menerapkan strategi ini.

(I really like this presentation strategy. Because it makes students more active and also trains courage in expressing opinions I public/friends. In this way I often apply this strategy).

T-2 : Saya hampir setiap materi pelajaran saya menerapkan strategi ini. Seperti yang dibilangkan oleh T-1, selain itu juga dalam penerapan inipunya tujuan

yang jelas dan dapat menghemat waktu juga, kalau ada materi yang sulit biasanya dilanjutkan pertemuan yang akan datang.

(I almost every subject matter I apply this strategy. As stated by T-1, apart from that in this application it also has clear goals and can save time as well, if there is difficult material it is usually continued in the next meeting).

Code: INT04/T-1,T-2/STR-1/Thursday, August 11th 2022

R : Wawww, berarti strategi ini lebih sering digunakan oleh Bapak/Ibu nggih? Terutama pada saat penyampaian materi?

T-2 : Ya Mba. Benar sekali.

Seperti biasa ya Mba, untuk wawancara ini kami stop dulu, mungkin bisa dilanjutkan besok hari selanjutnya. Karena kami juga harus mengajar Siswa-siswi di kelas.

R : Nggih Bapak/Ibu.

Terimakasih sebelumnya.

T-1 : Kami duluan ya Mba.

Assalamu'alaikum…

R : Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Code: INT05/T-1,T-2/Thursday, August, 25th 2022

R : Assalamu'alaikum Warahmatullahi Wabarakatuh.

Selamat siang Bapak/Ibu, mohon maaf mengganggu waktunya.

Izinkan saya untuk melanjutkan wawancara terkait penelitian saya nggih Bapak/Ibu.

T-1 : Wa'alaikumsalam Warahmatullahi Wabaraktuh

Iya Mba, monggo silahkan.

T-2 : Santai saja mba. Ini kurang berapa kali penelitian lagi ini, lama sekali Mba, hahaha.

T-1 : Semangat ya Mba, hehehe.

R : Nggih Bapak/Ibu, saya lanjutkan untuk wawancaranya nggih.

Baik Bapak/Ibu,

Untuk pertanyaan selanjutnya adalah mengenai **exercise**. Apakah Bapak/Ibu menerapkannya? Dan mengapa Bapak/Ibu menerapkannya?

Monggo, bisa dijawab dari T-1 dulu.

T-1 : Saya menerapkan strategi ini dalam pembelajaran Bahasa inggris terutama materi Poem, narrative, recount text sesuai yang Mba lihat ya, ini adalah untuk mengetahui kualitas dan juga mengukur pemahaman siswa-siswi mengenai materi yang saya berikan.

T-2 : Selain itu, dalam penerapan ini saya dapat mengetahui permasalahan siswa-siswi dalam mempelajari dan memahami suatu pelajaran. Dengan

begitu kita sebagai pendidik mampu mengarahkan untuk mencari solusi yang tapat.

(In addition, in this application I can find out the problems of students in learning and understanding a lesson. That way we as educators are able to direct us to find the right solution).

R   : Berarti dalam hal ini dapat kita ketahui nggih Bapak/Ibu, bahwa Exercise sangat cocok untuk diterapkan dan dilihat juga dari manfaatnya yang mampu memberikan dampak yang baik buat Siswa-siswi.

T-2   : Iya benar sekali, bahkan kalau dirata-rata saya pribadi menggunakannya dalam penyampaian materi kepada siswa-siswi. Karena saya rasa ini juga bisa sebagai alat ukur pemahaman Siswa-siswi setelah saya menyampaikan materi atau bahkan setelah diskusi dilakukan.

T-1   : Iya, saya sependapat dengan T-2. Kalau begini kan kita tau ya Mba, permasalahan Siswa-siswi dalam memahami suatu materi itu dimana, kalau kita tahu kan kita bisa mengulangnya kembali atau dengan pemberian materi namun masih dalam satu pokok bahasan. Sehingga materi yang diberikan oleh guru itu dapat dikuasainya dengan baik Mba.

Code: INT05/T-1,T-2/STR-08/Thursday, August 25th 2022

R   : Baik Bapak/Ibu terimakasih atas penjelasannya.

Kalau saya lanjutkan untuk pertanyaan selanjutnya bagaimana Bapak/Ibu?

T-2   : Ya monggo silahkan, agar cepet selesai juga hahaha.

R   : Terimakasih untuk wawancara pada hari ini. Berarti dapat saya ketahui hasilnya bahwa Bapak/Ibu disini dominan mengaplikasikan strategi yang mencakup dari perencanaan, praktik mengajar, dan juga dalam pelatihan nggih?

T-2   : Nggih Mbaa, leres.

        Mba, karena kita ada urusan yang lain, bagaimana kalau wawancara kita lanjutkan besok lagi?

R   : Nggih Bapak/Ibu terimakasih telah meluangkan waktunya untuk saya.

T-1   : Saya keluar dulu ya, terimakasih.

R   ; Baik Bapak/Ibu, maturnuwun sanget.

Interviews Factors.

Code: INT06/T-1,T-2/Thursday, Sept 8th 2022.

R   : Assalamu'alaikum Warahmatullahi Wabarakatuh.

        Selamat Pagi Bapak/Ibu, mohon maaf mengganggu waktunya.

        Bapak/Ibu, izinkan saya untuk melanjutkan wawancara terkait factor yang mempengaruhi Bapak/Ibu mengaplikasikan beberapa strategi dalam pembelajaran.

T-2   : Okay, siap.

R   : Apa yang menjadi pertimbangan Bapak/Ibu guru ketika menggunakan atau memilih metode atau strategi mengajar?

(What is your consideration to decide the use of strategy at teaching?)

T-1   : Apa ya, ya kita melihat kurikulum, silabus, melihat materinya, terus melihat kemampuan siswa juga, sama keadaan sekolah.

(We check the curriculum, syllabus, look at the materials, then we look at the students capability, and school facilities).

T-2   : Itu bergantung materi yang diajarkan, terus siswanya kira-kira mudah memahami tidak, dan fasilitas sekolah.

(It depands on the material that will be taught, then the students capability, and school facilities).

Code: INT06/T-1,T-2/FCT-I,IV/Thursday, Sept 8th 2022

R   : Berarti hal ini yang menjadi factor utama adalah kurikulum dan factor kedua adalah keterbatasan fasilitas nggih Bapak/Ibu, dengan beberapa pertimbangan yang telah disebutkan.

T-1   : Ya, benar Mba.

T-2   : So far you can see, we rarely use the LCD because of the limited number and sometimes we don't get a queue when we want to use it. Besides that, if we want to use a computer, we sometimes collide with other class

schedule that really need it more, such as technology lessons. If we ask students to bring their own, the total number of students only partially has a laptop.

T-1 : Selain factor diatas, saya juga ingin menambahkan ya Mba.

Faktor yang lainnya yaitu mengenai keterbatasan waktu mba. Karena menurut kami, terkadng 45 menit itu kurang jika materi yang dibawakan oleh guru itu berat bagi siswa, namun terkadang juga sisa beberapa menit jika siswa yang dijelaskan itu tidak banyak tingkah dan focus.

R : Baik, berarti jika ditarik hasilnya selain factor yang telah disebutkan oleh T-2, selaku T-1 memberikan tambahan factor yaitu keterbatasan waktu.

Code: INT06/T-1,T-2/FCT-I,1I,III/Thursday, Sept 8ᵗʰ 2022

T-1 : Yaa, betul mba.

R : Baik Bapak/Ibu, selain ketiga factor yang telah disebutkan tadi, apakah ada tambahan factor lainnya?

T-2 : Ada Mba, mba juga lihat sendiri kan saya juga browsing-browsing sebelum kami masuk kelas. Factor lainnya itu ya berarti pemahaman dan otoritas guru sendiri iru Mba. Karna kalo guru tidak berpengalaman maka ngajarnya ya ngajar tradisisonal seperti biasanya, maksudnya yang dominan aktif itu gurunya dari pada siswanya.

T-1   : Saya nambahin juga ya Mba, menurut saya integritas di lapangan juga mempengaruhi kami mengapa kami menggunakan berbagai strategi tersebut Mba. Saya kira itu aja Mba, cukup.

R   : Inggih Bapak/Ibu, maturnuwun sanget.

T-1   : Cukup ya dari kami, semoga bermanfaat dan dipermudahkan untuk kedepannya.

Aamiin.

T-2   : Saya duluan ya mba.

Assalamu'alaikum Warahmatullahi Wabarakatuh

R   : Nggih monggo Bapak/Ibu.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Maturnuwun sanget Bapak/Ibu.

APPENDICES 3

Observation and

Interview Guide

Code : **T-1**

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Guru membuka pembelajaran dengan baik	√		Mengucap salam, good morning, menanyakan kabar
2.	Guru menerapkan beberapa strategi saat pembelajaran di kelas	√		Guru menerapakan beberapa strategi dalam pembelajaran
3.	Guru membentuk grup diskusi ketika pembelajaran di kelas	√		Membentuk group diskusi, yaitu grup kecil dan besar
4.	Guru memberikan tugas kelompok kepada siswa dalam penyelesaian permasalahan dengan materi yang disampaikan	√		Membuat grup diskusi, menganalisis video pembelajaran yang diberikan, mengerjakan latihan soal.
5.	Guru menampilkan video pembelajaran di dalam kelas	√		Menampilkan PPT, menampilkan video pembelajaran yang di cuplik dari YouTube
6.	Guru menggunakan berbagai media untuk mencapai tujuan pembelajaran	√		Media laptop, HP, projector/LCD
7.	Guru menggunakan problem solving, tanya jawab, diskusi, dalam pembelajran di kelas	√		Melakukan diskusi dan tanya jawab
8.	Guru menggunakan media papan ular tangga dalam pembelajaran	√		Guru menggunakan papan ular tangga dalam materi passive voice

9.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√		Memberikan evaluasi hasil tugas dan presentasi siswa
10.	Guru memberikan penilaian dan feedback	√		Memberikan feedback kepada siswa ketika diskusi maupun presentasi
11.	Guru memberikan motivasi di awal pembelajaran	√		Keep spirit and greatfull
12.	Guru mengapresiasi hasil kerja siswa saat dikelas	√		Yes, you're great, giving applause
13.	Guru menyediakan materi ajar di internet	√		Memberikan tugas di Paddlet
14.	Guru membantu siswa menghadapi kesulitan dalam memahami materi yang disampaikan	√		Membimbing dan mengulang materi kembali yang disampaikan
15.	Guru memanfaatkan media berbasis teknologi seperti YouTube dan Paddlet	√		Memberikan tugas dan mengunggah pada LKPD yang telah disediakan
16.	Guru menciptakan aktivitas kelas dengan nyaman	√		Mengaplikasikan beberapa strategi pembelajaran dalam menyampaikan pembelajaran di kelas
17.	Guru memiliki jiwa semangat mengajar di kelas	√		Tepat waktu ketika datang ke kelas
18.	Guru sabar dalam membimbing siswa	√		Membimbing dengan senyuman, reward (applause)

19.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih menyampaikan pendapatnya	√		Siswa selalu dilatih untuk menyampaikan pendapatnya terutama dalam grup diskusi dan presentasi
20.	Guru berbicara dengan jelas sehingga siswa dapat dengan mudah menangkap percakapan dan mendengarkan dengan seksama	√		Memiliki suara yang nyaring dan mengulang pembicaraan/repetition
21.	Guru menggunakan gambar dan benda untuk mengilustrasikan penjelasan	√		Menggunakan gambar di internet (PPT)
22.	Guru menggunakan gerak tubuh dan bahasa tubuh untuk melengkapi kata-kata	√		Selalu semangat ketika berbicara dan memperagakannya
23.	Guru memeriksa secara berkala untuk memastikan siswa mengerti pembicaraannya	√		Ryan, do you understand? Coba Bahasa Inggrisnya kita apa?
24.	Guru memberikan waktu kepada siswa untuk berpikir dalam mengolah setiap pertanyaan yang diberikan	√		Memberikan waktu untuk berpikir dengan baik
25.	Guru mampu menguasai kelas dengan baik	√		Menerapkan beberapa strategi dalam penyampaian materi supaya dapat dipahami siswa dengan baik, seperti pembuatan grup diskusi

Code   **: T-2**

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Guru membuka pembelajaran dengan baik	√		Mengucap salam, good morning, menanyakan kabar
2.	Guru menerapkan beberapa strategi saat pembelajaran di kelas	√		Guru menerapakan beberapa strategi dalam pembelajaran
3.	Guru membentuk grup diskusi ketika pembelajaran di kelas	√		Membentuk group diskusi, yaitu grup kecil dan besar
4.	Guru memberikan tugas kelompok kepada siswa dalam penyelesaian permasalahan dengan materi yang disampaikan	√		Membuat grup diskusi, menganalisis video pembelajaran yang diberikan, mengerjakan latihan soal.
5.	Guru menampilkan video pembelajaran di dalam kelas	√		Menampilkan PPT, menampilkan video pembelajaran yang di cuplik dari YouTube
6.	Guru menggunakan berbagai media untuk mencapai tujuan pembelajaran	√		Media laptop, HP, projector/LCD
7.	Guru menggunakan problem solving, tanya jawab, diskusi, dalam pembelajran di kelas	√		Melakukan diskusi dan tanya jawab
8.	Guru menggunakan media papan ular tangga dalam pembelajaran	√		Guru menggunakan papan ular tangga dalam materi passive voice

9.	Guru mengevaluasi pembelajaran dengan memberikan pertanyaan-pertanyaan	√		Memberikan evaluasi hasil tugas dan presentasi siswa
10.	Guru memberikan penilaian dan feedback	√		Memberikan feedback kepada siswa ketika diskusi maupun presentasi
11.	Guru memberikan motivasi di awal pembelajaran	√		Keep spirit and greatfull
12.	Guru mengapresiasi hasil kerja siswa saat dikelas	√		Yes, you're great, giving applause
13.	Guru menyediakan materi ajar di internet	√		Memberikan tugas di Paddlet
14.	Guru membantu siswa menghadapi kesulitan dalam memahami materi yang disampaikan	√		Membimbing dan mengulang materi kembali yang disampaikan
15.	Guru memanfaatkan media berbasis teknologi seperti YouTube dan Paddlet	√		Memberikan tugas dan mengunggah pada LKPD yang telah disediakan
16.	Guru menciptakan aktivitas kelas dengan nyaman	√		Mengaplikasikan beberapa strategi pembelajaran dalam menyampaikan pembelajaran di kelas
17.	Guru memiliki jiwa semangat mengajar di kelas	√		Tepat waktu ketika datang ke kelas
18.	Guru sabar dalam membimbing siswa	√		Membimbing dengan senyuman, reward (applause)

19.	Guru tidak mendominasi kelas dengan memberikan kesempatan pada siswa untuk berlatih menyampaikan pendapatnya	√		Siswa selalu dilatih untuk menyampaikan pendapatnya terutama dalam grup diskusi dan presentasi
20.	Guru berbicara dengan jelas sehingga siswa dapat dengan mudah menangkap percakapan dan mendengarkan dengan seksama	√		Memiliki suara yang nyaring dan mengulang pembicaraan/repetition
21.	Guru menggunakan gambar dan benda untuk mengilustrasikan penjelasan	√		Menggunakan gambar di internet (PPT)
22.	Guru menggunakan gerak tubuh dan bahasa tubuh untuk melengkapi kata-kata	√		Selalu semangat ketika berbicara dan memperagakannya
23.	Guru memeriksa secara berkala untuk memastikan siswa mengerti pembicaraannya	√		Ryan, do you understand? Coba Bahasa Inggrisnya kita apa?
24.	Guru memberikan waktu kepada siswa untuk berpikir dalam mengolah setiap pertanyaan yang diberikan	√		Memberikan waktu untuk berpikir dengan baik
25.	Guru mampu menguasai kelas dengan baik	√		Menerapkan beberapa strategi dalam penyampaian materi supaya dapat dipahami siswa dengan baik, seperti pembuatan grup diskusi

