

LIST OF APPENDICES

**APPENDIX 1
(PERMISSION LETTER)**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
Telp. Direktur (0274) 550835, Asdir/TU (0274) 550836 Fax. (0274)520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama_pasca@yahoo.com

Nomor : 9636/UN34.17/L1/2017
Hal : Izin Penelitian

27 September 2017

Yth. Kepala SMP N 4 Pakem
Jl. Kaliurang KM. 17,5, Sukunan, Pakembinangun, Pakem, Sleman, Yogyakarta

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama	: AYU TRIWORO ANDAYANI
NIM	: 16716251023
Program Studi	: Pendidikan Bahasa Inggris
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu	: 26 September 2017 s.d 7 Oktober 2017
Lokasi/Objek	: SMP N 4 Pakem
Judul Penelitian	: The Implementation of ELT According to K-13 Curriculum in Junior High School: A Case Study
Pembimbing	: Joko Priyana, M.A., Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

Asisten Direktur I,



Tembusan:
Mahasiswa Ybs.

Drs. Sagito, MA.
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
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Nomor : 7555 /UN34.17/LT/2018
Hal : Izin Penelitian

16 Juli 2018

Yth. Kepala SMPN 4 Pakem
Jl. Kaliurang Km. 17.5, Sukunan, Pakembinangun, Pakem, Sleman

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : AYU TRIWORO ANDAYANI
NIM : 16716251023
Program Studi : Pendidikan Bahasa Inggris

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : 16 Juli s.d 15 Agustus 2018
Lokasi/Objek : SMPN 4 Pakem
Judul Penelitian : The Process of English Language Teaching: A Case Study of The Implementation of Curriculum 2012 at SMP N 4 Pakem
Pembimbing : Joko Priyana, M.A., Ph.D.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih



Tembusan:
Mahasiswa Ybs.

Wakil Direktur I,
Dr. Sugito, MA.
NIP 19600410 198503 1 002

APPENDIX 2
(PARTICIPANT CONSENT FORM)

Instrumen Penelitian

Saya Ayu Triworo Andayani, mahasiswi PPS UNY jurusan Pendidikan Bahasa Inggris yang sedang mengadakan penelitian untuk penulisan tesis yang berjudul "THE PROCESS OF ENGLISH LANGUAGE TEACHING: A CASE STUDY OF THE IMPLEMENTATION OF CURRICULUM 2013 AT SMP N 4 PAKEM". Dalam rangka penelitian ini saya ingin melakukan wawancara dengan Anda mengenai proses belajar Bahasa Inggris yang Bapak/Ibu lakukan di kelas. Terdapat tiga hal utama berkaitan dengan proses belajar mengajar Bahasa Inggris yang ingin saya ketahui yang menjadi fokus dalam penelitian studi kasus ini. Proses tersebut meliputi bagaimana Bapak/Ibu menyiapkan rencana pembelajaran, bagaimana Bapak/Ibu menyampaikan pembelajaran dan bagaimana Bapak/Ibu mengevaluasi hasil belajar siswa. Ketiga proses ini mengacu pada Kurikulum 2013.

Wawancara akan berjalan kurang lebih satu jam. Saya akan merekam pembicaraan ini karena saya tidak ingin melewatkan segala informasi yang dibutuhkan berkaitan dengan topik penelitian saya.

Semua respon dari Bapak/Ibu hanya akan disajikan untuk kepentingan penelitian dan pada pihak-pihak yang berkepentingan. Saya berharap Bapak/Ibu menyajikan informasi yang jujur dan sesuai dengan yang terjadi di lapangan. Bapak/Ibu pun diijinkan untuk tidak menjawab pertanyaan yang tidak ingin dijawab. Bapak/Ibu juga berhak mengakhiri wawancara ini kapan pun Bapak/Ibu inginkan.

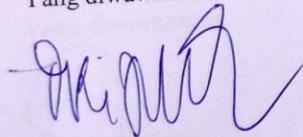
Apakah ada hal yang ingin Anda tanyakan terkait penjelasan di atas?

Apakah Anda bersedia berpartisipasi dalam wawancara ini?

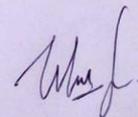
Yogyakarta, 14 Agustus 2018

Saksi

Yang diwawancarai



(Koes Ariani W)



(Wahyu Cakra Kuntara)

Instrumen Penelitian

Saya Ayu Triworo Andayani, mahasiswi PPS UNY jurusan Pendidikan Bahasa Inggris yang sedang mengadakan penelitian untuk penulisan tesis yang berjudul "THE PROCESS OF ENGLISH LANGUAGE TEACHING: A CASE STUDY OF THE IMPLEMENTATION OF CURRICULUM 2013 AT SMP N 4 PAKEM". Dalam rangka penelitian ini saya ingin melakukan wawancara dengan Anda mengenai proses belajar Bahasa Inggris yang Bapak/Ibu lakukan di kelas. Terdapat tiga hal utama berkaitan dengan proses belajar mengajar Bahasa Inggris yang ingin saya ketahui yang menjadi fokus dalam penelitian studi kasus ini. Proses tersebut meliputi bagaimana Bapak/Ibu menyiapkan rencana pembelajaran, bagaimana Bapak/Ibu menyampaikan pembelajaran dan bagaimana Bapak/Ibu mengevaluasi hasil belajar siswa. Ketiga proses ini mengacu pada Kurikulum 2013.

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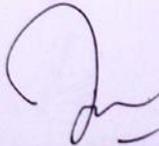
Semua respon dari Bapak/Ibu hanya akan disajikan untuk kepentingan penelitian dan pada pihak-pihak yang berkepentingan. Saya berharap Bapak/Ibu menyajikan informasi yang jujur dan sesuai dengan yang terjadi di lapangan. Bapak/Ibu pun diijinkan untuk tidak menjawab pertanyaan yang tidak ingin dijawab. Bapak/Ibu juga berhak mengakhiri wawancara ini kapan pun Bapak/Ibu inginkan.

Apakah ada hal yang ingin Anda tanyakan terkait penjelasan di atas?

Apakah Anda bersedia berpartisipasi dalam wawancara ini?

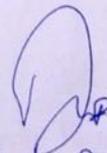
Yogyakarta, 19 Juli 2018

Yang diwawancarai



Kurniawati Anggraini

Saksi



Dyah Purnamasari

Instrumen Penelitian

Saya Ayu Triworo Andayani, mahasiswi PPS UNY jurusan Pendidikan Bahasa Inggris yang sedang mengadakan penelitian untuk penulisan tesis yang berjudul "THE PROCESS OF ENGLISH LANGUAGE TEACHING: A CASE STUDY OF THE IMPLEMENTATION OF CURRICULUM 2013 AT SMP N 4 PAKEM". Dalam rangka penelitian ini saya ingin melakukan wawancara dengan Anda mengenai proses belajar Bahasa Inggris yang Bapak/Ibu lakukan di kelas. Terdapat tiga hal utama berkaitan dengan proses belajar mengajar Bahasa Inggris yang ingin saya ketahui yang menjadi fokus dalam penelitian studi kasus ini. Proses tersebut meliputi bagaimana Bapak/Ibu menyiapkan rencana pembelajaran, bagaimana Bapak/Ibu menyampaikan pembelajaran dan bagaimana Bapak/Ibu mengevaluasi hasil belajar siswa. Ketiga proses ini mengacu pada Kurikulum 2013.

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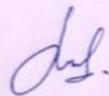
Apakah ada hal yang ingin Anda tanyakan terkait penjelasan di atas?

Apakah Anda bersedia berpartisipasi dalam wawancara ini?

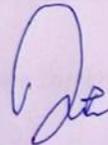
Yogyakarta, 26 Juli 2018

Yang diwawancarai

Saksi



Dwi Nartini



Dyah Purnamasari

APPENDIX 3

(INTERVIEW PROTOCOL & GUIDELINE)

Saya Ayu Triworo Andayani, mahasiswi PPS UNY jurusan Pendidikan Bahasa Inggris yang sedang mengadakan penelitian untuk penulisan tesis yang berjudul “THE PROCESS OF ENGLISH LANGUAGE TEACHING: A CASE STUDY OF THE IMPLEMENTATION OF CURRICULUM 2013 AT SMP N 4 PAKEM”. Dalam rangka penelitian ini saya ingin melakukan wawancara dengan Anda mengenai proses belajar Bahasa Inggris yang Bapak/Ibu lakukan di kelas. Terdapat tiga hal utama berkaitan dengan proses belajar mengajar Bahasa Inggris yang ingin saya ketahui yang menjadi fokus dalam penelitian studi kasus ini. Proses tersebut meliputi bagaimana Bapak/Ibu menyiapkan rencana pembelajaran, bagaimana Bapak/Ibu menyampaikan pembelajaran dan bagaimana Bapak/Ibu mengevaluasi hasil belajar siswa. Ketiga proses ini mengacu pada Kurikulum 2013.

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Apakah ada hal yang ingin Anda tanyakan terkait penjelasan di atas?

Apakah Anda bersedia berpartisipasi dalam wawancara ini?

Yogyakarta, 26 Juli 2018

Yang diwawancarai

Saksi

.....

.....

Research Instruments

First of all, I would like to thank you for sparing time to meet me today. My name is Ayu Triworo Andayani under the supervisor of Mr. Joko Priyana MA., Ph.D at Yogyakarta State University. I would like to talk to you about the process of English teaching and learning that you have done for your classroom. In particular, I need to know three major aspects related to English teaching and learning process that will become the main concern of this case study. The aspects include how you plan the lesson, how you deliver the lesson and how you assess your students' achievement which are all based on Curriculum 2013.

The following is the interview guide that might be used with English teachers. The interview should be taking each time a classroom process is held which is before and after the class. This interview will be taking less than an hour. I will tape the interview session because I don't want to miss any information you deliver. Eventhough, I will take some notes during our interview session. It may not possible to write fast enough to get it all down. Since we are on tape, please be sure to speak up so that I don't miss your comments.

All the responses will be kept confidential. It means that your interview responses will only be shared for the research concern. So, kindly speak honestly upon the questions I deliver. Remember, you are allowed not to speak about anything if you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

Interviewee

Witness

Date

1. Blueprint of the English Teaching process for Interview Guideline

No	Steps of Teaching Process	Item (s) Number		Number of Item	Source
		Interview	Observation Checklist		
1.	Lesson Planning	1 – 19	1 – 20	42	Brown (2001), Harmer (2007), Murcia (2001), Permendikbud no 22 year of 2016
2.	Lesson Delivery	1 – 18	1 – 13	36	Brown (2001), Harmer (2007), Murcia (2001), Permendikbud no 22 year of 2016
3.	Students' Achievement Assessment	1 – 7	1 – 5	13	Brown (2004), Harmer (2007), Permendikbud no 23 year of 2016

APPENDIX 4
(INTERVIEW QUESTIONS)

A. LESSON PLANNING

How do the English teachers at SMP N 4 Pakem prepare the lesson plans for the process of English language teaching and learning according to the Curriculum?

1. Acuan apa yang Anda gunakan untuk setiap kali Anda menyusun RPP? Apakah Anda menyusun RPP setiap kali pertemuan atau penyusunan RPP dilakukan untuk per KD atau materi?
2. Apakah RPP yang Anda buat mengacu kepada Kurikulum 2013 atau menggunakan sumber lain? Apa saja sumber yang Anda gunakan dalam menyusun RPP selain Kurikulum 2013?
3. Apakah RPP yang Anda buat ditujukan untuk satu kali pertemuan saja atau lebih? Biasanya untuk berapa kali pertemuan dalam pembuatan satu RPP tersebut?
4. Apakah Anda melibatkan pihak lain dalam proses penyusunan RPP? Siapa saja pihak yang biasanya Anda ikutsertakan dalam penyusunan RPP?
5. Bagaimana prosedur penyusunan RPP yang Anda terapkan? Apakah Anda mengadopsi/mengadaptasi/membuat sendiri RPP yang akan digunakan dalam proses belajar?
6. Apakah Anda menganalisis kebutuhan siswa Anda sebagai acuan pembuatan RPP sebelum proses pembuatan RPP dilakukan? Apa saja yang Anda lakukan dalam menganalisis kebutuhan siswa Anda?
7. Berkaitan dengan penyusunan RPP, apa saja yang Anda lakukan dalam memenuhi ekspektasi siswa yang tinggi dalam pelajaran Bahasa Inggris?
8. Berkaitan dengan sumber belajar, sumber apa saja yang Anda gunakan dalam memenuhi kebutuhan siswa untuk belajar? Apakah Anda melibatkan sumber belajar lain di luar kelas? Apakah Anda menggunakan sumber belajar yang otentik?
9. Berkaitan dengan materi belajar, apakah Anda menyiapkan sumber belajar sendiri atau menggunakan sumber belajar lain yang telah tersedia?
10. Materi belajar apa saja yang Anda biasa gunakan di dalam kelas? Bagaimana dan dari mana Anda mendapatkan materi belajar tersebut?
11. Apakah Anda menyiapkan media pembelajaran untuk setiap kali pertemuan? Bagaimana Anda menyiapkan media belajar tersebut?
12. Media seperti apa yang umumnya Anda gunakan dalam proses pembelajaran?

13. Berkaitan dengan sumber, materi dan media, strategi apa yang Anda terapkan dalam persiapan memenuhi kebutuhan/ekspektasi siswa yang tinggi dalam belajar?
14. Apakah anda menggunakan metode pembelajaran saintifik/tematik/tematik terpadu dengan urutan aktivitas pembelajaran yang mengacu kurikulum 2013? Di antara metode-metode tersebut, metode yang mana yang Anda biasa gunakan?
15. Apakah Anda menggunakan metode pembelajaran yang lain? Metode apa saja yang biasa Anda gunakan di dalam kelas?
16. Apakah Anda menggunakan model pembelajaran yang mengacu kurikulum 2013? Model pembelajaran apa yang biasa Anda terapkan di dalam kelas? Bagaimana Anda mengakomodir penerapan model pembelajaran tersebut?
17. Teknik apa yang Anda gunakan dalam proses pembelajaran di kelas?
18. Apa fase pembelajaran yang Anda gunakan untuk proses pembelajaran Bahasa Inggris di kelas?
19. Berkaitan dengan metode, model dan teknik pembelajaran, apa yang Anda lakukan dalam mengatasi ekspektasi siswa yang tergolong tinggi dalam belajar Bahasa Inggris?

B. LESSON DELIVERY

How do the English teachers at SMPN 4 Pakem deliver the lesson plan for the process of English language teaching and learning according to the Curriculum 2013?

1. Apa prosedur yang Anda gunakan dalam melaksanakan proses belajar mengajar di kelas?
2. Bagaimana Anda menyampaikan materi belajar di kelas?
3. Apakah Anda mengintegrasikan penggunaan Teknologi, Informasi, dan Komunikasi (TIK) ke dalam proses pembelajaran? Bagaimana Anda mengintegrasikan TIK dalam proses belajar?
4. Bahasa apa yang umumnya Anda gunakan dalam proses belajar di kelas? Apakah Anda mewajibkan siswa untuk menggunakan Bahasa Inggris dalam proses belajar di kelas?
5. Apakah Anda melaksanakan kegiatan pendahuluan dalam pelaksanaan proses pembelajaran? Bagaimana Anda melaksanakan kegiatan pendahuluan?
6. Teknik pembelajaran apa yang Anda gunakan dalam kegiatan pendahuluan?
7. Apakah anda melaksanakan kegiatan inti dalam pelaksanaan proses pembelajaran? Bagaimana Anda melaksanakan kegiatan inti?
8. Teknik apa yang biasa Anda gunakan dalam melaksanakan kegiatan inti pembelajaran?

9. Apakah Anda melaksanakan kegiatan penutup dalam pelaksanaan proses pembelajaran? Bagaimana Anda melaksanakan kegiatan penutup?
10. Teknik pembelajaran apa yang Anda gunakan dalam melaksanakan kegiatan penutup?
11. Apakah Anda mengaitkan proses belajar di kelas dengan kehidupan siswa sehari-hari? Bagaimana cara Anda dalam mengaitkan proses belajar tersebut?
12. Apa peran Anda dalam proses belajar mengajar di kelas?
13. Apa yang Anda lakukan dalam memerankan peranan tersebut di dalam kelas?
14. Apakah Anda memberikan umpan balik terhadap proses dan hasil pembelajaran? Apa yang Anda lakukan berkaita?
15. Bagaimana cara Anda untuk menanamkan nilai-nilai karakter dalam proses pembelajaran?
16. Bagaimana cara Anda dalam menghadapi siswa yang aktif, kreatif and kritis dalam proses belajar di dalam kelas?
17. Apa tantangan dan kendala yang Anda hadapi dalam proses pembelajaran?
18. Bagaimana cara Anda dalam menghadapi tantangan dan kendala yang Anda temukan di dalam proses belajar tersebut?

C. STUDENTS' ACHIEVEMENT ASSESSMENT

How do the English teachers at SMP N 4 Pakem assess the students' achievement for the process of English language teaching and learning according to the Curriculum 2013?

1. Bagaimana Anda mengevaluasi capaian belajar siswa di kelas?
2. Apakah Anda membuat rubrik untuk acuan penilaian? Bagaimana Anda membuat rubrik penilaian tersebut? Apakah Anda mengadopsi/mengadaptasi atau membuat sendiri?
3. Apakah Anda mengintegrasikan teknologi dalam proses penilaian siswa? Dalam proses apa saja Anda menggunakan IT sebagai media pendukung proses penilaian?
4. Bagaimana mengintegrasikan teknologi dalam proses penilaian siswa?
5. Teknik apa yang Anda gunakan dalam mengevaluasi capaian belajar siswa?
6. Apakah Anda menyiapkan perangkat penilaian pembelajaran? Perangkat penilaian apa yang Anda gunakan dalam proses penilaian?
7. Apakah Anda mengadakan program pengayaan dan remedial dalam proses penilaian? Bagaimana program tersebut dilakukan?

APPENDIX 5

(OBSERVATION ITEMS CHECKLIST)

Butir-Butir Analisis Observasi Proses Belajar Mengajar

Aspek	Pernyataan
Proses Belajar	<ol style="list-style-type: none">1. Prosedur yang dilaksanakan dalam proses belajar mengajar.2. Cara dan strategi dalam pelaksanaan rencana pembelajaran.3. Pengintegrasian Iptek dalam proses belajar mengajar.4. Bahasa yang digunakan dalam proses belajar mengajar.5. Aktivitas yang dilakukan dalam kegiatan pendahuluan.6. Aktivitas yang dilakukan dalam kegiatan inti.7. Aktivitas yang dilakukan dalam kegiatan penutup.8. Proses belajar mengajar dikaitkan dengan kehidupan sehari-hari siswa.9. Peran guru di dalam proses belajar mengajar di kelas.10. Umpan balik dalam kegiatan belajar mengajar.11. Bagaimana cara Anda untuk menanamkan nilai-nilai karakter dalam proses pembelajaran?12. Strategi dalam menghadapi siswa yang aktif, kreatif and kritis dalam proses belajar di dalam kelas.13. Strategi pengelolaan kelas.