APPENDICES 4

FIELD NOTES

LEMBAR OBSERVASI

Hari/Tanggal : Senin, 06 Juni 2022

Jam   : 19.00 WIB

Tempat   : SMA Negeri 1 Nogosari Boyolali

Observasi   : 1

No	Deskriptif	Catatan	Kesimpulan
1.	Peneliti datang kesekolah untuk meminta izin melakukan observasi penelitian	Izin Riset	Izin Riset

Hari/Tanggal : Selasa, 02 Agustus 2022

Jam   : 09.45 – 11.05 WIB

Tempat   : XI IIS 2

Observasi   : 2

No	Deskriptif	Catatan	Kesimpulan
1.	Pada proses pembelajaran Bahasa Inggris, guru memulai	• Guru memberikan	• Guru memberikan apersepsi dan

pembelajaran dengan salam, memberikan apersepsi dan motivasi sebelum memulai pembelajaran, menyampaikan materi secara singkat dan jelas dengan menggunakan media papan tulis. Siswa mendengarkan dan memperhatikan penjelasan guru dengan baik tanpa ada satupun siswa yang ribut. Kemudian guru memberikan tugas kepada siswa dalam bentuk kertas yang berisikan pertanyaan dan akan dijawab oleh siswa dalam kelompok. Setelah siswa selesai menjawab semua	apersepsi dan motivasi - Siswa mendengarkan guru dengan penuh perhatian - Guru menggunakan media pembelajaran	motivasi sebelum memulai pembelajaran - Siswa mendengarkan penjelasan guru dengan penuh perhatian - Guru menggunakan media pembelajaran yang menarik agar menciptakan suasana belajar yang menyenangkan

	pertanyaan yang diberikan oleh guru, siswa menyajikan jawaban yang telah dikerjakan dalam kertas kerja dan didiskusikan secara bersama-sama di dalam kelas		
2.	Guru melaksanakan pembelajaran yang menumbuhkan partisipasi aktif siswa dalam mengemukakan pendapat yang didukung dengan keterampilan guru dalam menggunakan media pembelajaran	• Guru menumbuhkan partisipasi siswa • Siswa aktif mengemukakan pendapat	• Guru melaksanakan pembelajaran yang menarik sehingga menumbuhkan partisipasi siswa dalam belajar • Siswa aktif mengemukakan pendapatnya di dalam kelas

3.	Guru memberikan tugas kelompok kepada siswa untuk mendiskusikan pertanyaan berkaitan dengan materi yang disampaikan	• Siswa berkreasi dengan kelompoknya	• Siswa mampu berpikir kreatif dengan kelompoknya
4.	Guru mendampingi siswa untuk mempresentasikan tugas didepan kelas	• Guru bersikap sebagai fasilitator	• Guru membantu siswa untuk tetap aktif dalam pembelajaran

- OPENING THE CLASS

Students say the greeting

T-1   : Greetings

Students   : Good afternoon Mrs. Dewi

T-1   : Good afternoon too. Who doesn't come today? All present?

Students   : Alright Mrs

T-1   : So I know this is an afternoon class so everyone feels so sleepy, it? Who is that? Are you sleepy?

Students   : Yes

T-1	: If you are sleepy. I hope that after singing later. We are going to have a lot or a little bit of fun before studying ok? And I hope that after we are having a sing then you were able more spirit to study. Ok? Do you want to sing?
Students	: Yess
T-1	: Do you want to sing?
Students	: Yess miss
T-1	: Everyone stands up now. If you are not sing you will be singing in front of the class by yourself. So just enjoy yaah… Singing yaahhh… feel free to do anything that you want. Ready? Ready?
Students	: Yesss

(The teacher shows the videos for the instruction of singing by YouTube)

T-1	: Give applause for everyone… feeling better right now? Ok now let's start to study right now. So today we have one topic... we are going to talk about Poem in this meeting. What kinds of Poem?

- MAIN ACTIVITY

Teacher explain the material

T-1	: So I hope that at the end of the lessons later, everyone here will be to identify of poem in this lesson. Then we will be also able to create about Poem. Ok? I have videos, everyone keeps the focus on this videos. We are gong to listen. In the opening this videos i will asking you. Ready to listen to this videos? I just played this videos once because the videos is not really long.

The content of this video Poem titled I Wandered Lonely as a Cloud.

Student B	: Hmm Well, i dont know.
Student A	: Hmm yes.
T-1	: Ok everyone. Enough? One more time? Ok it is enought. Related to the video what you wacthing and listening?

(T-1 menunjuk salah satu siswa untk menjawab pertanyaannya).

Student C : Emmm, bingung Mrs.

T-1 : Kenapa Bingung C?

(Salah satu siswa angkat tangan untuk menjawab)

Student D : Video tadi menampilkan puisi berjudul I wandered lonely as a cloud Mrs.

T-1 : Ok good, thank you… give apllause to D. Ok, sekarang Mrs Dewi minta kalian membuat grup diskusi kecil. Ayo dibuat dulu.

(Kelompok kecil telah terbentuk)

T-1 : Sekarang Mrs. Dewi minta anak-anak, setiap grup membaca puisi yang Mrs berikan tadi.

Students : Ok Mrs.

(Perwakilan kelompok membaca puisi yang telah diberikan)

T-1 : Semua grup sudah?

Students : Done Mrs.

T-1 : Mrs akan melanjutkannya ya, sekarang tugas anak-anak adalah memahami makna yang ada di dalam puisi tersebut.

Student E : Tidak faham artinya Mrs.

T-1 : Sebelum anak-anak memahami maknanya, coba anak-anak semua mencari kosakata yang dirasa sulit kemudian ditulis di buku tulis, nanti kita diskusikan bersama-sama.

Student A : Okay Buk.

(Murid-murid melaksanakan perintah guru)

T-1 : Semua kosakata yang dirasa sulit sudah terjawab ya?

Students : Done.

T-1 : Sekarang tugasnya adalah mengartikan atau memaknai dari puisi tersebut, silahkan didiskusikan dengan kelompok masing-masing.

Students : Okay Mrs.

T-1 : Silahkan, ayo dikerjakan.

(Murid-murid saling berdiskusi dengan kelompok kecilnya, guru sambil berkeliling dan membantu siswa yang kesulitan)

Students : Mrs, kami sudah selesai

T-1 : Seriously?

Students : Iya Mrs.

T-1 : Okay, Ibu lanjutkan sekalian ya, sekarang setiap kelompok mencari puisi boleh mencari referensi dari internet.

Student B : Puisi apa Bu?

T-1 : Silahkan, bebas.

Setelah selesai, nanti setiap kelompok ada perwakilan untuk maju presentasi, namun jangan hanya sekedar maju dan membacakan saja, nanti Ibu tanya maksud dari puisi itu apa, atau pun makna dari penggalan kosakata yang ada di puisi tersebut.

Students : Mrs, huhuhu.

T-1 : Why? Tidak usah takut.

Coba dikerjakan dulu, referensi boleh mengutip dari internet.

(Murid-murid saling berdiskusi dengan kelompoknya)

(Setelah beberapa saat)

T-1 : It is done?

Students : Not yet Mrs.

T-1 : Kenapa pada gojekan?

Students : Tidak Mrs.

T-1 : 5 minutes of running time…

Students : Hah?

T-1 : Finish soon!

(Waktu pengerjaan sudah habis)

T-1   : Now, starting from group 1, please present it to the front, come on soon. Time is almost over.

(Setiap kelompok mempresentasikan hasil diskusinya dan guru memberikan feedback serta tanya jawab kepada siswa)

- CLOSING

T-1   : Okay, karena semua perwakilan grup sudah presentasi, Ibu meminta salah satu dari kalian menyimpulkan materi pembelajaran pada hari ini, silahkan salah satu.

Student A : Saya Bu.

T-1   : Okay, silahkan.

Student A : (Menyimpulkan materi pembelajaran pada hari ini)

T-1   : Okay, Give applause to A.

Students   : Prok-prok-prok

T-1   : Thank you very much for your participation. You did a good job.

Today, Im very happy with your activity in the class. How about you, did you enjoy my class?

Students   : Enjoyyyyy

T-1   : Okay, nice.

Because time is over, Mrs Dewi will immediately close the lesson today. Don't forget that next week we will study new material, read the next material in book.

Keep spirit and stay healthy.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Students   : Wa'alaikumsalam warahmatullahi wabarakatuh

See you Mrs. Dewi.

T-1   : See you, too.

Hari/Tanggal : Selasa, 09 Agustus 2022

Jam   : 09.45 – 11.05 WIB

Tempat   : XI IIS 2

Observasi   : 3

No	Deskriptif	Catatan	Kesimpulan
1.	Guru masuk ke dalam kelas dengan mengucapkan salam. Guru mengajak siswa untuk menonton video di YouTube mengenai materi yang berkaitan dan melanjutkan materi sebelumnya yaitu Poem	Menerapkan diskusi	Guru mengajak siswa untuk menonton video dan menyuruh siswa untuk memahami dengan seksama

2.	Guru menyampaikan materi dengan strategi Brainstorming dan membentuk sebuah grup untuk berdiskusi serta memecahkan masalah atau problem-solving	Guru menerapkan strategi Brainstorming	Guru menerapkan strategi Brainstorming dalam menyampaikan materi dan diskusi
3.	Siswa mendengarkan penjelasan guru dengan baik dan mengajukan pertanyaan terkait penjelasan yang kurang dipahami		
4.	Guru meminta salah satu siswa untuk membacakan riddle poem yang telah disajikan sekaligus memberikan pertanyaan	Melatih keberanian siswa	Pendekatan antara guru dengan siswa
5.	Guru memberikan penjelasan kepada siswa mengenai materi yang akan disampaikan yaitu memaknai Poem yang diberikan melalui riddle poem		

No.	Deskriptif		
6.	Secara berkelompok siswa menyampaikan hasil intrepretasi		
7.	Guru memberikan kesempatan kepada kelompok lain untuk memberikan feedback		
8.	Guru memberikan umpan balik terhadap siswa mengenai materi yang telah disampaikan		

Hari/Tanggal : Kamis, 08 Desember 2022

Jam : 10.20 – 11.05 WIB

Tempat : XI IIS

Observasi : 4

No	Deskriptif	Catatan	Kesimpulan
1.	Guru menjelaskan materi secara singkat, kemudian membagikan kertas yang berisikan tugas	Guru menggunakan kertas kerja	Guru menggunakan kertas kerja sebagai media untuk

			menarik perhatian siswa dalam belajar
2.	Guru menggunakan gambar untuk mengilustrasikan penjelasan	Guru menggunakan berbagai gambar untuk ilustrasi	Guru memanfaatkan media gambar sebagai ilustrasi
3.	Guru memanfaatkan media berbasis teknologi seperti YouTube	Guru memanfaatkan media teknologi digital	Guru berusahan untuk membuat kelas berbasis teknologi
4.	Guru memberikan penilaian dan feedback	Guru sebagai evaluator	Guru memberikan evaluasi dan feedback sehingga siswa dapat mengembangkan kemampuannya
5.	Guru membangun kondisi pembelajaran bahasa Inggris dengan penuh kreatif	Guru membangun creative environment	Guru berusaha membuat siswa nyaman dan tidak bosan ketika

			pembelajaran berlangsung

- ### OPENING THE CLASS

T-2   : Assalamu'alaikum warahmatullahi wabarakatuh

Students   : Wa'alaikumsalam warahmatullahi wabarakatuh

T-2   : Good afternoon.

Students   : Good afternoon Sir. Yes Sir

T-2   : Who doesn't come today? All present?

Students   : Yes, Okay.

            Sindy?

Sindy   : Present

T-2   : Bella?

Bella   : Present

T-2   : Rahma?

Rahma   : Present

T-2   : Hari ini ada yang tidak masuk?

Students   : Nihil

T-2   : Ok, pada pertemuan kali ini Pak guru akan menyampaikan tentang Report Text.

- ### MAIN ACTIVITY

T-2   : Ada yang tau Report Text itu apa?

Students   : Tidak Pak

T-2   : Okay Bapak jelaskan.

Report Text adalah jenis teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu. Informasi yang diberikan dalam teks laporan adalah informasi yang sangat umum.

T-2   : Nah, Report Text sendiri memiliki tujuan. Social function dari Report Text adalah untuk menyajikan informasi tentang sesuatu secara umum kepada pembaca.

Jadi nanti ditujukan kepada siapa?

Studentas   : Kepada pembaca.

T-2   : Selanjutnya, generic structure.

General Classification berisi pernyataan umum tentang subject yang dibicarakan atau dibahas.

Description merupakan bagian yang memberikan gambaran secara detail mengenai subject yang dibahas pada bagian general classification.

Untuk selanjutnya nanti anak-anak Saya beri tugas ya.

Student A   : Tugasnya apa Pak?

T-2   : Tugasnya adalah membuat Report Text sesuai/yang sedang terjadi sekarang (actual).

(Murid-murid mengerjakan tugas dari Bapak Guru)

- CLOSING

T-2   : Bagi yang belum selesai, segera diselesaikan dan saya tunggu, jangan lama-lama. Agar segera Bapak beri nilai juga.

Students   : Iya Pak.

T-2   : Cukup dulu dari Bapak, mari kita akhiri dulu dengan membaca hamdalah.

Students   : Alhamdulillahirabbilalamin…

T-2   : Sekian dari Bapak guru, apabila ada kekurangannya Bapak mohon maaf.

Wassalamu'alaikum warahmatullahi wabarakatuh

Students   : Wa'alaikumsalam warahmatullahi wabarakatuh

Hari/Tanggal : Jum'at, 09 Desember 2022

Jam   : 09.45 – 11.05 WIB

Tempat   : XI MIPA 2

Observasi   : 5

No	Deskriptif	Catatan	Kesimpulan
1.	Pada proses pembelajaran Bahasa Inggris, guru memulai pembelajaran dengan salam, memberikan apersepsi dan motivasi sebelum memulai pembelajaran, menyampaikan materi secara singkat dan jelas dengan menggunakan media PPT dan papan tulis. Siswa mendengarkan dan memperhatikan penjelasan guru dengan baik tanpa ada satupun siswa yang ribut. Kemudian guru memberikan tugas kepada siswa dalam	• Guru memberikan apersepsi dan motivasi • Siswa mendengarkan guru dengan penuh perhatian • Guru menggunakan media pembelajaran	• Guru memberikan apersepsi dan motivasi sebelum memulai pembelajaran • Siswa mendengarkan penjelasan guru dengan penuh perhatian • Guru menggunakan media pembelajaran yang menarik agar menciptakan suasana belajar

	bentuk kertas yang berisikan pertanyaan dan akan dijawab oleh siswa dalam kelompok. Setelah siswa selesai menjawab semua pertanyaan yang diberikan oleh guru, siswa menyajikan jawaban yang telah dikerjakan dalam kertas kerja dan didiskusikan secara bersama-sama di dalam kelas		yang menyenangkan
2.	Guru melaksanakan pembelajaran yang menumbuhkan partisipasi aktif siswa dalam mengemukakan pendapat yang didukung dengan keterampilan guru	• Guru menumbuhkan partisipasi siswa • Siswa aktif mengemukakan pendapat	• Guru melaksanakan pembelajaran yang menarik sehingga menumbuhkan partisipasi

	dalam menggunakan media pembelajaran		siswa dalam belajar • Siswa aktif mengemukakan pendapatnya di dalam kelas
3.	Guru memberikan tugas kelompok kepada siswa untuk mendiskusikan pertanyaan berkaitan dengan materi yang disampaikan	• Siswa berkreasi dengan kelompoknya	• Siswa mampu berpikir kreatif dengan kelompoknya
4.	Guru mendampingi siswa untuk mempresentasikan tugas didepan kelas	• Guru bersikap sebagai fasilitator	• Guru membantu siswa untuk tetap aktif dalam pembelajaran

- OPENING THE CLASS

T-1   : Assalamualaikum warahmatullahi wabarakatuh.