Butir-Butir Analisis Observasi Penilaian Pencapaian Siswa

Aspek	Pernyataan
Proses Penilaian	<ol style="list-style-type: none">1. Jenis dan teknik penilaian yang dilakukan untuk mengukur pencapaian belajar siswa.2. Bagaimana penilaian dilakukan.3. Penggunaan penilaian otentik, penilaian formatif, sumatif dan diagnosa.4. Perangkat penilaian yang digunakan dalam proses penilaian.5. Pengintegrasian teknologi dalam proses penilaian.6. Umpan balik, tindak lanjut dalam proses penilaian.7. Program pengayaan dan program remedial.

APPENDIX 6

(DOCUMENT ITEMS ANALYSIS)

Kisi-Kisi Analisis Dokumen Kurikulum 2013

No	Pernyataan
1.	Buku panduan sosialisasi kurikulum 2013
2.	Buku materi penilaian otentik kurikulum 2013
3.	Dokumen SKL kurikulum 2013
4.	Dokumen standar isi kurikulum 2013
5.	Dokumen standar proses kurikulum 2013
6.	Dokumen standar penilaian kurikulum 2013
7.	Pedoman pengembangan silabus, RPP, dan penilaian
8.	Materi pembelajaran
11.	Silabus
12.	RPP
13.	Perangkat Penilaian

APPENDIX 7
(INTERVIEW RESULTS)

Session 1 (Thursday, July 19th 2018)

Teacher 1(T1): Ibu Kurniawati Anggraeni (7th grade English teacher)

R: Good morning Ma'am.

T1: Morning Miss.

R: Well, first of all, let me introduce myself. I'm Ayu Triworo Andayani from Graduate Program of English Education, UNY. Emm, I am talking with? Sorry?

T1: Ibu Wati, Kurniawati Anggraeni.

R: You are the English teacher for grade 7th, aren't you?

T1: Yes.

R: Well, as I mentioned before, I need to have an interview with you regarding how you proceed the process of English teaching. The questions that mostly I want to deliver are about how you plan the lesson, deliver it and do an assessment for your students' achievement. I assume that you have already understood what I am going to do right now as you have been reading this consent form before in which you also already signed it.

T1: Ya, I have read the points.

R: Ok, can we start now Ma'am?

T1: Sure.

LESSON PLANNING

R: The first question about lesson planning, do you design a lesson plan for every meeting or for several times of meetings?

T1: Basically, a lesson is derived from one basic competence/*KD*, even though one basic competence/*KD* comprises of several sub themes or topics or materials. So, for example, if one basic competence or *KD* contains of 4 themes or sub themes, say for example *KD* 1 contains of the expressions leave taking, thanking, and apologizing, all of these should be established within at least several times or more than once. For me, I usually make it suitable with the available time. So, It consider the time allocation. As one usually we will have 4 basic competences or *KD*, so I should assume and decide that one semester with 4 *KD* will have effective teaching schedule for about 4 months. Therefore, 1 *KD* is intended to 1 month. After all, I will know how many meetings needed and available. This is finally from which I can plot the meetings into *KD*.

R: So, in designing the lesson plan is adjusted with the basic competence or what you call as *KD*?

T1: Yes, exactly.

R: Do you design the lesson plan by yourself or use any available one?

T1: Mostly, I design by myself. But, sometimes when I find the other teachers' lesson plan which are good, I will use it as well. Still, I should adjust the lesson plan to the situation and condition of my students. For the rest, I design the lesson plan by myself.

R: What do you consider in designing the lesson plan? Do you consider your students as well? Or is there any other factor?

T1: In designing the lesson plan, of course I always consider my students. So, I need to adjust my lesson plan with my students' grade and 'ability. So, there we use like students' needs analysis. I estimate my students at where they learning. If we talked about the students here, they are students who have high expectation in learning. So, we adjust with that.

R: However, is it still referring o Curriculum 2013, ma'am?

T1: Yes, sure. I refer the materials to include in the lesson plan based on basic competence or *KD* that has been mandated in the curriculum. From the basic competence, it is then developed a lesson plan which is appropriate to the students' condition.

R: So, the lesson plan you make is already in accordance with what has been mandated by the government, isn't it? Or the lesson plan is only in pieces of note or a note of a guideline?

T1: Actually, there has already been a regulation for designing the lesson plan. We refer to Permen number 22 the year of 2016 as the guide to design the lesson plan. So, I follow it. I use that one. So, the components I include to the lesson plan is truly based on what has ruled by the government within the regulation.

R: In relation to learning materials, you have showed the materials are in the form of worksheet. Do you make it by yourself or you take from learning materials which have been available somewhere?

T1: I design it on my own, of course.

R: Is the learning material in the form of workheet is used for one basic competence?

T1: The learning materials or just mention it the worksheet is usually used for one meeting or each meeting. Sometimes, one meeting is not enough to finish one worksheet. For instance, I want to teach about greeting and it is not enough to be performed within one meetings, therefore I should design worksheet for the next meetings.

R: Other than that, is there any things you use for the learning source?

T1: Mostly, I use internet as the source of learning and the textbook as well. The textbook that is from Directorate becomes the primary reference. Also, I add the materials from various sources.

R: For learning media, do you prepare it for each meeting?

T1: Media? Yes. For media, I also use worksheet. As well, I use LCD and PPT Power Point. Audio for listening is also often to use.

R: What is the most often media you use in you class, ma'am?

T1: PPT/slide. Audio for listening I often use.

R: Regarding the teaching and learning method, as we know within Curriculum 2013 it can be conducted several methods, what is the method you often use the most?

T1: It depends on the materials. The most frequently used is Scientific Approach. It is within five steps that have been set. But sometimes, I don't carry out all the stages for I still need to adjust it to the time allocation as well as the students.

R: For the learning model, do you use the one that is based on the curriculum? What learning model you use?

T1: I also use Project-based, for example making a lab book. Besides, I also use Discovery learning like when I ask my students to find out expressions from different sources

R: What is the consideration behind selecting one of the models for your class?

T1: The materials, of course. For example, when the material is about Descriptive text, it will be more appropriate for students if I use a particular learning model. Besides, I consider the students' ability and competence. Actually, students become the first factor to be considered when teaching in the class.

R: Is there any specific learning phase? What is learning phase you use in teaching?

T1: For sure, I adjust the learning phase that is suitable with the process of teaching and learning English, Miss. If I fully refer to a particular method, sometimes it isn't appropriate for the characteristic of English subject. So, there will be some of steps I use but it is not exactly the same. I will very carefully tailor the activities with the characteristics of teaching and learning English.

LESSON DELIVERY

R: This session is for the second question regarding how you conduct the process of lesson delivery. Well, what is the procedure of teaching and learning you conduct in your English classroom?

T1: There are three steps. The steps are the opening, main activities, and closing. From those steps, there will be a set of sequences and particular activities following the model of learning steps in Scientific Approach.

R: Do integrate ICT or information and communication technologies in the process of teaching?

T1: Yes, of course I use it. In integrating the technology, for example I use PPT, internet as well. This school also use online test. The online test is for *PTS*, *PAS*, and national examination. The test is already paperless and it is running from three years ago.”

R: So, does it mean that all the classes have already facilitated with full internet access, Ma’am?

T1: Fortunately, yes.

R: For the language use, what is language you use? Do you fully use English for teaching or what?

T1: Exactly. I use English often but sometimes I also use Bahasa Indonesia. For explaining materials or giving instructions I speak in English but whenever there is something that is difficult to be understood by students, I finally use Bahasa Indonesia. For example, when it needs to explain about a meaning of a word, yes I should use Bahasa Indonesia.

R: As you mentioned, there are three steps of teaching procedure, right? There are opening, main activities, and closing. What I need to know is what techniques you use in the procedure of your teaching?

T1: I usually use icebreaking, for example by using physical activities like games, sometimes I tell a story, a little story telling while building character. After that, I go to the main activities.

R: As I read from the government regulation, in Scientific Approach, there should be a kind of learning model called inductive learning if I am not mistaken, do you apply it in your teaching? Does it exist in the main activities of your teaching procedure?

T1: Emm.. Usually inductive approach. I give the students some of examples first, when they already understand, then I guide them to enter to the main topic of the lesson.

R: For the main activities, besides applying inductive learning, what else techniques that might occur in your teaching procedure?

T1: Sometimes I use games, but mostly I use Scientific.

R: How about techniques for the closing activities? What do you carry out within the closing?

T1: For the closing, I usually do reviewing or summing up. We make a conclusion together. Usually, I ask my students to conclude by themselves. It is also to check their understanding. Sometimes, I use posttest. It is about 5 questions orally and randomly. That is in general I make a question-answer session to check their understanding.”

R: Ok, well, now we turn to the role of you as the teacher. What do you think your role in the rprocess of teaching?

T1: I only become a facilitator. I give materials but the students learn it by themselves. I never explain, the students read the instruction and do the tasks by themselves. The task has been designed and structured so the students can easily and autonomously finish it. At the end of the process, they will know what they have learned.

R: So, students are taught to be autonomous through giving them that worksheet, is that what you mean?

T1: Yes, exactly.

R: So, when your students are working with that worksheet, what are you doing then?

T1: Yaa.. I’m monitoring them. I’m going around the class and giving them opportunities to ask when they need. When they have already understood, it’s good then. However, when they look in difficult, so I ask other students to help him/her or even I do come to help. I’m helping and facilitating students to learn. I think it is my role while teaching in the class. Outside the class, it might be different. I tend to more in providing students a good leaaon plan and materials. I don’t now how to say this kind of role. You see, I have worksheet for my students. In relation to this worksheet, I frequently design it by myself but sometimes I take the content from somewhere like books. Whenever I find good materials from sources like books then I take it. And then, I cut it out or take just some pieces and put it to the worksheet. So, it is like a combination of books and worksheet. In the worksheet, there will be examples and tasks.

R: So far, how is the students’ achievement, Ma’am?

T1: To know this, I should look at the score or result of students learning. for English, in my opinion the score of students have already been higher than KKM or minimum criteria of learning mastery.

R; It is still about your role in the class, what do you do in managing your students’ differences?

T1: Indeed, there are different characteristics as well as ability, so do Students in this school. How to deal with this problem is that I usually use group work. Within group work, I am attempting to make the group heterogeneous. So, when there is a quick learner, I will group him/her with students who are in average or

even how to say, maybe lack of motivation to learn in order to help these students to be more motivated in learning.

R: So, have you identified each of your students? Do you know the ability of all yours students?

T1: Not that specific, but I know a brief description of each. That is one of the teacher's tasks, right? I start to know my students from the result of daily test and then from how they do the worksheet, it is very obvious from that kind of activities. Students who complete the task faster indicate that they are fast learners, and vice versa. There are students who need much more time to do the worksheet. They will be assisted by other students who are what I mentioned before, fast learners. It is like peer learning, maybe.

R: Well, do you start and end the class based on the schedule?

T1: Of course. Since this school establishes a moving class system, the learning process is started and ended based on schedule. So, when the bell ring, the students will enter my classroom. When the classroom is over, 5 minutes before the bell I have closed the meeting and concluded what we have learned.

T1: In my opinion, in a system like moving class students need time to condition the class. So, what is your strategy? What do you do?

T1: I deal this problem through doing opening activities. It is solved by steps within the opening stage. Sometimes, I give a video to attract their attention. So that, their focus is on the lesson that is going to be held.

R: Is there any problem with the program?

T1: Of course not. It's more interesting for the students.

R: Do you prepare your class based on the topic of the lesson?

T1: It's hard to say yes. I haven't accomplished this well yet as I haven't got my own classroom to teach. I should move to different classess so sometimes it's hard to prepare the class appropriately.

R: How about learning tools and media? Do you prepare it each time you teach?

T1: Yes, I do.

R: In the process of teaching and learning, do you think the students are actively participated?

T1: Yes.

R: How come?

T1: I always give the students space and chance to ask, answer, and do the task by themselves. Everything they do by themselves. They are autonomous. For instance, when discussing I always ask them to give me a conclusion about what they have learned, what they have achieved. I also encourage them to answer the

others' question, when one of the students are confused, I let the others to explain. It is not me who directly give the explanation. So, the students themselves who analyze and find the answer.”

R: Let me know your opinion, what do you think about the strength of students in this school? And what strategies you deal with it?

T1: Students here are active can critical. They also have high motivation in learning especially English. They are so confident and very courageous in explaining idea and opinion. Besides, the students are very open-minded, more democratic and diplomatic. That's all they are. I think there are many factors that form the students to be like that. From the social and economy background of their family, this one influencing their behaviour in learning. For me, to face students who have characters that I mentioned, I just need to develop myself, so that I can provide the ebst thing they need for their learning.

R: What about the challengens Ma'am?

T1: I should be very well-prepared when entering the class. For me, I just develop myself to be able to give the best for my students. It is like giving a well-prepared teaching with a higher level of teaching. Also, I use materials that are high order thinking. If we give something standard, the students will be bored. There should be challenging and interesting. I thinks this is also the hardest part when it comes about teaching in this school.”

R: Well, good then. For the closing activities, do you give feedback for students?

T1: Yes. Feedbacks depend on the activity. I use confirmation, sometimes, especially when students are doing a presentation.

R: A presentation for what?

T1: For assessment. So, I usually conduct an assessment for skills from the presentation. Sometimes, I ask students to do a project. Besides encouraging students to be more confident, such activities also make them more honest. And the product, it will be useful for me to draw the result of the students' achievement by collect the score from the activities.

R: In your opinion, how are the students so far? Are they be fond of and comfortable with the teaching and learning process you provide?

T1: I think so. Maybe, some of them need to be developed their personality like honesty. Because, sometimes I find in a presentation session, only one student who speak up. The students who are able to fluently speak and present well are in very small numbers. So, when I ask them to present, I always urge them to divide to do the task and make the task balance. All students in a group should have balance and right duty.

STUDENTS' ACHIEVEMENT ASSESSMENT

R: How you evaluate students' achievement in the class?

T1: There are two kinds of assessment. They are for knowledge and skills. The assessment of knowledge can be from daily assessment or test. It is done orally, sometimes, it means I don't formally assess the students and make score from that. Besides, I also use daily tasks. When the worksheet has not yet been finished, it can be the students' homework and can be the score of the daily task. For assessing skills, I use exercises or practices, sometimes projects, portfolios, or the best work the students ever made. They select the best one and then I will assess from that. For the project, it is very simple. For example, I ask my students to create PPT of animal descriptions. Another chance I ask them to create a lab book, or a mini dictionary containing words or expressions. What I intended to is that the project can enhance their creativity. So, it is not a complicated thing. The students just need 2 to 3 weeks to finish the project.

R: How about authentic assessment Ma'am? Do you use it in the process of evaluation?

R: For assessment devices, do you prepare them by yourself?

T1: I always prepare the assessment guide or rubric along with the lesson plan based on Curriculum 2013. And, I make it by myself. But, sometimes I adapt from books. The materials for the assessment can be from books, while the instruments are made by myself.

R: As we know, in the authentic assessment, teachers are assigned to make a rubric, right? So, do you make a rubric?

T1: Of course, but the rubric is very simple. When assessing I sometimes cluster them in one. For example, there are only two criteria, the content and the language. And the scale, it is only 3, 2 and 1. 3 is when my students can do it well; 2 is when the students do it good; 1 is when my students do it just below than good.

R: So, it is only used to make you easy to assess their performance, am I right?

T1: Yes, exactly.

R: Now, let's talk about another thing that I need to know from this school. What do you think this school is unique?

T1: Maybe.

R: So, what is the uniqueness of this school?

T1: The uniqueness is in the culture of the school. The majority of teachers give a good model for students, it is like an exemplary model. For example, today we have a test. Teachers should have gone home. When in normal and effective days, teachers always stand by at school to serve students especially those who need a guide regarding learning. Teacher provide students a chance to ask about anything related to the lesson outside of the classroom session. So, students here will feel deserved. This happens more when students are going to attend the UN. We, both teachers and students are in this school till evening. It is one of the examples to

build character of hard work. We, teachers should be a good model for students in the term of hardwork.

R: How about the schedule which is always changed every week, Ma'am?

T1: Yes, it is running well. It's very good I think. This is another form of character building as well, in my opinion. That is students should follow a progress. They should be updated.

R: As I read in the principle of Curriculum 2013, there is written that students can learn everywhere, anytime and with anyone. Do you also consider this? To apply this statement, what do you do?

T1: Yes. The example is like when there is something they don't know or we have different opinion about it, I ask them to ask other teachers or anyone or consult it through googling. For the place, I always use a classroom for the process of teaching and learning. It is because it is more comfortable, convenient and I should use a PPT or slide. Therefore, it is recommended to have the classroom session outside.

R: How about thematic learning, Ma'am?

T1: Emm. I do that. I ever combined English with Science, but literally combined the subjects, it is only parts of the materials. For example, when learning about Descriptive text about parts of body.

R: You said that the students are active. Do you think it is the students or how? Maybe there is another factor encouraging students to be active.

T1: Possibly. I think the most important thing to note is the worksheet. Worksheet makes them active. So, they work and learn through it. When they are not really understand, they will ask. Some of them come to the front to confirm, etc. And then, I deliver the question back to the students, so I trigger them to be actively involved in the process of learning. Students love worksheet especially when it is interesting and challenging.

T1: You mentioned that the use of technology truly exists in evaluation program. So, technology is used for what interests?

T1: Yes, that's called online test. It is commonly used for mid and final semester examination. But, now daily assessment is also established via online. This really helps us both to do correction and to get the result of the test. All the parties here have been guided to conduct this test. So, everyone, teachers and the students can do this. It is because it has done many times. The students can do the test by using laptops or cell phones and the test is conducted in a class. There will be the schedule. The test will be opened based on the schedule. The students use their own phones or laptop. The school only provides website and the access of the test. There is of course an internet connection to help this process. Besides, the school also provide a back-up lab for the students who have problems with their stuff."

R: Emm.. I think we should be back to the process of lesson planning. So, do you design the lesson plan by yourself or how?

T1: In MGMP, all the teachers should design a lesson plan but for the classroom use I still adapt the lesson plan based on the students. I design it again.

R: Is there any enrichment and remedial program?

T1: Yes, it is a must. It (remedial program) is conducted especially when students have not accomplished the KKM. I should conduct a remedial program.

R: How is the remedial program?