Students   : Waalaikumsalam warahmatullahi wabarakatuh.

T-1   : How are you today?

Students   : I'm fine, thank you. And you?

T-1   : I'm fine. Thanks for asking me. First of all, I want to take your

              attendance first. Ali Dwi?

Student A   : Hadir.

T-1   : Okay. Alis Wahyu?

Student B   : Hadir, Bu.

T-1   : Okay. Akal Wahyuningsih?

Student C   : Hadir. Dst…

T-1   : Okay. Before we continue today, Okay, please Melisa you … in

              this class, please pray for praying today.

Student D   : Before start the class today, let's pray together. Begin! … Finish!

T-1   : Thank you Melisa.

Student D   : You are welcome.

T-1 : There is 4 or 5 our friends cannot attend this class, right? Ya? Ada 4 atau 5……. I think the….. is not good for us. Sometimes, in afternoon is hot but suddenly in the night is rain. It's not good for us. So, you must keep your healthy and don't forget to ….. drink and eat nutrition. And, last tips do simple exercise ….. Are you…..?

Students : No.

T-1 : Mungkin pernah olahraga simpel jalana atau jogging?

Students : Yes, pernah.

T-1 : Jogging? Every day?

Students : No.

T-1 : No? Berapa kali dalam satu minggu? Two? Four? Okay, good. And then, I have some questions for you. When did you get rain last time?

Students : Yesterday. Last night.

T-1 : Last night? Yesterday?

Student A : Two days ago.

T-1 : Two days ago? Yang sana where did you get rain last time?

Student B : Last night.

T-1 : Last night? Okay good. How do you feel with it? Happy? Melisa, how do you feel?

Student C : Cool.

T-1 : And Risky?

Student D : Sad.

T-1 : Why Risky? Kenapa ada hujan kok kamu sedih?

T-1 : No? Mungkin….. you're studying about it?

Students : Little bit.

T-1 : Oh little bit. Okay. And then, do you want…..?

Students : Yes.

T-1 : Okay. Before we continue I explain about rain, I will tell you about ….. purpose our lesson today. Jadi tujuan pembelajaran kita ialah first, you can analyze and identify ….. structure and ….. picture especially passive voice in simple present tense and you can ….. that sentence into good paragraph in explanation text. Jadi, tujuan pembelajaran kali ini adalah kalian mempelajari ….. structure ….. khususnya yaitu kalimat pasif dalam simple present tense. You understand?

Students : Yes, Mam.

- MAIN ACTIVITY

T-1   : Then after ….. you can ….. the sentence into good paragraph in

explanation text. Okay. I will give you an example.

T-1   : Okay. This first is the video. Please give attention for it.

T-1   : Perhatikan baik-baik, di situ sudah ada tulisannya ya. Okay. Do

you know what …..? …..

Students   : Rain.

T-1   : Rain. Okay. The video is funny or not for you? Videonya lucu

gak?

Students   : Engga

T-1   : Engga? Okay. And then, what do you think about the text? Kira-

kira ….. menceritakan tentang rain, rainnya yang bagaimana? Apa

….. rain or process?

Students   : Process.

T-1   : Process. Jadi, how rain happen. That's right?

Students   : Yes.

T-1   : Jadi disini menjelaskan prosesnya. Kira-kira what kind of the text

that tell about how the process of rain. Kira-kira masuk dalam text

apa?

Students   : Explanation text.

T-1   : Explanation text. Iya, benar sekali. Good.

T-1   : Rain happen when you see the video?

Students   : No

T-1   : Not yet? Are you sure? Yakin belum paham dengan video tadi?

Students   : Yes.

T-1   : Okay. Kalau begitu, ibu kasih sebuah teks ya?

Students   : Yes, Mam.

T-1   : Can you read it?

Students   : No.

T-1   : No? Okay. Can you read it?

Students   : Yes.

T-1   : Okay. Please ….. and dipahami maknanya sehingga kalian nanti

tahu bagaimana proses terjadinya hujan. Dibaca. Dipahami. Read

and ….. it.

T-1   : ….. Jelas gak dari sini?

Student A   : Jelas.

T-1   : Jelas? Okay. Good. Can you please read, yes? Okay, baca ya.

T-1   : Finish?

Students   : Yes.

T-1   : Okay. After you read it, please give the ….. for the sentence which word sentence. Kalau kalian perhatikan, kalimat yang dicetak tebal …..

T-1   : Okay. Good. ….. What do you think about sentence?

VIDEO 5 EXPLANATION …

T-1   : Kalimat yang subjectnya ….. Yeah, apa lagi?

Student C   : Kalimat yang …… kata kerja.

T-1   : Kata kerjanya biasanya menggunakan?

Student A   : Diawali.

T-1   : Diawali dengan kata di-. Okay. Riski Diah, menurut kamu passive voice itu apa?

Student B   : Kata yang diawali dengan di-.

T-1   : Oh, kata yang diawali kata apa Risky kata yang diawali dengan di-? Apakah objectivenya? Apakah verbnya? Atau kata keterangannya?

Student B   : Kata kerja.

T-1   : Oh, kata kerja. That's good Risky Diah. Okay. Jadi, ini loh yang

      dinamakan passive voice itu. Benar seperti yang kalian katakan

      bahwa salah satu dari passive voice itu adalah kata yang kata

      kerjanya…..

VIDEO 6 EXPLANATION ABOUT SIMPLE PRESENT TENSE

T-1   : Simple present tense ….. ?

Student A : Active.

T-1   : Yes?

Student A : Simple present tense, active, Subject + Verb 1/…..

T-1   : Verb s ya bukan …..

Student A : + Object.

T-1   : Okay, cool. Jadi, Subject + Verb 1/Verb s + Object. For example,

      Rahma tolong dibacakan. Example of active sentence.

Student D : …..

T-1   : Okay, good. Kenapa di situ kok ada Verb 1 dan Verb s? Ada yang

      tahu bedanya apa? Lulu coba, bedanya apa Lu?

Student B : Verb s ditambahin s/es.

T-1   : Verb s ditambahin es. Okay. Digunakan untuk Subject apa? Ada

      yang tahu?

Student A   : Biasanya lebih dari satu…..

T-1   : Biasanya lebih dari satu? Biasanya jamak? Yakin? Faiz?

Student C   : Subjectnya tunggal.

T-1   : Yang subjectnya tunggal, that's good Faiz. Contohnya apa?

VIDEO 7 PATTERN STRUCTURE

T-1   : Okay good. ….. in passive disitu coba mas Riyan, please read a

pattern in passive sentence. Yang passive mas coba dibacakan

rumusnya.

Student D   : Subject + to be + Verb 3 + Object.

T-1   : Okay, good. Thank you mas Riyan. Mbak Fatma tolong

dibacakan examplenya.

Student B   : ……

T-1   : Okay, good. Kenapa di sini kok to be-nya ada are? Why to be

here's are?

Student A   : Karena subjectnya jamak.

T-1   : Good. Karena subjectnya jamak lebih dari satu. Bisa menandai

bagaimana kalau lebih dari satu?

Students   : Karena huruf s.

T-1   : Karena huruf s-nya itu menyatakan?

Students   : Jamak.

T-1   : Okay, good. And then di sini ibu akan memberikan penjelasan tentang to be-nya. …..

VIDEO 8 FINAL PASSIVE VOICE

Students   : Subject di kalimat passive.

T-1   : Subject di kalimat passive, benar sekali. Jadi di situ, kita ubah. Kemudian subjectnya, subject di kalimat active di situ apa?

Students   : Sun.

T-1   : Sun. Sun berubah menjadi?

Students   : …..

T-1   : Okay. Berubah di?

Students   : Object.

T-1   : Berubah di object. Tetap sun, di belakang. Kemudian Verb-nya yang mana?

Students   : Shine.

T-1   : Shine. Shine itu Verb?

Students   : Satu.

T-1   : Satu. Berubah menjadi Verb 3, jadinya?

Students   : Shone.

T-1   : Okay. Terus semisal, kalau di situ ibu kasih subjectnya I. Terus kalau diubah ke kalimat passive berubah menjadi object. Itu berubah menjadi apa kira-kira?

Students   : Me.

T-1   : Me. That's good. And then kalau They berubah menjadi?

Students   : Them.

T-1   : Okay. Kalau We? We berubah menjadi apa Palevi?

Student C   : This, us.

T-1   : This apa us?

Student C   : U s.

T-1   : Oh u s, engga tahu bacanya. Bisanya u s gitu ya? Ada yang tahu bacanya gimana itu?

Students   : Us.

T-1   : Okay, good. Ini perubahannya, silahkan dilihat di sini.

T-1   : Okay. Do you understand?

Students   : Yes, mam.

T-1 : Okay, kalau gitu di sini ada contohnya. Contoh perubahan beberapa sentence Verb 1 ….. Verb 3. Kalau yang di tengah itu Verb 2, we use in here past tense. Karena di sini kita fokusnya ke perubahan Verb 3 berarti dilihat yang paling kiri dan paling kanan. Coba dilihat dulu. Kalau ask ………. Itu apa Verb 3-nya?

Students : …..

T-1 : ….. And then, go?

Students : Gone.

T-1 : Kok gan Rafli. Bacanya apa?

Students : Gone.

T-1 : Gone, good. Part passive voice ada yang mau ditanyakan lagi?

VIDEO 9 MAKE LARGE GROUP DISCUSSION

VIDEO 10 LGD SNAKE AND LADDER

T-1 : Nanti ditulis di sini, ini kelompok 1,2,3 ya. Nanti dimulai dari sini. ………. Do you understand?

Students : Yes.

T-1 : Bisa dimulai sekarang. Jangan lupa ….. write in the paper. Agak besar ya, biar nanti terlihat. Nulisnya agak besar nggih.

T-1 : If you get number 6, jika kalian dapat nomor 6 ya, kalian boleh mengulang lagi.

T-1 : Okay. Nanti perubahannya didiskusikan dengan kelompoknya ya. Perubahan Verb-nya.

T-1 : Discuss with your partner.

T-1 : Lulu sudah sampai apa? Okay, good. That's really good, Riyan. Jangan lupa….. belum ditulis. Ayo ditulis dulu. Biar Riyan yang nulis, kelompoknya Riyan yang nulis.

T-1 : ……………….

T-1 : Finish?

T-1 : Kelompok 1 sudah ada winnernya ya, sini sudah ada belum?

Students : Belum, bu.

T-1 : Belum? Okay.

T-1 : Gimana? Don't forget to write ….. Jawabannya ditulis ….. After that you discuss with your friend. Didiskusikan dulu dengan temannya.

T-1 : Sudah ada winnernya belum?

Students : Belum.

T-1 : Belum? Masih nulis? Okay, kelompok lain sudah ada pemenangnya.

T-1 : Okay. Please pay attention for me. If you finish, you can save your essay ….. Jadi, hasilnya kamu kirim ke ….. yang ibu kirimkan sekarang. Dibuka hpnya. Okay, sudah? Difoto hasilnya itu, setelah itu salah satu ya perwakilan memfoto kemudian diupload di link Paddlet yang ibu kirim itu.

T-1 : Sudah? Sudah dikirim? Okay, Ibu cek dulu ya, ibu cek dulu sebentar.

T-1 : Kalau sudah, dicek ya masih ada yang salah atau tidak. Di situ sudah ibu sediakan kunci jawabannya, kalian mengecek. Kelompok 1 sudah masuk. Kelompok 2?

Students : Sudah.

T-1 : Kelompok 3 sudah belum?

Students : Sudah.

T-1 : Kelompok 1 masih ada yang salah? Ada salahnya berapa? Berapa salahnya setelah dicocokkan dengan kuncinya? Sudah dicocokkan?

VIDEO 11 INSTRUCTION TO INDIVIDUAL TASK

VIDEO 12 INDIVIDUAL TASK

T-1 : Okay, good. Reva benar semua. Risky Diah, good job benar semua. Fatma, you also good job. Tebrisa, kamu salah satu tapi itu tetap bagus. And then, Bella. Mana Bella? Salah satu ya Bella tapi still good for you. Okay, Amel? It's good for you. And then, Taulia Sarah good. Lulu it's good. Excellent. Edwin? Excellent Edwin. Okay. I think enough ya. Sebagian besar sudah menguasai tentang passive voice. And now, sekarang kembali ke seperti semula, atau langsung membentuk grup aja? Saya ingin kalian divided into 5 grup ya. Saya bagi menjadi 5 kelompok. Yak silahkan terserah mau partnernya siapa. Ayo dibagi menjadi 5 kelompok, satu kursi ini dibagi menjadi 5 kelompok. Kalau tadi kita kelompok besar, sekarang kita kelompok kecil. Ini seperti ini kelompoknya? Di situ berapa? Baru 3? Okay, kamu pindah sini atau engga ….. Di sana berapa ….. DI sini ini pindah sini. Riyan sama Pahlevi gabung sama Tebrisa ya. Oke silahkan mengelompok dulu.

Student A : Berapa orang Mam?

T-1 : About 4 up to 5. Gapapa 4 sampai 5 gapapa.

T-1 : Now, kalian langsung mengerjakan ini ya. Jadi, what you should do? You should ….. sentence into good paragraph. Jadi kalian harus menyusun kalimat ini menjadi paragraf yang benar. Di sini sudah ada di sisi kirinya, ini paragrafnya masih acak dalam satu paragraf ini kalimatnya masih acak. Jadi, nanti kalian silahkan

berdiskusi dengan kelompoknya menyusun kalimat ini good

paragraph. You understand?

Students   : Yes.

T-1   : Don't forget write your name of group. Jangan lupa menuliskan

namanya. Butuh waktu berapa menit?

Student C   : 20 minutes?

T-1   : Oh no, it's too long.

T-1   : Ini 1, 2, 3, 4, 5 ya. Ditulis kembali ya. Discuss with your friend.

Nanti kalau misalkan ga muat, taruh di sebaliknya. Didiskusikan

ya. Jangan hanya satu orang saja yang nulis, kasihan. Diskusi dulu

yok.

VIDEO 13 MAKE SMALL GROUP DISCUSSION

T-1   : Ada yang susah?

T-1   : Pale bolpoint ya biar jelas.

T-1   : Are you finish it?

Students   : Belum.

T-1   : Okay. Saya lihat sebagian sudah ada yang selesai. Berarti yang

sudah selesai, please ….. Jadi, you should rewrite your …..

Menulis kembali LKPD 2 kemudian dikasih generic structurenya

apa, urutan pertamanya apa. 5 minutes ya, kan hanya rewrite saja. I think it's enough for you. Gantian yang nulis. Jadi nanti di sini kalian rewrite menulis kembali LKPD 2 tetapi harus urut sesuai dengan generic structurenya. Diskusikan kira-kira yang mana paragraf pertamanya.

T-1   : Finish?

Students   : Belum.

T-1   : Agak cepat ya. kelompok sini agak cepat, kelompok 2 sudah selesai.

T-1   : If you finish, you can send your result in the google form ya. Jadi nanti ibu kirim linknya.

VIDEO 14 SMALL GROUP DISCUSSION

T-1   : …….. Okay sambil menunggu teman kalian, nanti disiapkan satu ya perwakilan dari kelompok nanti akan ibu tunjuk apakah kelompok 1, 2, atau 3, nanti hanya satu saja ya.

T-1   : Okay. If you finish, I want kelompok 1. Kelompok 1 please present your LKPD 2. Come here, siapa yang mewakili?

Students   : Risky.

T-1   : Please listening. Diperhatikan, siapa tahu nanti ada yang salah. Tolong diperhatikan kelompok yang lain ya. I'm so sorry

sebenarnya saya harus menampilkan di layar, tapi berhubung ada sedikit kendala teknis, I cannot show it.

Student B : ... the sunlight that … with the raindrop is reflected by the raindrop. Rainbow occurs because of the reflection of………. colors.

T-1 : Yang keras sedikit biar di belakang mendengrkan.

Student B : Paragraph 2. The ….. of colors are red, orange, yellow, green, blue, indigo, and violet. Or …….. we often …… mejikuhibiniu. Then the colors refract in the …… of rain resulting the ….. and becomes the rainbow. Paragraph 3. Almost everyone very likes a natural phenomenon called the rainbow to the extent a lot of people create an artwork like song, cake, and the other works after seeing the beautiful colors of the rainbow. But, do you know how the phenomena of the rainbow happen?

T-1 : Okay, good. Please give applause. Jangan kembali dulu. Setelah kalian mendengarkan presentasi dari teman kalian, kira-kira ada yang salah apa tidak?

Students : Ada.

T-1 : Where is it? Dimana?

Student A : In this paragraph 1.

T-1   : Yang salah bagian mana mbak?

VIDEO 15 PRESENTATION

Student A   : Jatuhnya hujan. Second paragraph, pelangi muncul karena biasan

cahaya ….. proses terpisahnya cahaya putih dari matahari ke

sebuah spektrum di warna yang berbeda. So, correct arrangement

of paragraph 1 sentence is rainbow occurs because of the refraction

of light. The sunlight that shines in between the raindrop and

refracted by the raindrop. This process separates the white light of

the sunlight into a spectrum of different colors.

T-1   : Okay good. Please applause. Please back for your seat. Mbak

Faiz, thanks for your correction. And then I will continue in LKPD

3. Sebelum itu, LKPD 2 ada yang salah lagi? Atau sudah benar

semua?

Students   : Sudah.

T-1   : Okay. Sekarang lanjut ke LKPD 3. I want group 3. Group 3

please come here to present your …….

T-1   : Yang lain perhatikan siapa tahu nanti ada yang salah ataukah

sudah benar semuanya.

Student C   : Rewrite the paragraph ….. and analyze the generic structure …..

Social ….. to explain process how ….. Paragraph 1. Almost

everyone very likes a natural phenomenon of the rainbow to the

extent that a lot of people create an artwork like song, cake, and the other works after seeing the beautiful colors of the rainbow. …….. mejikuhibiniu. Then the colors reflect in the backdrop of rain resulting the light which …… and becomes the rainbow.

T-1 : Okay good. Please give applause. Masih ada yang salahkah ….. yang dipresentasikan dari kelompok 3?

Students : No.

T-1 : Okay good. Hasilnya sudah benar ya, thanks for your group.

- CLOSING

T-1 : Jadi untuk yang LKPD 2 dan LKPD 3 sudah selesai kita bahas. Sekarang silahkan kembali seperti semula.

T-1 : Menurut kalian tadi kita belajar tentang apa? Text apa?

Students : Explanation.

T-1 : What is explanation text?

Students : Teks yang …….

T-1 : How to explain about how phenomena happen. And then ada berapa jenis structure?

Students : 3.

T-1 : There is 3. First, general statement. And then ….of explanation. And then closing. And then……. menggunakan tensis apa?

Students : Simple present tense.

T-1 : And then we use apa tadi? Action verb. And then we use apa yang tadi kita pelajari?

Student A : Passive voice.

T-1 : Iya benar sekali, passive voice salah satu ….. feature dari explanation text itu adalah passive voice. Okay. Any question about explanation text?

Students : No.

T-1 : Do you understand?

Students : Yes.

T-1 : Okay. Before I close the material, I will give you refleksi untuk pembelajaran hari ini. Don't forget to write your name and class. And then, choose yes or no. dicentang saja ya atau tidak.

T-1 : Thanks for your ….. I'm so sorry …… for example there is from teknis problem ada teknis problem so I cannot show …… Untuk pelajaran berikutnya nanti kita akan membahas tentang explanation text but in social phenomena. In the next meeting we will learn about social phenomena. Okay. Any question?

Students   : No.

T-1   : Okay. Thanks for your attention. Assalamualaikum

               warahmatullahi wabarakatuh.

Students   : Waalaikumsalam warahmatullahi wabarakatuh.

T-1   : See you next time.

Students   : See you mam.

APPENDICES 5

SILABUS AND

LESSON PLAN

SILABUS MATA PELAJARAN: BAHASA INGGRIS

Satuan Pendidikan : SMA NEGERI 1 NOGOSARI
Kelas/Semester : XI / GANJIL
Kompetensi Inti :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponsnya, sesuai dengan konteks penggunaannya 3.2. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponsnya dengan	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran tentang kebersihan lingkungan sekolah • Memahami unsur kebahasaan dari	• Fungsi sosial Menjaga hubungan Interpersonal dengan guru, teman, dan orang lain • Struktur teks - Memulai - Menanggapi (diharapkan/tidak diharapkan) • Unsur kebahasaa - Ungkapan yang sesuai untuk menyarankan.(I believe ..., I think ..., I	• Menyimak dan menirukan beberapa contoh percakapanmenyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi fungsi sosial, struktur teks, dan unsur	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial memberi opimnion dan tesponnya • Tingkat kelengkapan dan keruntutan struktur teks memberi opiion dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	ungkapan memberi dan meminta informasi terkait saran dan tawaran	suppose ..., In my opinion ...) - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat	kebahasaan dari beberapa ungkapan yang sedang dipelajari. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut. • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.	• Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan responnya tentang kebersihan di lingkungan kelas. • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		menumbuhkan perilaku yang termuat dalam KI.	• Secara lisan dan tulis, melakukan tindakan komunikatif yang sedang dipelajari dalam bahasa Inggris secara kontekstual. • Melakukan refleksi tentang proses dan hasil belajar.	tawaran serta responnya **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan past perfect, present perfect, future perfect) 4.1. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	3.2.1. Mengidentifikasi struktur teks yang digunakan untuk memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. 3.2.2. Membandingkan penggunaan past perfect, present		• Menyimak dan menirukan interaksi yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegia tan/kejadian yang sudah/telah dilaku-kan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akandatang sesuai dengan konteks	**KRITERIA PENILAIAN:** • Tingkat ketercapaian unsur kebahasaan past perfect, presnt perfect, future perfect • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi yang berisi unsur kebahasaan past perfect, presnt perfect, future perfect	6 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	perfect, future perfect pada suatu konteks. 3.2.3. Melengkapi teks rumpang dengan menggunakan tense past perfect, present perfect, atau future perfect.		penggunaannya. • Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut.	• Ketepatan menggunakan struktur dan unsur kebahasaan past perfect, presnt perfect, future perfect • **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris unsur kebahasaan past perfect, presnt perfect, future perfect • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang,	• Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			dalam konteks yang berbeda • Secara lisan dan tertulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang sesuai dengan konteks.			

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			• Melaku kan refleksi tentang proses dan hasil belajarnya.			
3.4. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan if dalam present tense) 4.2. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang	4.2.1. Menulis teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi	• Fungsi sosial Mengingatkan, menasehati, berita-cita, menyatakan kebenaran umum, dsb. • Struktur teks - Memulai - Menangga pi (diharapkan/di luar dugaan) • Unsur kebahasaan - Pernyataa n dan pertanyaan terkait menyatakan	• Menyi mak dan menirukan interaksi yang melibatkan rencana yang akan datang dengan kondisi tertentu sesuai dengan konteks penggunaanny a. • Memba ca dengan cermat untuk mengidentifika si fungsi sosial, struktur	**KRITERIA PENILAIAN:** • Tingkat ketercapaian unsur kebahasaan if dalam present tense • Tingkat ketepatan unsur kebahasaan if dalam present tense **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (role play) dalam bentuk interaksi	8 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglis h.com - http://americanen glish.state.gov/fil es/ae/resource_fil es - http://learnenglis h.britishcouncil.o rg/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan kondisi tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	pengandaian: if …, unless … - Adverbial dengan –ly, adverbila untuk menyatakan waktu, tempat, dsb. - Kosa kata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan peserta didik sebagai remaja - Pengguna an nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat	teks dan unsur kebahasaan percakapan tersebut. • Bertanya dan mempertanyak an tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut. • Memba ndingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa	yang berisi pernyataan dan pertanyaan tentang unsur kebahasaan if dala present tense • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan if dalam present tens **Pengamatan (observations):** • Upaya menggunakan bahasa Inggris untuk. unsur kebahasaan if dalam present tens • Kesungguhan siswa dalam proses		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • Topik Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan peserta didik SMA,yang dapat menumbuhkan perilaku yang termuat dalam KI.	rencana yang akan datang dengan kondisi tertentu, dalam konteks yang berbeda • Secara lisan dan tertulis, menyampaika nrencana yang akan datang dengan kondisi tertentu sesuai dengan konteks. • Melaku kan refleksi tentang proses dan hasil belajarnya.	pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.5. Menginterpretasi fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya

4.3. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja | 3.4.1. Menginterpretasi makna dari kata-kata yang terdapat dalam puisi.
3.4.2. Mengidentifikasi majas metafora dan simile dalam puisi.
4.4.1 Menjawab pertanyaan seputar makna puisi
4.4.2 Menulis kalimat menggunakan majas simile untuk mendeskripsikan sesuatu. | • Fungsi sosial Untuk menjalin pergaulan dengan lingkungannya
• Unsur kebahasaan
- Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal | • Menyimak dan menirukan beberapa model teks khusus dalam bentuk poem.
• Membaca dengan cermat teks khusus dalam bentuk poem dengan intonasi, ucapan, dan ejaan yang benar
• Bertanya dan mempertanyakan tentang hal-hal lain yang belum dipahami terkait fungsi | Kriteria penilaian:

• Pencapaian fungsi sosial poem

• Kelengkapan dan keruntutan struktur teks poem

• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan

• Kesesuaian format penulisan/ penyampaian
Cara Penilaian:

Unjuk kerja

• Melakukan role-play (bermain peran) | 4 x 2 JP | • Berbagai undangan dalam bahasa Inggris

• CD/ Audio/ VCD

• Koran/ majalah berbahasa Inggris

• Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- http://learnenglish.britishcouncil.org/en/ |

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Topik Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Memba ca dan mendiskusikan contoh tabel analisis isi teks khusus dalam bentuk poem yang sedang dipelajari. • Mempe lajari cara mempresentasi kan hasil analisis tersebut. • Mempr esentasikan hasil analisis	mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan poem **Pengamatan (observations** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk poem dari sumber lain. • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Melakukan refleksi	melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis poem • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			tentang proses dan hasil belajarnya.	• Kumpulan karya siswa yang mendukung proses penulisan poem draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.6.　Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya 4.4.　Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek	3.5.1　Mengidentifikasi struktur teks naratif. 3.5.2　Mengidentifikasi unsur bahasa pada teks naratif seperti penggunaan konjungsi waktu dan frasa preposisi waktu. 4.5.1　Menjawab pertanyaan berdasarkan teks naratif untuk memahami makna sebuah cerita. 4.5.2　Mengidentifikasi karakter dalam teks naratif. 4.5.3　Menulis cerita pendek berdasarkan konteks yang diberikan	•　Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb. •　Struktur text (gagasan utama dan informasi rinci) -　Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita. -　Penilaian (evaluasi) tentang situasi dan	•　Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek. •　Meniru kan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. •　Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan	**Kriteria penilaian**: • Tingkat ketercapaian fungsi sosial cerita pendek • Tingkat kelengkapan dan keruntutan struktur teks cerita pendek • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Cara Penilaian:**	8 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kondisi terjadinya cerita. - Krisis yang terjadi terhadap tokoh utama (komplikasi) - Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih - Ulasan atau komentar umum (reorientasi), opsional. • Unsur kebahasaan - Tata bahasa: tense Simple, Continuous, Perfect, dalam	yang digunakan dalam teks tersebut. • Memba ca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari. • Memba has cara mempresentasi kan hasil analisis tersebut. • Mempr esentasikan hasil analisis secara lisan dalam kelompok masing-masing.	**Pengamatan (observasi)** • Upaya menggunakan Bahasa Inggris dalam cerita pendek • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi - Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek - Pengguna an nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal - Semua jenis adverbia. - Ucapan, tekanan kata,	• Memba ca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain. • Mempr esentasikan hasil analisis secara lisan di depan kelompok lain. • Mencer itakan kembali teks naratif berbentuk cerita pendek yang telah	strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan cerita pendek, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa		

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		intonasi, ejaan dan tanda baca, dan tulisan tangan • Topik Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.	dipelajari dengan menggunakan bahasa sederhana. • Melakukan refleksi tentang proses dan hasil belajarnya.	komentar atau cara penilaian lainnya		

Nogosari, Mei 2022

Kepala Sekolah   *Guru Mata Pelajaran*

Aris Kusmanto, M.Pd   *Dewi Chusnul C,S.Pd*

NIP 19690213 199403 1 006   *NIP*

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	: SMA N 1 NOGOSARI
MATA PELAJARAN	: BAHASA INGGRIS
KELAS/SEMESTER	: XI/ 1
MATERI POKOK	: POEM
ALOKASI WAKTU	: 4 X 45 MENIT (2 Pertemuan)

A. Kompetensi Inti

KI-1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2 :Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif, dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI-3 :Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora. Dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 :Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif, dalam ranah konkret dan abstrak terkait

dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu menggunakan metoda sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Menginterpretasi fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya.	Pertemuan 1 3.4.1 Menentukan fungsi sosial teks khusus poem. 3.4.2 Mengidentifikasi struktur teks khusus poem. 3.4.3 Memahami unsur kebahasaan yang digunakan dalam teks khusus poem.
4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja.	Pertemuan 2 4.4.1 Menjelaskan informasi rinci yang terdapat dalam suatu poem. 4.4.2 Menyimpulkan makna/ isi suatu poem.

C. Tujuan Pembelajaran

Melalui pendekatan saintifik dengan menggunakan model **Genre Based Learning**, peserta didik dapat menginterpretasi dan menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja.

D. Materi Pembelajaran

- Fungsi sosial

  Untuk menjalin pergaulan dengan lingkungannya

- Unsur kebahasaan

  - Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi.

  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the

this, those, my, their, dsb secara tepat dalam frasa nominal.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

- Topik

  Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.