T1: It is established at the end of the lesson especially after a daily test has been completed and I have got the students' score of the test. Students who get score below KKM should get a remedial program through conducting a remedial teaching first based on their needs. Therefore, a remedial teaching is to make students learn again on part they mostly do mistakes. There is also a peer learning. That means I involve other students who have passed the test and of course who get perfect result. I will ask them to guide their friends in learning. After all, I conduct a test again by using new items test about the same materials or lesson.

Session 2 (Thursday, July 26th 2018)

Teacher 2 (T2): Ibu Dwi Nartini, M.Pd (8th grade English teacher)

LESSON PLANNING

R: Good morning, Ma'am. How have you been?

T2: Morning, I'm alright.

R: As I told you before, I'm going to do an interview with you. Actually, I have sent you my proposal and some points of questions related to today's interview. Have you noticed that?

T2: Yes, I got the points, I think it would need much time ya. Can you just make it simple? The questions. So, we can finish it faster.

R: Emm.. Well, I'll try Ma'am. Then, how do we start now?

T2: Ya.. Please.

R: Firstly, let me talk about lesson planning. I mean the process or procedure that you usually do to plan a lesson. Do you design a lesson plan?

T2: Yes, of course. I design it by myself.

R: What's the reference that you use in designing the lesson plan? Is the lesson plan is intended for one meeting only or any other idea about this?

T2: I create the lesson plan based on KD or Basic Competence. So, firstly, I take a look at Permendikbud in which the Basic Competence and Core Competence have been set. And then, we should create program tahunan and program semester for

we cannot design a lesson plan unless we have not known the time allocation which is drawn in those two programs. The procedure is started by looking at the KI/KD, then we see the academic calendar, this is to help us calculate how much effective time we can use for one semester. We wonder if one month is not enough. So, I make something like mapping in regard with the time allocation. Therefore, I consider the Permendikbud to get KI/KD and then I look at the time allocation from the academic calendar from which then I know how long the learning process will be held. After all, I distributed the time allocation to the Basic Competence, this process then leads me to make the lesson plan.

R: What is the reference?

T2: I refer to 2013 Curriculum.

R: Is there any reference or source to plan the lesson?

T2: To make a lesson plan, we should use basic competence and core competence that come from the curriculum. In addition, we also have *Permendikbud* that is related to standard of process, standard of assessment, these all will be included in the lesson plan.

R: In common, one lesson is used for how many meetings?

T2: That will be different, I mean different lesson plan will be for different numbers of meetings. For example, for the seventh grade it has four basic competences which has fourteen weeks. Then, I cannot directly divide one basic competence for several meetings. I should look at from the depth and the breadth of the materials. This happens as well for the 8th grade, there are 6 basic competences. It is not possible for me to divide it equally like 18 weeks are for 6, it does not like that. I should see the characteristic of the basic competence and the materials. There will be more and less numbers of meetings.

R: So, does it depend on the topic of the materials Ma'am?

T2: Emm, not the topic actually, but it is more to the depth and the scope of the basic competence.

R: So, everything is started from the basic competence, am I right? Well, how about from the students? Is there anything that you should consider from your students?

T2: Of course, I should consider something from the characteristics of my students. I can say that the characteristic of the students in this school is "learner" or *pembelajar*. What I mean by *pembelajar* is when they don't get a real task, the classroom management won't run optimally. So, we as the teachers always provide them good tasks and should be responsible in designing the task in a form of worksheet for the students.

R: So, can I conclude that the form of the lesson plan is in line with what has been mandated by the curriculum?

T2: Ya, just say that. Indeed, the government never be rigid about the form of the lesson plan. The government does not really recommend make a particular type of lesson plan. However, it has been mentioned in the standard of process that a lesson plan should be at least consisting of some components. That's it what we should obey. And now, there is an addition for the lesson plan. What I have included so far is the minimum component that fulfill the standard of process. Recently, we are assigned to integrate literacy, character building, HOTS, and 21 first century skills. So, all these mention aspects should be included.

R: In designing the lesson plan, is there any party who is involved?

T2: There are usually group discussions among English teachers. We discuss with other English teachers to determine the type of activities and the depth of basic competence achievement.

R: Are students being considered in the process of designing the lesson plan?

T2: Yes, besides, the lesson plan should also be always revised. For example, in the past I made a lesson plan but it did not run well or it ran differently from the plan. That makes me to rethink again and then revise the lesson plan especially the activities. Or, I should maybe find out more appropriate strategy or something. So, the students are sure become the consideration to design the lesson plan.

R: Is it like a trial or something?

T2: Not a trial, but we see from the implementation of the lesson plan from the previous academic year. The experience of using the lesson plan in the previous academic year provide a good input to design the current lesson plan.

R: I think the characteristics of the students will be different, Ma'am? Does it work? I mean every student will have different character and ability. Wha do you think?

T2: The character is different, of course, but just make it general especially for specific things. I usually generalize it. Though it is different, the difference will not be significant. The students might be similar but not exactly the same and there will be a little difference.

R: Ah I see. So, how about the process of designing the lesson plan Ma'am? Do you usually adopt/adapt or design it by yourself?

T2: I design the lesson plan by myself. It is because I have not yet found the most appropriate lesson plan for the students in this school. That's why I should make it by myself. Besides I have not found the rightest materials for the lesson plan, I feel that the one who knows my students is me, so I always make it by myself."

R: Before designing the lesson plan, do you perform an analysis of students' needs as the other consideration?

T2: I consider their needs but it is not all the way to give what they need. Because the learning materials have been standardized and appointed in the curriculum. So, we follow it. I still refer to the reference without overlooking my students.”

R: How is your strategy?

T2: It is based on the teachers’ creativity. As capable as possible we as teachers facilitate students to achieve the basic competence that has been determined. This can be assessed whether it is effective in the process of assessment.

R: Well. Now, how about in fulfilling your students’ expectation in learning? You said that the students have high expectation in learning, what do you do in surpassing this matter?

T2: I use various sources. As for, the government has provided a source, that is textbook, but in my opinion the book is below the standard for the students at this school even the book cannot maximally help students achieve the desired competence. So, to anticipate this I look for other sources from an internet or other books. The point is that I combine various sources.

R: What kinds of sources you usually include in your lesson plan?

T2: For English, it is always based on texts, so the sources are actually texts. The texts can be taken from various sources. It can be from books or any printed materials as well as from browsing from the internet. For oral texts, I use video or recorded materials. The point is, I use various sources. Other sources like environment are possible. For example, when the students learn about Descriptive Text, then I involve the environment as the source of learning. I ask the students to see outside. And then, I ask them to describe plants or something they can find outside, especially everything that is available in the environment.”

T2: Is there any other source that you include? How about sources from outside the class?

T2: Yes, of course. Other sources like environment are possible. For example, when the students learn about Descriptive Text, then I involve the environment as the source of learning. I ask the students to see outside. And then, I ask them to describe plants or something they can find outside, especially everything that is available in the environment.

R: So, authentic source is used, isn’t it?

T2: Yes, for example when to describe people we can use other teachers as the model. We only need to be flexible. Just make it suitable for the materials. Also, we should consider the competence that must be acquired.

R: For learning materials, do you prepare the learning materials by yourself or you use sources that have been available?

T: I prepare by myself for the materials. I mean, I take from various sources and then I compile and compose in one packet or worksheet in which the tasks and the

materials are completely arranged. So, it contains everything that should be done by the students for the learning process. So, I vary the sources, it can be from books, internet, and then I compile it in the form of a worksheet. I also created a book for my students but I still sometimes modify the materials. This means I don't entirely take from the book although I am the creator. It is done facilitate my students' needs in learning. I created this book to give facilities for students in standard. So, other schools can use it as well meaning that it is not only intended for this school.

R: How about the materials that you usually use in your classroom?

T2: Worksheet, as I told you before. I create a worksheet.

R: For learning media, do you prepare the media for every meeting?

T2: Of course. Media for learning has been planned in one lesson plan. So, it is possible in one meeting I use only worksheet but at another meeting I use other media like video, audio, and so on. Maybe there will be audio, pictures, stories, etc. In short, media is based on texts, so it can be written texts which are displayed on PPT or slide and oral texts which are displayed on video and audio.

R: Commonly, what kind of media you use in the proces of teaching and learning?

T2: Because we should base on texts, so there are written texts (PPT, slide, etc) and oral texts like video and audio.

R: If related to these aspects, learning sources, materials and media, what strategy you perform to fulfill the students' expectation of learning English?

T2: One of the strategies is the complexities of choosing the components of the lesson plan including the materials, media, sources, methods, etc. I have used the worksheet, so I combine it with anything else which is good for the students. In addition, we also set a higher KKM. So, it will be found varieties in the lesson plan. Although the worksheet becomes the central part of learning, but the media and the sources will be varied and the degree of difficulty has been adjusted with the character of the students. For instance, one lesson plan for one basic competence, it is used for 8 meetings, so every meeting will have its own design. I mean every meeting, there will be its own learning objectives and they are very detailed. Now, a lesson plan is more complex than it is before. If there are 8 meetings so the learning objectives should be created 8 times. Each of the learning objective will have different steps of learning and different learning sources, media, etc, as well.

R: Ok, then, I think anough about it. Let's move on to the learning method. Do you use learning method based on Curriculum 2013?

T2: For 2013 Curriculum, it is not required to use Scientific method, but Scientific Approach. For the approach, yes we use Scientific Approach. But, for the methods, it can be various. But for me, the methods are integrated which means it covers various methods like lecturing, discussion, question-answer, and so on.

And for the model of learning, I always use 5M+1. It is because this model is the most appropriate model for English especially that is related to Genre Based Approach. At the end, the students are required to create texts. Firstly, they observe a text and find out what is the target of using the text. After that, we should trigger students' curiosity of the students, and so on. So, the procedure is mostly covered in that 5M+1. Firstly, we give a text but we indirectly explain that text. In contrast, we rouse the students' curiosity in the process of questioning. In the stage of questioning, I always ask my students to ask something whether about things they have not yet known or they have already known. After that, we come together to the stage of collecting data, associating, and then communicating and at the end at the stage of producing a text. It can be to produce written texts and oral texts like doing a conversation. For English, the ending should be skills. So, there will be about writing only but mostly writing and speaking.

R: Any other approach besides Scientific? Or any other method?

T2: the model of learning I use 5M+1 from the scientific approach only, and the method is various. It can be through lecture, discussion, question-answer, group work, pair work, group discussion, etc.

R: So, the model of learning is 5M+1, right? Is there any other?

T2: Only that 5M+1. It is because only this model that suits the characteristics of the students and the English subject. For the rest, it will be automatically followed by the other model if necessary. For example, there is a chance to combine it with discovery learning. Students cannot directly do communicating if they have not yet discovered something.

R: How about project-based Ma'am, do you use it?

T2: Yes for project-based assessment, but for project-based learning from the every start of learning I never do it.

R: How about for the teaching technique that you use in your classroom?

R: Ya, as I explained, question-answer, lecture, discussion, and many others.

T2: So, for the learning phase you use 5m+1, right?

T2: Yes, of course.

R: Ok, let's continue with the use of approach, method, and teaching technique, what do you do in anticipating your students' expectation in learning English.

T: Actually, I have explained from the previous session, I think it covers many thing. I see the students are "learning learners". So, when they are not given what is like tasks that facilitate their learning, this causes the classroom management does not run well and it is difficult to do. The students will not know what and how to do as well. So, at first, I always explain what they should obtain, it means the objectives to achieve. And then, I will give also an illustration of the process

and then what they should do at the end of the meeting. So, I always give a detailed description of the learning process and the assessment as well.

LESSON DELIVERY

R: Now, let's continue to the process of lesson delivery. First of all, tell me about how you deliver the lesson? I mean how the process of implementing the plan that you have planned?

T2: I refer 5M+1. At first, I display a text to be observed by the students. Then, I trigger their curiosity and then I give them exercises. The basic of English is exercises. Giving the exercises means we do collecting data. So, the students should know any information regarding social function, grammatical features and text structure up to the stage of associating and then communicating. Then, the last step is creating texts.

R: How about in the step of communicating Ma'am? What you ask the students to do?

T2: Communicating is based on exercises. As we know, learning English is not similar to Science, it is different. For instance, when students learn about plants and reproduction, in the step of communicating they are usually asked to explain about how the plants reproduce and what organ they use to reproduction process...and bla bla bla..but in English subject it is not on that theoretical. When students are able to speak out sentences correctly in English that means they have done the communicating stage. It is because English is not an exact knowledge.

R: How do you deliver the materials?

T2: I never explain the materials at the beginning. I only give the students materials in the form of a worksheet and then let them find what they are learning by themselves. I am there to confirm what they know about the learning and help the students to learn.

R: Do you integrate the process of teaching with the use of technology (ICT)? How do you integrate this into your teaching?

T2: Of course I do. By utilizing video, PPT, and then we also use online test. That is how I integrate technology in my class.

R: That shows how you really integrate ICT into your teaching. And how about the language that you use when delivering the lesson?

T2: Generally I use English but it is not totally 100%. It maybe about 80-90%.

R: How about when you deliver a lesson like giving materials or instructions?

T2: As I told you before, I never explain materials for the students in the classroom. Maybe what you mean is like I open the class or give instructions. Well, when I open the lesson I don't explain the materials, I always explain the learning objectives not learning materials but only the competences that should be achieved by the students at the end of the meetings or lessons. I never explain that

“Degree of Comparison is.....” but the process of teaching is through doing the exercises or tasks. By doing those tasks the students are constructing their own knowledge through their own process. What I really want in my teaching is the students realize that “Oh now I know...”, that is why I am confused when you asked me about explaining learning materials.

R: You have mentioned that the percentage of using English is about 80-90%. Is it for you or the students?

T2: Oh, that percentage is for me.

R: How about for the students, Ma’am? Do you require the students to speak in English in the class as well?

T2: Yes, I assign the students to speak in English.

R: Ok well, let’s continue. For the teaching and learning process, I think every class has similar steps, it is started from the opening, main activities, and closing, do you do it as well?

T2: Yes, of course.

R: How is the opening? What do you do in the opening stage?

T2: Sure, to start I use greeting. And then classroom conditioning including classroom and the students.

R: What do you mean by classroom conditioning, Ma’am?

T2: Classroom conditioning is like when the classroom is dirty, I ask them to clean it. They also have a picket schedule. When the tables and chairs are in a mess, they should tidy it up.

R: How about for students?

T2: While for students, I should condition them to start focusing on the learning and be ready to learn.

R: Can you give me an example?

T2: For example, I review the previous lesson. Reviewing is not for assessing the students, but to trigger students to start learning.

R: For the main activities, how you perform this stage?

T2: In the main activities, I carry out these steps in a form of worksheet. So, the main activities have been designed the activities in the format of a worksheet. So, you can see the details of the activities in the worksheet. For example, in meeting 1 I have organized the main activities like the students scrutinize and perform, these activities are beyond the stage of observing. So, it means the activities show that the students work with texts and then scrutinizing, imitating, and then practicing in pairs. After that, the students should make statements about things that they already know and they don’t know. After doing this activity, for example

the students are in pairs identifying the social function of the text and make statements about the function from each of the texts. As we see, everything has been organized in the worksheet. And, they are already in the form of various tasks.

R: What about the closing? How do you administer the closing activities?

T2: There is a reflection or a task that is all as a follow-up from what have been learned and it is regarded as the closing activity.

R: Do you relate the process of teaching and learning inside the classroom with the students' daily life?

T2: Yes, sure. I do that. That can be closely related to the use of text. The text in learning language is the text that is usually used in everyday life. Let's take examples like for the Seventh grade, there is asking for attention, this text can be applied already for the students daily life.

R: Now, let's talk about your role as the teacher, what is your role in the process of teaching and learning in the classroom?

T2: I'm only the facilitator.

T2: As learning facilitator, what do you do in the classroom?

T2: I just facilitate students to help achieve the competence. One of my tasks is to prepare the most helpful exercises for the students.

R: So, what do you do when the students are doing the exercises?

T2: I am guiding the students, when they get difficulties and ask I will help them.

R: Why are you just being the learning facilitator?

T2: It is because the character of students who are learning learners.

R: So, do you give the students a chance and space to actively be engaged in the process of teaching and learning?

T2: Ya, of course. I just give the students a worksheet with tasks and exercises. The one who actively work is the students. Whenever they are confused, they will ask me then. So, here the students are autonomous and active. They really learn to learn autonomous.

R: For feedback, do you provide feedbacks in the process of teaching and learning?

T2: Definitely. That is one of teachers' task as learning facilitator.

R: Can you give me an example?

T2: I give feedback when for example there is a student who does well and then I give him/her a reward. If there is something is not appropriate yet, I guide the

students. When it is related to the inappropriateness of language use, I do a correction.

R: As I know, there is a system of moving class in this school, I believe when the students enter the classroom it will not be conducive at first, so what I am going to ask is how you deal with this kind of situation?

T2: Through conditioning as I stated before. Both classroom and students conditioning. One of the strategies to trigger students' attention is by giving a good task that means well-prepared. Sometimes I use icebreaking or songs or even video at the beginning.

R: What do you do to deal with different characteristics of your students? Can you mention your strategies to face the differences?

T2: We truly cannot facilitate all the individuals in the classroom. However, we can only give that combination, sometimes I emphasize on the audiovisual, like video, sometimes visual like pictures, sometimes also audio like recording materials, but at another time I also use movements to stimulate their motoric ability. That is to facilitate. Here, the process is held in the class, classical, so to coordinate one by one of the students will be difficult. Besides, teachers should also be well-prepared. If not, the students will not see them and will not be engaged in learning. In addition, a teacher should be updated.

R: So, the point is by combining various types of activities and sources as well as media, am I correct Ma'am?

T2: Yes, something like that. For me, the main strategy is by using question-answer.

R: In understanding the character of each student, do you have any special strategy?

T2: Ya when the classroom is held in several meetings I can already know my students but this takes time. I don't have any particular ways. Just in general.

R: How can you see it? From what aspect?

T2: From their habits in the classroom. I observe the students when the process of teaching and learning are running. I observe from the way of students in learning. Also, I observe from the way they do the task I give. From the observations I can conclude how the student is.

R: Do you integrate character building in the English classroom? How you build character through the process of teaching and learning?

T2: The character building is not directly carried out but integrated. So, for example, for religious, we always start the activity by praying and so on. It is integrated. There is discipline especially when the students are doing the task with limited time. There is honesty, when the students do the task individually. So, to

build character is not directly within the materials, but from the process of learning.

R: Well, now let me ask about your strategy in dealing with your students? As you mentioned before, the students are active, creative, and critical in the classroom? How do you deal with that?