E. Metode Pembelajaran

Genre Based Learning

F. Media/alat, Bahan, dan Sumber Belajar

1. Media

   - Power Point Presentation

2. Alat

   - Papan tulis

   - Spidol

   - LCD

   - Laptop

3. Bahan

   - I Wandered Lonely as a Cloud karya William Wordsworth.

   - Puisi berjudul The Eagle karya Lord Afred Tennison.

   - Riddle poems.

   - Kalimat-kalimat yang menggunakan figurative language.

   - Jumbled Letters

4. Sumber Belajar

   - Pathway to English Kelompok Peminatan Kelas XI

   - https://www.poetryfoundation.org/poems/45322/the-eagle-56d224c9a41d1

G. Kegiatan Pembelajaran

Pertemuan Pertama (2 x 45 menit)

Indikator :

3.4.1 Menentukan fungsi sosial teks khusus poem.

3.4.2 Mengidentifikasi struktur teks khusus poem.

3.4.3 Memahami unsur kebahasaan teks khusus poem.

Kegiatan pendahuluan	Alokasi Waktu
a. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, memasangkan LCD pada laptop, dan menyiapkan lembar penilaian siswa.	10'
Kegiatan Inti	**Alokasi Waktu**
a. Guru menampilkan satu contoh poem berjudul I Wandered Lonely as a Cloud.	70'
b. Beberapa siswa diminta membuat kelompok kecil kemudian membaca puisi tersebut per stanza.	
c. Siswa ditanya teks apa yang baru saja mereka baca.	
d. Diskusi membahas isi atau makna puisi yang ditampilkan serta kosa kata yang belum dipahami siswa.	
e. Ditampilkan puisi yang sama, tetapi diberikan tanda garis bawah pada baris-baris yang menggunakan figurative language.	
f. Siswa ditanya berdasarkan baris-baris yang menggunakan figurative language, bahasa seperti apa atau unsur kebahasaan apa yang digunakan dalam poem.	
g. Diskusi membahas figurative language, fungsi sosial, struktur teks, dan unsur kebahasaan poem lainnya.	
h. Guru memberikan kesempatan kepada siswa untuk bertanya.	
i. Guru menampilkan beberapa kalimat yang menggunakan figurative language (simile, metaphor, hyperbole, dan personification), siswa diminta mengidentifikasi jenis	

figurative language yang digunakan dalam setiap kalimat yang ditampilkan. j. Siswa diminta mencari 3 poem di internet. k. Siswa memilih satu poem yang menggunakan salah satu atau beberapa figurative language yang telah dijelaskan sebelumnya. l. Siswa mengidentifikasi jenis figurative language yang digunakan dalam poem tersebut dan menuliskannya. m. Beberapa siswa diminta membacakan hasil pekerjaannya dan siswa lain diminta memberikan persetujuan/ pertidaksetujuan terhadap hasil pekerjaan temannya tersebut. n. Siswa mengumpulkan hasil perkejaannya kepada guru.	
Kegiatan Penutup	**Alokasi Waktu**
a. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru) b. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I"m very happy with your activity in the class. How about you, did you enjoy my class? c. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu membuat teks eksposisi analitis terkait isu aktual di sekitar peserta didik. d. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan cara menulis pada jurnal belajar.	**10'**

Pertemuan Kedua (2 x 45 menit)

Indikator :

4.4.1 Menjelaskan informasi rinci yang terdapat dalam suatu poem.

4.4.2 Menyimpulkan makna/ isi suatu poem.

Kegiatan pendahuluan (10 menit)	Alokasi Waktu
a. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, memasangkan LCD pada laptop, dan menyiapkan lembaran penilaian siswa. b. Guru mengingatkan materi yang telah dipelajari dengan menanyai peserta didik materi apa yang sudah dipelajari pada pertemuan sebelumnya. c. Menyampaikan tujuan pembelajaran yang akan dicapai. d. Menyampaikan penilaian yang akan digunakan.	10'
Kegiatan Inti	Alokasi Waktu

a. Diberikan beberapa riddle poems.	**70'**
b. Salah satu siswa diminta membaca dengan keras riddle poem yang ditampilkan.	
c. Siswa ditanya "From this line/ these lines, we can infer that this poem talks about ..."	
d. Setelah kegiatan warming up guessing riddle poem selesai, guru menjelaskan bahwa hari ini siswa akan belajar menginterpretasikan poem dan mencoba menebak isi serta judulnya.	
e. Guru menampilkan beberapa jumbled letters beberapa kata dari poem yang akan diinterpretasikan.	
f. Siswa diminta menyusun jumbled letters tersebut sehingga menjadi kata yang mempunyai arti.	
g. Siswa juga diminta mencari arti dari masing-masing kosa kata	

tersebut.	
h. Guru menjelaskan bahwa kosa kata-kosa kata tersebut adalah bagian dari suatu poem yang akan coba diinterpretasi.	
i. Ditampilkan poem yang akan diinterpretasi tanpa disertakan judulnya.	
j. Siswa diminta membuat kelompok dengan 4 anggota.	
k. Secara berkelompok siswa diminta menginterpretasikan poem yang ditampilkan dan menebak judulnya dengan memberikan alasan yang jelas, misalkan dengan menjelaskan makna dari masing-masing baris.	
l. Setiap kelompok mempresentasikan hasil interpretasi kelompoknya dan menyampaikan judul poem yang ditebak.	
m. Guru memberikan kesempatan untuk kelompok lain memberikan komentar atau pertanyaan terhadap kelompok yang presentasi, misalkan menyampaikan pertidaksetujuan atau pertanyaan.	
Kegiatan Penutup	**Alokasi Waktu**

a. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)	**10'**
b. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I"m very happy with your activity in the class. How about you, did you enjoy my class? Do you have question about the topic?	
e. Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu melakukan class conference untuk membahas tugas yang telah dilakukan.	
f. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan cara menulis pada jurnal belajar.	

H. Teknik penilaian

No.	Dimensi	Teknik	Bentuk Instrumen	Keterangan
1.	Sikap	Observasi	Jurnal Guru	Terlampir
2.	Pengetahuan	Tes Tulis	Penilaian Harian	Terlampir
3.	Keterampilan	Presentasi (Berbicara)	Rubrik dan Pedoman Penskoran	Terlampir

Boyolali, 17 Juni 2022

Mengetahui,

Kepala SMA Negeri 1 Nogosari   **Guru Mata Pelajaran**

Aris Kusmanto, M.Pd.   **Dewi Chusnul C, S.Pd.**
NIP. 19690213 199403 1 006   **NIP. -**

Lampiran 1

Bahan Pembelajaran

<u>**Poem 1**</u>

I Wandered Lonely as a Cloud
By William Wordsworth

<u>I wandered lonely as a cloud</u>
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
<u>Fluttering and dancing in the breeze</u>.

<u>Continuous as the stars that shine</u>
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
<u>Tossing their heads in sprightly dance</u>.

<u>The waves beside them danced</u>; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Poem 2

The Eagle

By Alfred, Lord Tennyson
He clasps the crag with crooked hands;

Close to the sun in lonely lands,

Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;

He watches from his mountain walls,

And like a thunderbolt he falls.

Riddle Poems

Aspalt

I am the black coat of the road.

Saw

I drink the blood of the Earth
They fear my roar as I can end their lives
And a man may hold me in his hands

Traffic Lights

Three eyes I have, all in row
When the red one opens, all freeze

Candle

When young I"m tall
When old I"m short
When alive I glow
Only your breath turning me down

Sentences with Figurative Language.

- His skin was tan like the sand in the desert.
- My brother is so skinny, he could be a telephone pole.
- After we moved out, our house was an empty shell.
- My dad"s beard was itchy sand paper.
- The sun said hello as it came up over the horizon.
- Emily swam like a dolphin in the pool.
- My grandpa"s nose is so big, he could smell flowers from miles away.

- My mom's perfume was like sweet roses in bloom.

- The popcorn jumped in my mouth so fast that I ate the whole bowl.

- Paul was a shining star at the basketball game.

- My pencil was as sharp as a razor, slicing the paper with every move.

- My sister's feet were so smelly, I thought garbage trucks were in the house.

- The body builder was as strong as a King Kong.

- I was so hungry, I could have eaten a million donuts.

- I got so dirty, that my pants screamed "clean me!"

- Her lips were red like ripe cherries.

- The pirates were dirty rats floating in the water.

- The sneakers walked all the way to Alaska!

- My sister in college is so stupid, she thought 2 + 2 was 22!!

Lampiran 2

<div align="center">

Penilaian

</div>

1. **Penilaian Kompetensi Sikap**

a. Sikap yang menjadi fokus penilaian adalah jujur, disiplin, jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif

b. Jurnal Penilaian Sikap:

No	Hari dan tanggal	Nama Peserta Didik	Kelas	Kejadian/prilaku	Butir sikap	Kategori		Tindak lanjut
						+	-	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

Catatan: Hasil penilaian sikap dalam jurnal akan direkap dalam satu semester dan diserahkan ke wali kelas, untuk dipertimbangkan dalam penilaian sikap dalam rapor (menunjang penilaian sikap dari guru PAI dan guru PPKN).

2. **Penilaian Kompetensi Pengetahuan**

   A. **Kisi-kisi Penilaian Harian**

Kompetensi Dasar	Indikator	Materi	Indikator Soal	Bentuk soal
3.4 Menginterpretasi fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya.	3.4.1 Menentukan fungsi sosial teks khusus poem. 3.4.2 Mengidentifikasi struktur teks khusus poem. 3.4.3 Memahami unsur kebahasaan yang digunakan dalam teks khusus poem.	Fungsi social Untuk menjalin pergaulan dengan lingkungannya Unsur kebahasaan Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Topik Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	Disajikan beberapa teks khusus poem peserta didik dapat mengidentifikasi: • Fungsi sosial • Struktur teks • Unsur kebahasaan (Jenis figurative language) Disajikan beberapa kalimat yang menggunakan figurative language, siswa dapat menentukan jenis figurative language yang digunakan.	Tertulis

| 4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja. | 4.4.1 Menjelaskan informasi rinci yang terdapat dalam suatu poem. 4.4.2 Menyimpulkan makna/ isi suatu | Fungsi sosial Untuk menjalin pergaulan dengan lingkungannya Unsur kebahasaan Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Topik Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI. | Disajikan beberapa teks khusus poem peserta didik dapat menemukan informasi rinci yang terdapat di dalamnya. | Tertulis |

B.   Soal dan Kunci Jawaban

DAILY EVALUATION (POEM)

Name   :

Number & Class   :

Read the following poem to answer questions number 1-5.

SPRING

In the early part of spring

You will hear, many birds sing

They are just letting, the rest of us know

Winter is over, spring melted the snow

You will notice, a beautiful scene

The trees will slowly, begin to turn green

Chipmunks and bunnies will come out and play,

Bears will no longer, sleep during the day

It"s exciting, when spring finally arrives

Bees will make honey, inside their hives

So much to do, so much to see

Insects and animals are happy and free

1. What is the poetry about?

    A. School life

    B. Home

    C. Love

    D. Nature

    E. Politics

2. How many stanzas does the poem have?

    A. One

    B. Two

    C. Three

D. Four

E. Five

3. What is „spring, sing, know, snow" (stanza 3) called?

A. Assonance

B. Alliteration

C. Diction

D. Rhyme

E. Personification

4. The animals told in the poem are, except ….

A. Birds

B. Bee

C. Bears

D. Butterfly

E. Insects

5. What is able to melt the snow?

A. Spring

B. Winter

C. Trees

D. Bunnies

E. Honey

6. I was so hungry that I even ate the plate. What type of figurative language is used in this sentence?

A. Simile

B. Metaphor

C. Personification

D. Hyperbole

E. Alliteration

7. My father was the sun and the moon to me. What type of figurative language is used in this sentence?

    A. Simile

    B. Personification

    C. Hyperbole

    D. Metaphor

    E. Alliteration

8. The rain seemed like an old friend who had finally found us. What type of figurative language is used in this sentence?

    A. Simile

    B. Metaphor

    C. Onomatopoeia

    D. Personification

    E. Hyperbole

9. The curtain was waving to everyone every time the wind blew through the open window. What type of figurative language is used in this sentence?

    A. Onomatopoeia

    B. Personification

    C. Hyperbole

    D. Metaphor

    E. Simile

10. He was a library of information about baseball. What type of figurative language is used in this sentence?

    A. Simile

    B. Personification

    C. Metaphor

    D. Hyperbole

    E. Alliteration

Read the poem below, then answer questions 11-15 correctly.

A Man to His Woman

There is story in your eyes
I can see the hurt behind your smile
For every time I recognize
You always turn your face
And keep in silence

So, let me be the one who know your best
Be the one who carry you
When you can walk no further

Tell me once again
What beneath the pain you feel
Please don"t abandon me
Or think you can"t be saved

I walk beside you
Wherever you are
Whatever it takes
No matter how far
Through all the day that may come
And all that may go
Here, I tell you
That I always walk beside you

11. Who could be the best possible person to write the poem?
    A. a man   E. an ex-lover
    B. a woman   D. a dad
    C. a friend

12. In outline the poem tell us about …..
    A. Sense of affection   D. Compassion

B. Betrayal   E. Sorrow

A. Desperate

13. Based the text which of the following sentences is true?

    A. The woman always tells the man about her feelings

    B. The man only walks beside her the woman she is sad

    C. The woman always hides her pain from her lover

    D. The man never wants to know about the women"s feelings

    E. The woman never thinks that she can"t be saved

14. " There is story in your eyes"

   The figurative language for the sentence above is …..

    A. Simile   D. Alliteration

    B. Hyperbole   E. Personification

    C. Metaphor

15. Figurative language which is used to compare two things using the words 'like' and 'as' is…..

    A. Simile   D. Onomatopoeia

    B. Metaphor   E. Personification

    C. Hyperbole

ANSWER KEYS

   1. D
   2. C
   3. B
   4. D
   5. A
   6. D
   7. D
   8. A
   9. B
  10. C

11. A

12. A

13. A

14. C

15. A

Penilaian Kompetensi Ketrampilan Berbicara

A. Kisi-Kisi Penilaian

Kompetensi Dasar	Indikator	Materi	Indikator Soal	Bentuk soal

4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja.	4.4.1 Menjelaskan informasi rinci yang terdapat dalam suatu poem. 4.4.2 Menyimpulkan makna/ isi suatu poem.	Fungsi sosial Untuk menjalin pergaulan dengan lingkungannya Unsur kebahasaan Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Topik Berbagai hal terkait dengan kehidupan peserta didik sebagai	Disajikan satu teks khusus poem yang belum dicantumkan judulnya, siswa diminta menginterpretasi kan makna dan isi poem tersebut, serta menebak judul yang paling sesuai. Hasil interpretasi dipresentasikan secara berkelompok di depan kelas.	Lisan
		remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.		

B. **Rubrik Penilaian Ketrampilan Berbicara**

<u>**Assesment Form for Speaking Test**</u>

No.	Aspects	Score				
1	Pronunciation	1	2	3	4	5
2	Vocabulary	1	2	3	4	5
3	Grammar	1	2	3	4	5
4	Fluency	1	2	3	4	5
5	Content Appropriacy	1	2	3	4	5
Total Scores						

<u>**Rubric of Speaking Assesment**</u>

Aspect	Score	Details
Pronunciation	1	• Very unclear pronunciation • Very difficult to understand • No effort for a native accent • Quiet in speaking
	2	• Unclear pronunciation • Difficult to understand • No effort for a native accent
	3	• slightly unclear with pronunciation at times, but generally is fair • understandable but need the listener"s concentration at times • some effort for a native accent, but is definitely non native
	4	• Clear pronunciation is clear • Understandable • Having a good effort at accent
		• Some minor mistakes are still exist, but can be corrected by him/herself.