T2: There are some students who often ask me for an additional meeting. Here, I always be available for them. I give time for them to be free to ask. Some other students ask me another kind of text. However, I don't directly give it to them but I ask them to find out in particular sources for example. Today, the students are very different. They are more critical and one step ahead from us as the teacher. So, I have to adjust myself with them. In fact, the students are keeping a contact with technology and information, they are always upgraded and they follow the advanced technology. So, I am the teacher should upgrade myself as well.

R: Do you have any challenge in the process of delivering the lesson?

T2: Ya, of course. The challenge is that the teachers should be well-prepared. If they are not, the teacher will not provide students good process of teaching and learning. The students, in consequence, will not give attention to the process. Besides, the teacher should keep updating.

R: Another way or strategy to deal with this problem?

T2: Ya, we should keep updating. We should always learn and be well-prepared. Designing lesson plan takes time. It is because the more we know the more we will consider more things.

STUDENTS' ACHIEVEMENT ASSESSMENT

R: How do you assess the students' achievement in the classroom?

T2: There are two types, for knowledge and skills. The assessment for knowledge uses test. The test is the daily test that is for per basic competence. For skills, I often use practice. But, it depends on the characteristic of basic competence. If it needs oral and written practice, so I will assess the students' speaking and writing products.

R: Do you include authentic assessment?

T2: Authentic assessment is within the process of teaching and learning. This assessment is intended to measure the achievement of learning objectives.

R: Example, please.

T2: For example, at the end of the meeting, I always deliver oral questions regarding what the students have learned. This aims to know whether the objectives of the learning has been already achieved or not."

R: How about the rubric? Rubric for the assessment guideline? Do you make it?

T2: A test should use assessment guide or pedoman penskoran. For the practice, there should be a rubric for that.

R: Do you make the rubric by yourself? Or how do you get it?

T2: Yes, I design it by myself. It is because it is different between writing practice speaking practice.

R: Do you adopt, adapt or make it by yourself?

T2: For all of the assessment devices, I sometimes adapt. It is already available in the assessment guide from the government.”

R: Do you integrate technology and information along the process of assessment?

T2: Yes, of course for the analysis. Currently, we have an online test. I’m going to establish an online daily test for the first lesson plan. Using online test makes me easier to do correction and analysis. Online test also makes us thriftier in using papers.

R: For the techniques, what techniques you usually use when assessing the students’ achievement?

T2: There are many kinds of techniques. I use various techniques. Sometimes, I use task, assignment, homework, post-test, or sometimes I ask students to make a summary. In other opportunity, I use question-answer at the closing session.

R: Do you prepare assessment devices?

T2: Yes. Everything has been set out and organized in the lesson plan, actually. In short, when I design the lesson plan, I also include the assessment part inside the lesson plan. Usually, I also attach the items test within the lesson plan.

R: Do you use formative assessment in the process of assessment?

T2: Yes, I do. I use both formative and summative assessment. For me, For formative assessment, I use it as the consideration for the next meeting. So, it is done continuously. For instance, I use question-answer and assignments. From which I can see how the development of my students’ learning. It answers if I should continue to the next lesson or review the lesson again. For summative test, we use daily test per basic competence, PTS (mid semester examination), and PAS (final semester examination), and national examination of course.”

R: How about remedial program? Do you administer such a program?

T2: Yes, I have to. If there are students who get score below KKM, so it is necessary to do the remedial program. So, after the test I will see the score of the students. If there are some that do not meet the requirement, I will make a remedial program. I take a look at what points of indicators that have not yet obtained. So, the program will depend on it. This means the program is outside the classroom session. But still, I consider how many students who are involved. If there are many students, so the program will be classical. In contrast, when

there is only a few people, I will do it outside the classroom schedule. The forms are various. There are lecturing, peer learning, tasks or assignment and classical remedial program.

CONTINUING SESSION

R: I think I still have some questions related several things that I have not understood yet. Can I ask you again?

T2: Yes, please.

R: Now, can you tell me more about program tahunan and program semester, what are they and how do you make it?

T2: Okey, I make these two programs.

R: What is it about? What is the content? And what is the relation with lesson plan?

T2: Program Tahunan is fraught with Basic Competence that means the Basic Competences that should be overcome by the students which is taken from the government rule number 24 of the year 2016. There has been set a group of certain Basic Competences for a certain class and grade. So, it is a plan for one year. That means what I am going to do for one year is planned and calculated in this Program Tahunan. Before mapping the basic competence, it is important to calculate the time allocation in the academic calendar. For example, in this semester we have several effective weeks. If we have 18 weeks for 6 basic competences, this will be the starting point to the process of designing the lesson plan. In short, this is a plan for one year containing basic competences and the time allocation. It is like a reference to make the lesson plans for a year. This Program Tahunan is valid for one year that covers two semesters, semester 1 and semester 2. For the Program Semester, on the contrary, the plan is more detailed but it is only for one semester. So, at the beginning of the academic year, I always create these two programs, Program Tahunan and Program Semester. For the next semester, there is no need for me to design the Program Tahunan for it is for one year. All I need then is to make the Program Semester for semester 2. Program Semester is more detailed. Besides the basic competences and the time allocation, there is a matrix as well. So, for example one basic competence has just say twelve time allocation in hour, this is for the first basic competence, so I allocate this into sixteen meetings. So, I can exactly execute the process of teaching and learning. I will know that at the third and the fourth meeting, this basic competence will be finished and I can hold the summative assignment.

R: Do all the teachers are assigned to make these two programs?

T2: How to say, actually these two programs are not in detailed explained in the regulation. That means it is not literally written that teachers should make program tahunan and program semester. However, one of teachers' duties is to plan, to hold, and to evaluate. And making these two programs is included in the planning process.

R: So, are all English teachers in this school make these programs Ma'am?

T2: So far, they do. Almost all teachers in this school make it. Every school also has a KTSP and KTSP in SMPN 4 Pakem is different from other schools. One of the differences is that the time allocation for English subject is 6 per week which differs from what is regulated which is only 4. Besides, the KKM is also different, here the KKM is 80. It might be different in other schools. This is one of our own rule at the secondary level which is included in the form KTSP. The rules are related to extracurricular, career services, individual conseling, and subject matters.

R: Ok, let's go back to talk about program tahunan and program semester, do you design them by yourself?

T2: I always make it by myself. It is because every academic year I always make it.

R: Do you involve other parties in making those programs?

T2: Probably, I involve friends, the other teachers. We will ask each other but when it comes to the internal matters like basic competence. For such specific things I do it myself. The basic competence, I cannot make it yet if the school has not created the academic calendar.

R: Ok next, I will listen your explanation about the way you are integrating literacy, HOTS, and 21-century skills. How you integrate them into your classroom?

R: Ah for the matters, for character first. The focus of character building is already written in the lesson plan. The application of those aspects is along the process of teaching and learning, so it is in the classroom. For example, for the 21-century skills, do the process of teaching I already administered train students to communicate? Is there any activity for students to read and find out information inside the process? Then, does the process of teaching and learning train students to be discipline? Do I make students to be discipline by giving them limited time to do the task? What I mean is that the implementation of the aspects are there, iin the classroom.

T2: For HOTS, it is actually included in the process of teaching and learning as well. For instance, do you think the process of teaching assign students to only remember or understand? Does it assign students to memorize and understand? I don't think so. Within the 5M+1 model of learning, there is an implementation of HOTS.

R: Do you conduct another approach to teach any functional text like descriptive text?

T2: For functional text I tend to use GBA (Genre-Based Approach). So, the process of teaching starts from building knowledge of the field and then it is followed by modelling, and so on.

R: How about the way you build the knowledge?

T2: Building knowledge is not separated from text. So, I still build the knowledge by providing texts. GBA is quite similar to Scientific Approach. The target is that students can create a text. So, there should be a text and the students should know what is the function of the text. By displaying the whole text, the students are required to analyze the text.

R: How the further process after that process Ma'am?

T2: It depends on the basic competence. For Curriculum 2013, this curriculum covers both oral and written competence. So, there should not be about teks monolog but also transactional. There are 4 regulations that should be followed by teachers. The regulations are about the standard of process number 22, standard of assessment number 23, KI/KD number 24, and number 20.

R: How about for the stage of creating text?

T2: At the creating or producing stage, it is started by joint construction, for example the students should create a text in pairs or by individual. The students can create text orally or in writing.

Session 3 (Tuesday, August 14th 2018)

Teacher 3 (T3): Ibu Koes Ariani, S.Pd (9th grade English teacher)

LESSON PLANNING

R: Assalamu'alaikum Ma'am Koes Ariani, I am Mbak Ayu Triworo, I am from Yogyakarta State University. I am doing a research in this school, Ma'am. One of my interests is to do an interview with you because you are one of the English teachers in this school. May I ask for your time for a while? Before, I have contacted you and we decided today you are available.

T3: Ok sure.

R: Sorry, what class do you teach Ma'am?

T3: Third grade.

R: Okay, let me first ask you the detail of how you plan a lesson. What reference that you use for everytime designing the lesson plan?

T3: The reference, for the form I follow the government regulation. The form means the order or the sequence but for the content I usually design the plan by using my own reference. I make it by myself. I always design a worksheet so the lesson plan is based on what I am going to do. So, I cannot take from what others do or the others' lesson plan. I only take parts that I need and change here and there, I modify it. For the activities I design by myself. Yaa, though it is difficult.

R: So, you design by yourself the lesson plan?

T3: Yes, "I always make the lesson plan by myself."