	5	• Very clear pronunciation • Easy to understand • Having a good effort at accent
Grammar	1	• Frequent grammatical errors even simple structures, meaning is obscured. • No variety • Very hard to understand
	2	• Frequent grammatical errors in simple structures that at times obscure meaning • Almost no variety • Hard to understand
	3	• Frequent grammatical errors that do not obscure meaning • Little variety in structures • Understandable
	4	• Proper and accurate grammatical structure (e.g. tense and sentence structure) • Some errors in grammatical structures possibly caused by attempt to include a variety • Understandable
	5	• Proper and accurate grammatical structure (e.g. tense and sentence structure) • Having variety of grammatical structure • Understandable
	1	• Very minimum vocabulary choice or range • Repetitive • Many mistakes in choosing the appropriate vocabulary • Difficulty in expressing ideas through the right vocabulary (the worst result is speaking in his/her mother tongue) • Very hard to understand

Vocabulary	2	• Lack of vocabulary range • Repetitive • Many inappropriateness in using the words • Hard to understand
	3	• Broad vocabulary words • Some inappropriateness in using the words • Not-understandable at times.
	4	• Wide range of well-chosen vocabularies in class • Accurate use for the situation given • Understandable
	5	• Rich, precise, and impressive usage of vocabulary words learned in and beyond of class. • Very understandable
Fluency	1	• Speech is slow, hesitant & strained except for short memorized phrases • Difficult to perceive continuity in speech • Inaudible.
	2	• Speech is frequently hesitant with some sentences left uncompleted • The volume is very soft.
	3	• Speech is relatively smooth • Some hesitation and unevenness caused by rephrasing and searching for words; • Volume wavers.
	4	• Smooth and fluid speech • Few hesitations • a slight search for words • inaudible word or two
	5	• Smooth and fluid speech • Few to no hesitations

		• No attempts to search for words • Volume is excellent.
Content Appropriacy	1	• Not appropriate from the main focus. • The opinions are stated unorganizedly. • The opinions are not supported with relevant statement.
	2	• Not focusing on the main points of the discussion. • There are some clear opinion for the presentation. • The supporting statements are not stated yet.
	3	• Get the main point but less supporting statements. • The presentation is quite organized.
	4	• Appropriate with the topic of the main discussion. • The presentation is delivered organizedly. • The opinions are presented well. • The supporting statements of the opinions are a bit lack.
	5	• Appropriate with the topic of the main discussion. • The presentation is delivered organizedly. • The opinions are presented detailly. • The supporting statements of the opinions are excellent.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMA N 1 Nogosari Boyolali

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI /Ganjil

Tahun Pelajaran   : 2022/2023

Materi Ajar   : Narrative Text (Fairy Tale)

Alokasi Waktu   : 2 X 45 menit

A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek , sesuai dengan konteks penggunaannya	3.5.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif text berupa Fairy tale (dongeng), sesuai dengan konteks penggunaannya 3.5.2 Memahami unsur kebahasaan teks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek berupa Fairy tale (dongeng) 3.5.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek berupa Fairy tale (dongeng), sesuai dengan konteks penggunaannya:
4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan	4.5.1 Menemukan makna teks naratif text cerita pendek berupa Fairy tale (dongeng) dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

tulis, terkait cerita Pendek	

C. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan model Discovery Learning yang dipadukan dengan pendekatan saintifik yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat

1. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks narrative cerita pendek berupa Fairy tale (dongeng) , sesuai dengan konteks penggunaannya.

2. Memahami unsur kebahasaan teks interaski transaksional lisan dan tulis dalam teks naratif cerita pendek berupa Fairy tale (dongeng).

3. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek berupa (Fairy tale) dongeng, sesuai dengan konteks penggunaannya.

4. Menemukan makna dari teks naratif cerita pendek berupa Fairy tale (dongeng) dengan memerhatikan fungsi social, struktur teks, dan unsur kebahasaan dengan rasa rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomukasi dan bekerjasama dengan baik.

D. Materi Pembelajaran

    1. Materi Pembelajaran Reguler

        a. Fakta:

           – Di Tunjukkan Contoh teks memberi dan meminta informasi terkait cerita pendek berupa Fairy tale (dongeng)

        b. Konsep

- Fungsi social dan struktur teks memberi dan meminta informasi terkait cerita pendek berupa Fairy tale (dongeng)

c. Prinsip

- Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi.

- Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek.

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.

- Semua jenis adverbia.

- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan

d. Prosedur

- Membuat kalimat ungkapan yang sesuai untuk memberi dan meminta informasi terkait cerita pendek berupa Fairy Tale (dongeng)

- Membuat teks tertulis tentang memberi dan meminta informasi terkait cerita pendek

2. Materi pembelajaran remedial

- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.

3. Materi pembelajaran pengayaan

- Menirukan beberapa contoh percakapanmenyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar.

E. Metode Pembelajaran

- Pendekatan : Saintifik

- Metode   : diskusi kelompok, tanya jawab, penugasan

- Model   : Discovery learning

F. Media, Bahan, dan Sumber Belajar

1. Media/alat:

- Laptop

2. Sumber Belajar

1. Buku Cetak on The Sky Penerbit Erlangga, Jakarta

2. Buku lain yang relevan

3. Internet

G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 menit)	Waktu

Kegiatan Pendahuluan
 	
Guru :
 	
Orientasi (Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)). **PPK**
 	
• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
 	
• Memeriksa kehadiran peserta didik sebagai sikap disiplin
 	
• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
 	
Apersepsi
 	
• Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya,
 	
  ➢ Fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu,
 	
• Mengingatkan kembali materi prasyarat dengan bertanya.
 	
• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.
 	
Motivasi
 	
• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
 	
• Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
 	
  ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek
 	
• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
	15 menit

- Mengajukan pertanyaan.

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari

- Menyampaikan garis besar cakupan materi

- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan

- Membagi peserta didik menjadi 8 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang).

Kegiatan Inti		65
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	**menit**

Stimulation (stimullasi/ pemberian rangsangan)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada materi yang akan dipelajari dengan mengamati sebuah video tentang The Lion and the Mouse https://youtu.be/GxcGVCEEdcU (Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter))		
	pada topic		

pada topic

> Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek dengan cara :

❖ **Melihat** (tanpa atau dengan alat)/Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)

> Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek

❖ **Mengamati** Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)HOTS

Peserta didik bersama guru melakukan pengamatan dari permasalahan cerita yang ada di video.

> Peserta didik diminta mengamati teks cerita yang diberikan dan meminta informasi terkait cerita pendek yang meliputi

• Fungsi social

- Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.

• Struktur text

- (gagasan utama dan informasi rinci)

- Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.

- Penilaian (evaluasi) tentang situasi dan kondisi terjadinya

	cerita.
	- Krisis yang terjadi terhadap tokoh utama (komplikasi)
	- Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih
	- Ulasan atau komentar umum (reorientasi), opsional.
	❖ **Membaca** (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung), (Literasi)
	Peserta didik diminta membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan
	➤ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek
	❖ **Mendengar**
	Peserta didik diminta mendengarkan pemberian pejelasan pengantar kegiatan yang berkaitan Fungsi sosial dan struktur teks, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek
	❖ **Menyimak**, Berpikir kritis dan bekerjasama (4C) dalam mengamati permasalahan (literasi membaca) dengan rasa ingin tahu, jujur dan pantang menyerah (Karakter)
	Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai :
	➤ Fungsi sosial dan struktur teks, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek
Problem statemen (pertanyaan/ identifikasi masalah)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan dari cerita pendek berupa tale (dongeng) yang ada di LKPD berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar **(Guru memberikan teks cerita tentang narrative text cerita pendek berupa**

fairy tale (dongeng) Berpikir kritis dan kreatif (4C) dengan sikap jujur , disiplin, serta tanggung jawab dan kerja sama yang tingi (Karakter)

> ➢ Peserta didik diminta mendiskusikan hasil pengamatannya dan mencatat fakta-fakta yang ditemukan, serta menjawab pertanyaan berdasarkan hasil pengamatanny dari beberapa cerita yang berikan di LKPD

> ➢ Pendidik memfasilitasi peserta didik untuk menanyakan hal-hal yang belum dipahami berdasarkan hasil pengamatan nya.

> ➢ **Mengajukan pertanyaan** tentang :

> ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat. Misalnya :

> ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek *(HOTS)*

Data collection (pengumpulan data)	Peserta didik mengumpulkan berbagai informasi (Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu, tanggung jawab dan pantang menyerah (Karakter),literasi (membaca) yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan:	
	❖ **Mengamati obyek/kejadian,**	
	☐ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek	
	❖ **Wawancara dengan narasumber**	
	❖ **Mengumpulkan informasi**	
	Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu	
	☐ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek	
	❖ **Membaca sumber lain selain buku teks**	
	Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang	
	☐ Fungsi sosial dan struktur teks, beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek	
	❖ **Mempresentasikan ulang**	
	❖ **Aktivitas:** (Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) dengan rasa ingin tahu dan pantang menyerah (Karakter)	
	☐ Peserta didik diminta mengidentifikasi fungsi social dan struktur teks dari beberapa ungkapan yang sedang dipelajari.	
	☐ Peserta didik diminta secara lisan dan tulis, melakukan tindakan komunikatif yang sedang dipelajari dalam bahasa Inggris secara kontekstual**.**	
	☐ Peserta didik diminta membaca dan menganalisis fungsi sosial,	

struktur teks, beberapa teks naratif berbentuk cerita pendek dari sumber lain

☐ Peserta didik diminta menyimak dan menirukan beberapa contoh teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek

❖ **Mendiskusikan** Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok (4C), dengan rasa ingin tahu dan pantang menyerah (Karakter)

❖ **Mengulang**

❖ **Saling tukar informasi tentang** :

☐ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada

buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat

	orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.	
Data processing (pengolaha n Data)	Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah (Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama (4C),) Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya *(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)* apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. ❖ **Berdiskusi** tentang data : ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. ❖ **Mengolah informasi** yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ **Pesertadidik** mengerjakan beberapa soal mengenai ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek	

Verification (pembuktian)	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan : ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalizatio (menarik kesimpulan)	Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang : ➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek **(HOTS)** ❖ Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang

	➢ Fungsi sosial dan struktur teks,beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek ❖ Menjawab pertanyaan yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa. ❖ Menyelesaikan tugas yang terdapat pada LKPD yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran	
Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang** **meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi** **masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**		
Kegiatan Penutup		**10 meni t**
Peserta didik :		

Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. pemberian materi dengan PPT oleh guru yang berkaitan dengan Narrative text tentang cerita pendek berupa Tale (dongeng) **TPACK**

- *Memberikan soal evaluasi.* **TPACK**
- *Mengagendakan pekerjaan rumah.*
- *Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.*
- ***Menyajikan tes siklus 1***

Guru :

- *Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui reviu indikator yang hendak dicapai. Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya*

- *Memberi salam*

H. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Teknik Penilaian

a. Sikap

1) Observasi (Jurnal)

2) Penilaian Diri

3) Penilaian Antar Teman

b. Pengetahuan

1) Tes Tertulis

- Uraian/esai

2) Tes Lisan

> Tes lisan pemaparan materi dari pemahaman siswa.

c. Keterampilan

1) Proyek, pengamatan, wawancara'

> Mempelajari buku teks dan sumber lain tentang materi pokok

> Menyimak tayangan/demo tentang materi pokok

> Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi

2) Portofolio / unjuk kerja

> Laporan tertulis individu/ kelompok

3) Produk,

2. Instrumen Penilaian

a. Pertemuan Pertama (Terlampir)

3. Pembelajaran Remedial dan Pengayaan

a. *Remedial*

❖ Remidial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian: remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar

❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

➢ Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

b. Pengayaan

❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.

❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya

➢ Menirukan beberapa contoh percakapanmenyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar

I. Penilaian Hasil Pembelajaran Sikap

- *Penilaian Observasi*

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

N o	Nama Peserta didik	Aspek Perilaku yang Dinilai				Juml a h Skor	Skor Sika p	Kod e Nilai
		BS	JJ	TJ	DS			

1								
2		...	...	...	...	...	...	...

Keterangan :

- *BS : Bekerja Sama*

- *JJ : Jujur*

- *TJ : Tanggun Jawab*

- *DS : Disiplin*

Catatan :

1. *Aspek perilaku dinilai dengan kriteria:*

   100   = Sangat Baik

   75   = Baik

   50   = Cukup

   25   = Kurang

2. *Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400*

3. *Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75*

4. *Kode nilai / predikat :*

   75,01 – 100,00   = Sangat Baik (SB)

   50,01 – 75,00   = Baik (B)

   25,01 – 50,00   = Cukup (C)

   00,00 – 25,00   = Kurang (K)

Penilaian Pengetahuan

A. Pengetahuan Kisi kisi

KD	IPK	MATERI	INDIKATOR SOAL	BENTUK	NO
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	1 Menentukan fungsi sosial teks naratif terkait cerita pendek. 2 Menganalisis struktur teks narrative terkait cerita pendek. 3 Menemukan unsur kebahasaan dalam bentuk teks narrative terkait cerita pendek.	Teks Naratif cerita pendek berupa Fable.	Disajikan teks naratif, peserta didik dapat 1 Menentukan fungsi sosial teks narrative terkait cerita pendek. 2 Menganalisis struktur teks narrative terkait cerita pendek. 3 Menemukan unsur kebahasaan dalam bentuk teks narrative terkait cerita pendek.	uraian	1-3

Penilaian Keterampilan

a *Penilaian Presentasi/Monolog*

Nama peserta didik:_____   Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat

skor 1

Penilaian Kemampuan Menulis

No	Aspek yang Dinila	Kriteria	Skor 1-5	Skor 1-4

	i				
1	Keaslia n Penulisa n	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	

2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak	2	1
		Pilihan tata		1	

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
6	Penulisan Kosakata	Penulisan kosakata sangat tepat	5	4
		Penulisan kosakata tepat	4	3
		Penulisan kosakata cukup tepat	3	2
		Penulisan kosakata kurang tepat / Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat	1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca	5	4
		Tulisan tidak rapi tetapi mudah terbaca	4	3
		Tulisan tidak rapi dan tidak mudah terbaca	3	2
		Tulisan tidak rapi dan sulit terbaca / Tulisan rapi dan hampir tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca	1	

(baris atas lanjutan: bahasa tidak tepat / tepat)

Penilaian Kemampuan Membaca (Reading Skill)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan	Hampir sempurna	5	4

	(*pronounciation*)	Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan menggangg u makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu	Hampir semua	2	1

		makna	salah		
		Terlalu banyak kesalahan dan mengganggu makna	dan mengganggu makna	1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

Boyolali, 01 November 2020

Mengetahui

Kepala SMA N 1 Nogosari   **Guru Mata Pelajaran**

Aris Kusmanto, S.Pd.   **Dewi Chusnul C., S.Pd.**

NIP. 19690213199431006   **NIP. -**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMA NEGERI 1 NOGOSARI
Mata Pelajaran	: Bahasa Inggris
Kelas	: Xl
Materi Pokok	: Explanation Text

1. **Kompetensi Inti**

   KI-1   :Menghayati dan mengamalkan ajaran agama yang dianutnya.

   KI-2   :Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

   KI-3   :Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

   KI-4   : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

2. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
KD 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan (kalimat passive dalam simple present tense) beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain	3.8.1. Mengidentifikasi fungsi sosial fungsi sosial, struktur teks, dan unsur kebahasaan (kalimat passive dalam simple present tense) dari teks explanation, dengan memberi dan meminta informasi terkait gejala alam atau sosial yang

di kelas XI, sesuai dengan konteks penggunaanny	tercakup dalam mata pelajaran lain di kelas XI 3.8.2. Menganalisis fungsi sosial, strukture text dan unsur kebahasaan (kalimat passive dalam simple present tense) beberapa text dalam teks explanation dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
KD 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	4.8.1 Menyusun paragraph acak tentang teks explanantion dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI 4.8.2 Menyusun kembali teks explanation teks tentang fenomena alam dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

3. **Tujuan Pembelajaran**

   Setelah melakukan pembelajaran siswa diharapkan mampu:

   ➢ Melakukan tanya jawab, diskusi kelompok terkait teks explanation dengan memberi atau meminta informasi terkait gejala alam/ sosial

   ➢ Mengidentifikasi fungsi sosial, strukture text, unsur kebahasaan (kalimat pasive dalam simple present tense)

   ➢ Menganalisis fungsi sosial, strukture teks , unsur kebahasaan (kalimat pasive dalam simple present tense)

   ➢ Menyusun kalimat acak tentang explanation text, terkait gejala alam/ sosial

a. Definisi

Explanation is a non- fiction text that is used to describe how or why things happen. Usually by describing the processes that lead to the formation of natural, social and cultural phenomenon.

b. Social function

Use to describe how or why a certain phenomenon happens.

c. Type of explanation text
   1. Sequential explanation : tell the details stages of event
      eg : how a caterpillar turn into a butterfly, life cycle of frog.
   2. Causal explanation : Explain the details what cause the chage
      eg : why tsunami occur.

d. Generic structure
   1. Tltle : identifies the topic to be explained
   2. General Statement : general explanation of the phenomenon to be explained, can be in the form of introduction to the phenomenon or an explanation.
   3. Sequence of explanation : a clear order paragraphs that dscribe how or why
   4. Closing : concluding paragraph that puts all the information together.

e. Language features of explanation text
   1. Use abstract noun
   2. Use of action verb
   3. Use of noun phrase
   4. Use of simple present tense
   5. Use word that show cause and effect
   6. Use of technical term
   7. Use of passive voice
      + Simple Present Tense
         Active : S + V1/ Vs + O
                  Sun shines rivers.
         Passive : S + tobe + V3 + O
                  Rivers are shone by sun.

4. Metode Pembelajaran
   Problem Based Learning

5. Media, Alat Sumber belajar
    - Media : PPT, board game, google form, Spinner
    - Alat : Laptop, LCD, Handphone
    - Sumber belajar : Buku Bahasa Inggris kelas Xl, Internet

6. Langkah – langkah Pembelajaran
    Kegiatan Pendahuluan (10 Menit)

    ❖ Guru mengucapkan salam dilanjutkan memimpin doa.
    ❖ Guru melakukan presensi, motivasi dan apersepsi.
    ❖ Apersepsi dengan memberi pertanyaan sebagai berikut menggunakan:
       1. When did you get rain last time?
       2. What do you feel if you get rain?
       3. Is rain important of us?
       4. Do you know, how rain happen?
       5. Do you want learn more about it?
    ❖ Guru menyampaikan tujuan pembelajaran.

    Kegiatan Inti (70 menit)

Kegiatan Literasi (5 menit)	❖ Guru memberikan vidio tentang " how rain happened" https://www.youtube.com/watch?v=LFIjAOctDzI ❖ Guru menanyakan tentang vidio diatas What do you think about the vidio? What kind of the text above? What do you think about explanation text?
Critical Thinking (25 menit)	Tahap 1: Orientasi pada masalah ❖ Guru memberikan contoh explanation text melaui PPT (how rain happened) ❖ Guru mencetak tebal satu kalimat dari contoh explanation text "The air is filled with water vapour" ❖ Guru menjelaskan bahwa kalimat diatas termasuk kalimat pasif. ❖ Guru memberikan materi tentang passive voice. Guru memberi board game untuk membantu siswa dalam meningkatkan penguasaan grammar khususnya passive voice. Siswa diminta untuk merubah Verb 1 menjadi Verb 3. Hasil dari merubah

	Verb 1 ke Verb 3 dituliskan dikertas.kemudian diupload melalui padlet. https://padlet.com/dewicc87/y3hh50crxjmibwed Setelah selesai dianalisis bersama – sama, masih ada kesalahan atau tidak. ❖ Guru memberikan LKPD kepada siswa tentang passive voice melalui quizzis https://quizizz.com/join?gc=54518059
Collaboration (20 menit)	Tahap 2 : Pengorganisasian Kegiatan Pembelajaran ❖ Guru membagi siswa menjadi 6 kelompok. ❖ Guru memberikan kalimat acak tentang explanation text kepada siswa. Tahap 3 : Membimbing Penyelidikan ❖ Guru mendampingi siswa menyusun kalimat acak menjadi paragraph yang benar. ❖ Guru meminta siswa untuk menulis kembali teks explanation dilengkapi dengan generic structure dan social function ❖ Guru meminta hasil pekerjaan siswa dikirim melalui google form. https://forms.gle/bZ46rg2mPZdvgBMK9
Communication (10 menit)	Tahap 4 : Pemaparan hasil diskusi ❖ Guru meminta perwakilan kelompok untuk mempresentasikan hasil diskusi dan guru memandu kegiatan tanya jawab.
Creativity (10 menit)	Tahap 5 : Analisis dan evaluasi ❖ Guru beserta peserta didik membuat kesimpulan. Peserta didik diberi kesempatan untuk menanyakan materi yang belum dipahami.

Kegiatan Penutup (10 menit)

- ❖ Peserta didik merefleksikan pembelajaran dengan mengisi survey peserta didik.
- ❖ Guru menyampaikan materi pada pertemuan berikutnya.
- ❖ Guru meminta maaf jika ada kesalahan dalam pembelajaran
- ❖ Guru menutup pembelajaran dengan mengucap salam dan keluar kelas

7. **Penilaian Pembelajaran**

1. Teknik Penilaian
   a. Penilaian Sikap   : Observasi / Pengamatan
   b. Pengetahuan   : Tes tertulis "essay (arrange sentence)"
   c. Penilaian Keterampilan   : Produk Tertulis "Essay"

2. Bentuk Penilaian
   a. Observasi   : Jurnal Guru
   b. Tes tertulis   : Essay (arrange sentence)

3. Instrumen Penilaian (Terlampir)

Nogosari, 01 November 2022

Mengetahui,
Kepala SMA N 1 Nogosari   Guru Mata Pelajaran,

Aris Kusmanto, S.Pd   **Dewi Chusnul C, S.Pd)**
NIP. 19690213199431006   **NIP.-**

LAMPIRAN 1 : Bahan Ajar

BAHAN AJAR
(Pertemuan Ke-1)

Explanation Text

a. Definisi

Explanation is a non- fiction text that is used to describe how or why things happen. Usually by describing the processes that lead to the formation of natural, social and cultural phenomenon

b. Social function
Use to describe how or why a certain phenomenon happens.

b. Type of explanation text
1. Sequential explanation : tell the details stages of event
eg : how a caterpillar turn into a butterfly, life cycle of frog.
2. Causal explanation : Explain the details what cause the chage
eg : why tsunami occur.

c. Generic structure
1. Tltle : identifies the topic to be explained
2. General Statement : general explanation of the phenomenon to be explained, can be in the form of introduction to the phenomenon or an explanation.
3. Sequence of explanation : a clear order paragraphs that dscribe how or why
4. Closing : concluding paragraph that puts all the information together.
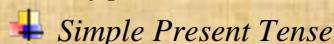
d. Language features of explanation text
1. Use abstract noun
2. Use of action verb
3. Use of noun phrase
4. Use of simple present tense
5. Use word that show cause and effect
6. Use of technical term
7. Use of passive voice
      Simple Present Tense
      Active : S + V1/ Vs + O
            Sun shines rivers.
      Passive : S + tobe + V3 + O
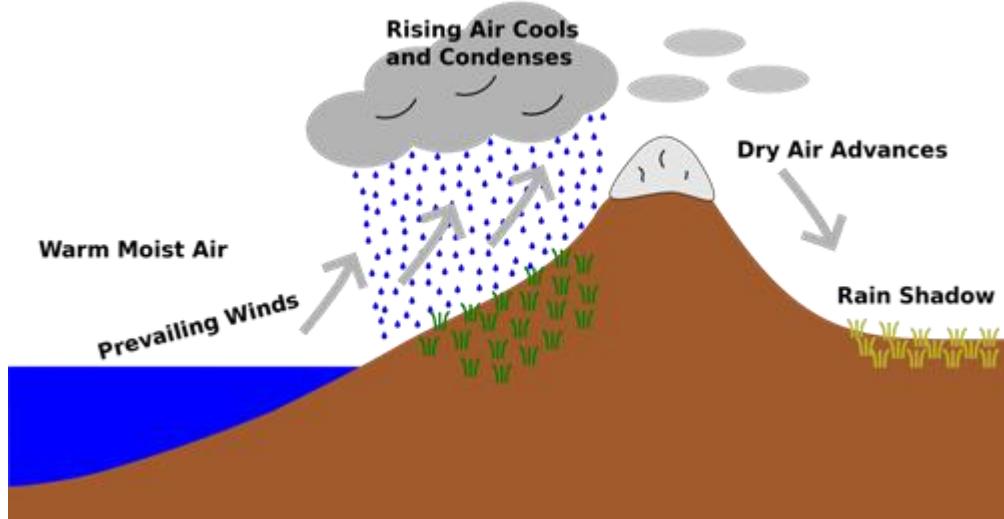
How does Rain Fall?

Rain is one of the main sources of fresh water for almost all people in the world. It provides suitable conditions for diverse ecosystems. It is also used as hydroelectric power plants and crop irrigation. But, do you know how rain happens?

General Statement

The rain's phenomenon is actually what we often call as "water circle." The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. Then the water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and condenses into liquid droplets. The droplets grow bigger and heavier and fall to the earth as precipitation.

Squence of explanation

However, not all rain can reach the surface of the earth. Some evaporates while falling through dry air. This is what we call as "virga", a phenomenon which is often seen in hot, dry desert regions.

Conclution

Example of irregullar

MATA PELAJARAN: Bahasa Inggris

Dewi Chusnul C

SMA N 1 Nogosari

MULAI

Okey Let's see the vidio

https://www.youtube.com/watch?v=LFIjAOctDzI

1. What do you think about the vidio?
2. What kind of the text above?
3. What do you think about explanation text?

Rain is a part of the continuous water cycle on earth. Sunlight

warms the water on the surface of the earth at the start of the cycle. The water evaporates or turns into water vapour as a result of the heat. **The air is filled with water vapour.** The water vapour is a process that causes droplets to form around dust and other particles.

Numerous of these droplets join together to produce clouds. In a

cloud, smaller water droplets combine to generate larger drops of liquid. The drips eventually weigh too much to remain in the cloud. As rain, they fall on the earth. The water cycle then restarts. We hope we have been able to teach you something new about rain

Use of passive voice

•Simple Present Tense

Active : S + V1/ Vs + O

      Sun shines rivers.

Passive : S + tobe + V3 + O

      Rivers   are   shone   by   sun

Note: Subject dikalimat aktif menjadi object dikalimat pasif.

Subject	Tobe	Object
I	am	me
You	are	you
We	are	us
They	are	them
He	is	him
She	is	her
It	is	it

Explanation text

LAMPIRAN 2
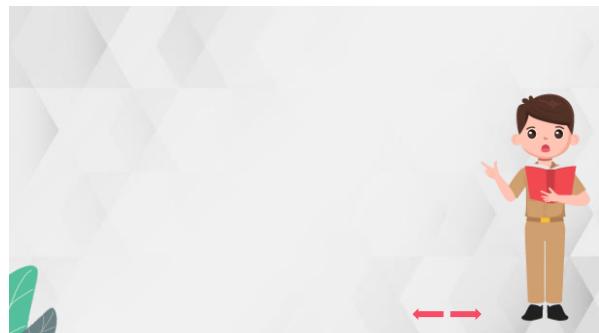
KISI – KISI SOAL LKPD 1 (PASSIVE VOICE)

NO	KD	MATERI	KELAS/ SEM	INDIKATOR	LEVEL KOG	BENTUK SOAL	No soal
1	3.8 Membedakan fungsi sosial, struktur teks, dan unsur	Explanation text	Xl/ 2	Disajikan sebuah konteks, peserta mampu menentukan kalimat	C2	PG	1-2

kebahasaan (kalimat passive dalam simple present tense) beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaan ny			berbentuk pasif yang benar			
			Disajikan sebuah teks rumpang, peserta mampu melengkapi teks dengan frasa yang sesuai	C3	PG	3-4

				Disajikan kata secara acak siswa mampu menjyusn menjadi kalimat yang benar	C6	PG	5

Kisi – kisi Soal LKPD 2
Mata pelajaran : Bahasa Inggris

No	Kompetensi Dasar	Materi	Kelas/ Sem	Indikator Soal	Level Kognit if	Bentuk soal
1	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	Explanat ion Text	XI/2	Disajikan sebuah kalimat acak dari text explanatio, siswa mampu menyusun menjadi paragraph dengan benar	C6	Essay

No	Kompetensi Dasar	Materi	Kelas/ sem	Indikator soal	Level Kognitif	Bentuk Soal
2	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam	Explanat ion text	XI/ 2	Siswa mampu mengidentif ikasi unsur kebahasaan dari sebuah text explanation	C4	Essay

	atau sosial yang tercakup dalam mata pelajaran lain di kelas XI					

LAMPIRAN 3

LEMBAR KERJA PESERTA DIDIK 1 (PASSIVE VOICE)

Nama	**:**
Kelas	**:**
No Absen	**:**
Alokasi Waktu	**: 5 menit**

Chose the correct answer a, b, c, d atau e!

1. She finds her cat in the garden. Passive voice in the sentence is ...
   a. Her cat just found by she in the garden
   b. Her cat are found by him in the garden
   c. Her cat is found by her in the garden
   d. Her cat is find by her in the garden
   e. Her cat is found by me in the garden

2. Tania and Rendra are write a letter. Passive voice in the sentence is ....
   a. A letter is writen by Tania and Rendra
   b. A letter are wrote by Tania and Rendra
   c. A letter is wrote by Tania and Rendara
   d. A letter are writen by Tania and Rendra
   e. A letter is write by Tania and Rendra

3. A cup of coffee .... by father.
   a. Are drink
   b. Is drunk
   c. Is drink
   d. Are drank
   e. Drunk

4. Laptop ... by uncle to office.
   a. Is bring
   b. Are bring
   c. Brought
   d. Are brought
   e. Is brought

5. Arrage the word into good sentence.
   Me – a – is – given – flower – Antony - by.
   a. By me a flower is given to anthony

Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu." The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet	
But, do you know how the phenomenon of the appearance of the rainbow happens? Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow.	

Nilai

LEMBAR KERJA PESERTA DIDIK 3

Kelompok :

Anggota : 1................................

2................................

3................................

4................................

5................................

6................................

Kelas :

Alokasi waktu : 5 menit

Indikator : 4.8.1 Menyusun paragraph acak tentang teks explanantion

Rewrite the paragraph (LKPD 1) and analyze the generic structure each paragraph!
RAINBOW

Social Function

Paragraph 1

Paragraph 2

Paragraph 3
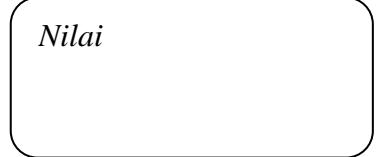
LAMPIRAN 4

Penilaian Hasil Pembelajaran

1. **Sikap**

   Penilaian Observasi

   Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari – hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut instrument penilaian sikap

No	Aspek yang Diamati	Skor - Keterangan
1	Tanggung Jawab	4.Peserta didik selalu bertanggung jawab selama proses pembelajaran
		3.Peserta didik cukup bertanggung jawab seelama proses pembelajaran
		2.Peserta didik kurang bertanggung jawab selama proses pembelajaran
		1. Peserta didik tidak pernah bertanggung jawab selama proses pembelajaran
2	Mandiri	4.Peserta didik selalu bekerja selama mandiri
		3.Peserta didik cukup bekerja selama mandiri
		2.Peserta didik jarang bekerja secara mandiri
		1.Peserta didik tidak pernah mandiri

Keterangan:

Jumlah skor maksimal = 8

Pennilaian :

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

Kriteria :

90 – 100   = Sangat baik

80 – 89   = Baik

70 – 79   = Cukup

60 – 69   = Kurang

2. Penilaian Pengetahuan

Pengetahuan yang diukur adalah kemampuan menjawab pertanyaan tentang passive voice.

PEDOMANPENILAIAN:

Soal terdiri dari 5 pertanyaan.

Soal benar =2

Soal Salah =0

$$Score = \frac{Score\ yang\ diperolehan}{Total\ Score} \times 100$$

3. Penilaian Ketrampilan

Penilaian ketrampilan diukur dari siswa mampu menyusun paragraph dengan benar dan mampu menganalisis generic structure dengan tepat. Berikut instrument penilaiannya:

4. Menyusun kalimat dengan benar

3. Menyusun kalimat dengan 1- 2 kesalahan

2. Menyusun kalimat dengan 3- 4 kesalahan

1. Menyusun kalimat dengan 5 kesalahan atau lebih

4. Menyusun paragraph dan generic structure dengan tepat

3. Menyusun paragraph benar generic structure salah

2. Menyusun paragraph salah generic srtucture benar

1. Menyusun paragraph salah generic structure salah

Jumlah skor maksimal = 4

Penilaian :

Nilai = $\dfrac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}}$ x 100

Kriteria :

90 – 100 = Sangat baik

80 – 89 = Baik

70 – 79 = Cukup

60 – 69 = Kurang

LAMPIRAN 6
KUNCI JAWABAN
LKPD 1

1. C
2. A
3. B
4. E
5. D

LKPD 2
Arrange the sentence into good paragraph

Incorrect paragraph	Correct paragraph
The sunlight that shines in between the rain drops is refracted by the rain drops. Rainbow occurs because of the refraction of light. This process separates the white light of the sunlight into a spectrum of different colors.	Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors.
Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow. Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu." The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet	The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu." Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow

But, do you know how the phenomenon of the appearance of the rainbow happens? Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow.	Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens?

Rewrite the paragraph (LKPD 2) and analyze the generic structure each paragraph!

RAINBOW	
Social Function	To explaint process how is rainbow formed
Paragraph 1 (general statement)	Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens?

Paragraph 2 (sequence of explanation)	Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors.
Paragraph 3 (squence of explanation)	The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / mejikuhibiniu." Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow

LAMPIRAN 7
TEMPLET BOARD GAME
Cara memainkan board game adalah

2. Guru membagi siswa menjadi 5 kelompok. Setiap kelompok berisi 6 orang. Permainan ini dimainkan secara berpasangan. Jadi dalam 1 kelompok ada 5 pemain karena yg 1 bertugas memegang kunci jawaban.
3. Board game berbentuk ular tangga. Guru menyiapkan 5 perangkat board game, dadu dan pin. Setiap pemain berhak mengocok dadu, kemudian mengganti verb yang ada di dalam kotak menjadi verb 3. Jawaban ditulis di kertas yang disediakan. Yang mencapai no 100 dan benar dia adalah pemenang

Templet Board game

Close 41	Clean 42	Tell 43	Wash 44	Take 45	Talk 46	Think 47	Rise 48	Draw 49	Finish 50
Make 40	build 39	Send 38	Work 37	Walk 36	Read 35	Sell 34	Use 33	Pay 32	Make 31
Meet 21	Sweep 22	Clean 23	Swim 24	Win 25	Serve 26	Know 27	Pour 28	Pick 29	Write 30

Grow	Give	Teach	Study	Listen	Wake	Bring	Buy	Lose	Do
20	19	18	17	16	15	14	13	12	11
Bismillah	Call	Say	Eat	Drink	Sleep	Run	Go	Sit	Reply
1	2	3	4	5	6	7	8	9	10

The instruction:

1. Find out Verb 3 from a certain number of verb 1 is choosen
2. Write the answer in the paper
3. Every individual has to write a word according to the grup number is choosen
4. The first group who comes to 100 numbers and has the right answer of all the numbers is the winner of the game.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMA N 1 Nogosari

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/1

Materi Pokok   : Report Text

Alokasi Waktu   : 2 x 45 Menit (Satu Kali Pertemuan)

A. **Kompetensi Inti**

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator**

No.	Kompetensi Dasar	Indikator
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris .
	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi transaksional.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks report sederhana tentang benda, binatang, gejala/peristiwa alam.	Menganalisis fungsi sosial pada teks report sederhana tentang benda, binatang, gejala/peristiwa alam.Sesuai dengan konteks penggunaannya. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks report sederhana tentang benda, binatang,

		gejala/peristiwa alam.sesuai dengan konteks penggunaannya.
	3.2 Menangkap makna dalam teks recount lisan dan tulis sederhana tentang benda, binatang, gejala/peristiwa alam	Menangkap makna dalam teks recount yang dipresentasikan oleh guru melalui powerpoint, gambar dan diskusi.
	4.1 Menyusun teks report sederhana tentang benda, binatang, gejala/peristiwa alam dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.1.1 Menyusun teks report sederhana tentang benda, binatang, gejala/peristiwa alam dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. **Tujuan Pembelajaran**

Tujuan pembelajaran dari materi ini yaitu siswa diharapkan mampu:

1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris terkait teks deskriptif sederhana tentang orang;

1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;

2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.

2.1.2   Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.1.3   Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.1.1   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks report sederhana tentang benda, binatang, gejala/peristiwa alam.

3.1.2   Menangkap makna dalam teks recount lisan dan tulis sederhana tentang benda,   binatang, gejala/peristiwa alam

4.1.1   Menyusun teks report sederhana   tentang   benda,   binatang, gejala/peristiwa alam dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. **Materi Pembelajaran**

- **Report sederhana tentang benda, binatang, gejala/peristiwa alam.**

    Report text adalah jenis teks yang mengumumkan hasil penyelidikan atau mengumumkan sesuatu. Informasi yang diberikan dalam teks laporan misalnya menggambarkan sesuatu seperti benda, manusia, tumbuhan, hewan dan lainnya adalah informasi yang sangat umum,

- **Fungsi sosial :**

    Social function of report text is to present information about something generally to the reader. (Social function dari report text adalah untuk menyajikan informasi tentang sesuatu secara umum kepada pembaca).

- **Struktur Teks :**

  Generic Structure of Report

  1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be described in general. (Menyatakan klasifikasi / gambaran umum tetnang apa yang akan kita gambarkan).

  2. Description: Describing the characteristics of the object which will be discussed in detail. Characteristics in this case are form, parts, qualities, behavior, etc. (Menggambarkan ciri – ciri dari objek yang akan didiskusikan secara detail. Ciri – ciri dalam hal ini adalah bentuk, bagian – bagian, sifat, perilaku, dll.

- **Unsur Kebahasaan :**

  Language Feature of Report:

  1. Describing group or general aspect (Menggambarkan sesuatu dalam sebuah grup / seara umum).

  2. Using conditional logical connection; when, so, etc (Menggunakan hubungan kondisi yang logis tentang sesuatu).

  3. Using simple present tense (Menggunakan Simple Present Tense).

- **Contoh Bacaan Recount Text**

  (Lampiran 1)

E. **Metode Pembelajaran**

  Pendekatan   : Scientific Approach

Teknik   : Speaking / Berbicara

Metode   : CLT (Communicative Languange Teaching)

F. **Media dan Sumber Pembelajaran**

1. Media

   – Boarmaker, spidol, whiteboard, Laptop, LCD, Power point.

2. Sumber Belajar

   – Buku Paket English Genre Hal 32 – 40

   – Buku paket "english in Focus " kelas XI HAL 45 – 52

   – http://www.kursusmudahbahasainggris.com/2013/09/pengertian-

   tujuan-struktur-macam-ciri.html

   – http:// contoh report teks.html.

   – Power Point

G. **Langkah-Langkah Pembelajaran**

Pertemuan 1

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Memberi salam kepada siswa	Membalas salam guru	10'
Mengajak siswa berdoa	Berdoa bersama dengan guru	

Mengecek kehadiran siswa	Menyatakan kehadirannya dengan berkata, "I am here/Present"	

2) Kegiatan Inti

Guru	Siswa	Waktu
a. **Mengamati (Observing)**		
Memperlihatkan dan menjelaskan slide materi pembelajaran mengenai report text berupa stuktur teks,fungsi sosial dan unsur kebahasaan melalui power point	Menyimak slide materi pembelajaran mengenai recount text melalui power point	15'
b. **Mempertanyakan (Questioning)**		
Meminta siswa berkelompok dan mengidentifikasi sebuah teks yang sudah diberikan oleh guru dengan pertanyaan yang mengarahkan pada struktur bahasa dan struktur teks recount	Berkelompok dan mengidentifikasi sebuah teks yang sudah diberikan oleh guru pertanyaan yang berkaitan dengan struktur bahasa dan struktur teks recount	15'

Memberi feedback diskusi yang dilakukan siswa	Mendapat feedback dari diskusi yang dilakukan	
c. **Mengeksplorasi (Exploring)**		
Memberi siswa latihan untuk lebih mengenal jenis teks report.	Mengerjakan latihan untuk lebih mengenal jenis teks recount.	10'
d. **Mengasosiasi (Associating)**		
Meminta siswa berpasangan menganalisis struktur teks dan unsur kebahasaan dari teks bacaan yang dikerjakan sebelumnya	berpasangan menganalisis struktur teks dan unsur kebahasaan dari teks bacaan yang dikerjakan sebelumnya	10'
e. **Mengkomunikasikan (Communicating)**		
Meminta beberapa siswa untuk berbicara speaking di depan kelas menceritakan text report yang sudah diberikan guru.	Beberapa siswa menceritakan text report yang sudah didiskusikan di depan kelas	20'
Memberi feedback atas report text yang diceritakan oleh siswa dari unsur fungsi	Mendapat feedback dari guru atas text report yang telah diceritakan dari unsur fungsi sosial,	

sosial, struktur teks dan unsur kebahasaan	struktur teks dan unsur kebahasaan	

3) Kegiatan Penutup

Guru	Siswa	Waktu
Memberi panduan menyimpulkan hasil pembelajaran	Dengan panduan guru menyimpulkan hasil pembelajaran	
Meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	Menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	10'
Memberikan pesan	Menyimak pesan yang diberikan oleh guru	
Mengajak siswa berdo'a	Berdo'a bersama guru	
Memberi salam penutup	Membalas salam penutup dari guru	

H. **PENILAIAN**

a. **Rubrik Penilaian Aspek Keterampilan Berbicara**

No	Aspek yang	Kriteria	Score

	Dinilai		
1	Pengucapan	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonasi	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Ketelitian	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Kelancaran	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total Score	20

b. **Rubrik Penilaian Aspek Sikap**

No	Aspek yang Dinilai	Kriteria	Score
1	Santun (Respect)	Sangat sering menunjukan sikap santun	5
			4
		Sering menunjukan sikap santun	3
		Beberapa kali menunjukan sikap santun	2
			1
		Pernah menunjukan sikap santun	
		Tidak pernah menunjukan sikap santun	
2	bertanggungjawab (responsible)	Sangat sering menunjukan sikap bertangungjawab	5
			4
		Sering menunjukan sikap bertanggungjawab	3
		Beberapa kali menunjukan sikap bertanggungjawab	2
			1
		Pernah menunjukan sikap bertanggungjawab	
		Tidak pernah menunjukan sikap bertanggung	
3	Jujur (honest)	Sangat sering menunjukan sikap kerjasama	5
			4

		Sering menunjukan sikap kerjasama	3
			2
		Beberapa kali menunjukan sikap kerjasama	1
		Pernah menunjukan sikap kerjasama	
		Tidak pernah menunjukan sikap kerjasama	
4	Disiplin (discipline)	Sangat sering menunjukan sikap disiplin	5
			4
		Sering menunjukan sikap disiplin	3
		Beberapa kali menunjukan sikap disiplin	2
			1
		Pernah menunjukan sikap disiplin	
		Tidak pernah menunjukan sikap disiplin	
5	Percaya diri (confidence)	Sangat sering menunjukan sikap percaya diri	5
			4
		Sering menunjukan sikap percaya diri	3
			2
		Beberapa kali menunjukan sikap percaya diri	1

		Pernah menunjukan sikap percaya diri	
		Tidak pernah menunjukan sikap percaya diri	

Boyolali, 01 November 2022

Mengetahui:

Kepala SMA N 1 Nogosari   **Guru Mata Pelajaran**

Aris Kusmanto, S.Pd.   **Dewi Chusnul C., S.Pd.**

NIP. 19690213199431006   **NIP.-**

Lampiran 1

"KOMODO DRAGON"

Do you know what is the largest lizard? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian islands.

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg)

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the Komodo dragon's saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey, then follow it until the animal is too weak to carry on.

This lizard species is threatened by hunting, loss of prey species and habitat loss.

"JAKARTA CITY"

Jakarta is a capital city of Indonesia. Jakarta is located on the northwest Java.

The most popular food in Jakarta are Kerak Telor, Ketoprak, and Soto Betawi. There are so many cultural in Jakarta. There are many old buildings there. But now, Jakarta has influenced by Globalization. Globalization gives many Impact. Negative impact and positive impact. There are many positive impact. But, because the positive impact, there are many negative impact too.

An example of positive impact is, there are a lot of tourist that goes vacation to Jakarta. and then, the tourist will see Indonesian culturals, old buildings, and many gives. But, from that positive impact, the negative impact is rivers in Indonesian especially Jakarta, the rivers are polluted by waste. And if Jakarta is rainy, there are always flood.

"MANGROVE TREES"

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water.

Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare

species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.

Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves.

Any part of root that appears above the water flows oxygen to the plant under water surface. as the soil begin to build up, these roots procedure additional roots that become embedded in the soil.

"EARTHQUAKE"

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.

Actually there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

Tectonic earthquakes are most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which drys quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns.

APPENDICES 6

DOCUMENTATI

ONS

INTERVIEWS WITH TWO ENGLISH TEACHERS AT SMA NEGERI 1

NOGOSARI BOYOLALI

DOCUMENTATIONS IN THE CLASS