R: Have you ever adapted the lesson plan, for example you take from somewhere and then make it suitable to your needs?

T3: I adapt sometimes. But mostly, still I have to revise here and there and still many parts I should fix. Especially in the part of the process of teaching and learning, I mean the teaching procedure. So, when it is necessary to adapt it is only to take the indicator examples. That's all.

R: And then, do you design and organize the lesson plan each time you teach? Or one lesson plan is for how many meetings?

T3: Per KD/basic competence.

T3: One basic competence is intended for only one meeting or what numbers of meetings?

T3: More than one meeting. I adjust the numbers of meetings with the character of the basic competence not always for several meetings. It will be different. The process of determining the numbers of meetings depends on the scope of the materials. So, I also look at the classroom schedule. For example, for dialog of interpersonal or transactional text it is usually faster than other kinds of materials like when the students are required to analyze texts.

T3: Then, do you refer Curriculum 2013 for the process of designing lesson plan?

T3: Excactly. I use the last one that had been revised.

R: For the format of lesson plan, it follows the one that has been regulated, right? It is not only a piece of paper or something?

T3: Oh, No. The form of the lesson plan has been adjusted with the curriculum. The component requirement and the sequence is in line with the curriculum.

R: Is there any other party or partner in designing the lesson plan?

T3: Do you mean in the process of designing? Oh none. I design it on my own. Maybe there is an occasion like when there is a revision for the form or something else. Sometimes I don't really follow the revision. I feel like very reluctant to follow the government. It is always changing. For me, the most important thing is that I understand what the point that I should know and include in my lesson plan. That's all. Matters like the form, they are always changed everytime. Maybe, I try to follow it but I don't immediately change what should be changed.

R: How about from the students? Are they involved? Do you consider the students in designing the lesson plan?

T3: If in the process of teaching and learning, in the classroom, yes they are involved. Yet, to determine the materials has been the part in the lesson plan to deal with it. I usually only consider the portion for the students to learn several parts whether they will need much more time. So, I will consider how deep and detailed I should focus on particular materials. That's it. If directly to analyze the students, I don't do it.

R: So, is it like a needs analysis?

T3: oh no, it is not needs analysis. Maybe, personally, I consider an analysis of the materials for there are materials that are used for the National examination and there are some materials which are not. The materials even only get over, they are not used for UN. Yesterday, there we make a program that we call UASBN, sometimes there are materials that are not used in that program. It is because of the existence is evry little. So, I still give it to students but not much and in a shorter period. That the complexity is note being considered.

R: Ok, well. Let me continue. In relation to learning sources, what sources that you use in accomplishing students' needs in learning?

T3: Sources? I use various sources depend on the materials. Books, of course we use. The textbook is for me actually, I only take very little from that. I take something and use more from other books. These books are from outer publisher, not the textbook from the government. Then, it is all depend on the materials. When it needs to give a dialogue that means I should download video or audio from the internet. Or, when it needs a text so I will look for it from any sources that I see it is good. Sometimes, I also give video to learn texts, like in procedure text, I usually use video. So, it is not always to use written texts. It is done in order to make students are curious to observe, to see and listen to native speakers are speaking, not merely from the teacher's input. So, the students will have lots of experiences from listening, speaking, reading, and writing from the variety of sources. So, I use many kinds of sources.

R: How about authentic sources Ma'am?

T3: Authentic sources? Perhaps the sources from magazines but it was long time ago. Currently, the sources like that are very difficult to be found like the one I know, Digest. Yet, now such magazine maybe hard to be found so I just do googling. Sometimes I find such authentic sources sometimes not. However, now we can access a great number of texts. So we can just choose which one is good and appropriate for students especially the materials that can enhance the high order thinking. That means the students not only get the information but also they can know the inference. They can get what is implicitly conveyed from the text.

R: Ok next, in relation to the learning materials, do you prepare it by yourself?

T3: The learning materials are taken from the lesson plan and then I modify. But, sometimes I design the materials by myself. For example, I have ever made a puzzle. It needs much time, indeed, not instant.

R: I found in the other class the teachers mostly use a worksheet for the learning materials. Do you do the same?

T3: The founder of worksheet is me. Emm.. It can be said that last time my friends (other teachers) did not yet use a worksheet. Yet, whenever there is a new teacher especially English teacher in this school I always recommend use a worksheet so finally all the teachers follow it. At the first time, the teachers are not accustomed

to use the worksheet so they only create some parts like only make the worksheet in pieces. The learning materials are in the form of worksheet which is in a chapter. This means the worksheet of one chapter is for one basic competence. So, from the very beginning the students should do something that has been instructed in the worksheet.

R: How do you design the worksheet?

T3: So, the point is that for the worksheet, I can only adopt, or I adapt and often I make it by myself. Sometimes I take it from somewhere, but I always give it an information on the worksheet whether the materials are adopted or adapted. When I don't give any information, then the materials are made by me.

R: Oh I see. Everything is clear ya Ma'am. Let me continue to the use of learning media. Do you always prepare learning media for every meeting?

T3: All the media have been prepared and have been ready to utilize. Maybe, I just need to prepare a little in few minutes. Media is complete and they are all ready to use. Even more, now we have our own class, so the media has been adjusted for our own classroom. I also the one who recommended such system to be applied in this school. Ya.. you might said that I am the pioneer of moving class system. It was because I asked this system for the needs of teaching English. Teaching English needs various media. At the beginning, we only used a tape recorder, speaker, and dictionary and there was no LCD. When I wanted to use them I should brought them to the class and it was tiring so finally I asked a specific class that means my own class. At the first time, I only got a very small class, sat down on the floor, and time flied I got biger class and I also got chairs. Slowly, everything changed as you see now. Every teachers has their onw classroom. So, for learning media I should not be burden with that. Everything has been provided here. It is more time and energy saving now.

R: So, it can be concluded that all the media has been prepared?

T3: Yes, with the use of moving class system. I think it makes us easier to prepare the media. Media preparation is not frustrating and confusing as usual.

R: What learning media that you usually use?

T3: It is varied. It depends on the materials. I use LCD, pictures, video, everything. I use all of kinds of media I think.

R: In relation to materials, sources and media preparation, what strategy that you apply to satisfy the students' high expectation in learning?

T3: By chance, if it can be said that the need of learning of the students is high, that is because whenever the students come closer to national examination they point that they will need this and that. So the strategy is about the fulfillment of their needs. Especially for grade IX, the needs is about exercises or questions. Then, I mostly drill them with questions that meet the requirements of UN. But still, I am not only delivering questions, but qualified questions for learning

English. It can be said that the strategy is by making them usual to learn and understand questions per texts.

R: For the exercises, do you design it by yourself?

T3: It is impossible for me to create exercises for “peningkatan mutu” program by myself. I think the time and energy are limited. So, I just take from various sources like tests from the previous academic year especially those that are suitable, or I just google try to look for from Jakarta. Or, sometimes I take from books, so I should retype. Such activity is tiring. In addition, I should create the exercises by myself it will burden me more. I always create exercises or items test by myself when they are used for PTS, PAS or daily test. So, the program I have mentioned is like drilling for subjects for national examination.

R: Let's we continue to the use of approach. What approach that you usually use? Do you use Scientific/thematic/integrated?

T3: For the approach, I use Scientific. But for thematic, I don't use it. When talking about methods, I use various methods. Olden methods like PPP, sometimes I use it when it is necessary. I don't really be steady with use of methods. The use of methods depend on the materials and the needs of the students. Last time, when we are assigned to use it I use it, but now I don't really follow the rule.

R: OK, then how about the model of learning? Do you use a model of learning referring to the curriculum?

T3: As I mentioned, it is not always be. Actually, I often use 5M+1, but I also combine it and adjust it to the others as well. It depends on the materials.”

R: Ok, now continue to the use of technique. What technique that you usually use in the process of teaching and learning?

T3: Teachnique? Emm.. Yes, it is varied. There are discussion, question-answer. For the curriculum 2013 we have observing, questioning. So, the students are not possible to ask by themselves without the teacher guides them to ask.

R: Yes, I agree with that Ma'am. Related to all the matters I have asked, the approach, method, and technique, what is your strategy to surpass the students' expectation in learning?

T3: By chance, if it can be said that the need of learning of the students is high, that is because whenever the students come closer to national examination they point that they will need this and that. So the strategy is about the fulfillment of

their needs. Especially for grade IX, the needs is about exercises or questions. Then, I mostly drill them with questions that meet the requirements of UN. But still, I am not only delivering questions, but qualified questions for learning English. It can be said that the strategy is by making them usual to learn and understand questions per texts for me, beside quality, I consider the quantity, because however, the students are possessing high motivation and automatically the students' needs learning with high frequency as well. So, the fulfillment means to give often. For example, I give them chance to learn outside the classroom schedule. It is like when I give them Saturday-night assignment. There should be more exercises and more drilling. That's all I try, especially for the students at grade IX that will be up against the national examination. We always make them usual with exercises.

R: Well, okay, let me continue to the procedure of learning. What procedure of learning that you usually use?

T3: As I mentioned, I use 5M+1, you can see the procedure in the lesson plan. From it, we can see the steps of learning. The activities are combined with activities from other sources. So, there are some taken from a textbook, because the use of the textbook is obligatory. Yet, I only take some parts. Taking only from the textbook is not good because it is not enough to support students who will attend the national examination. The content does not accomplish the needs of students who will face National examination. You can the book only contains of pictures.

LESSON DELIVERY

R: Ok, I think it is enough about the lesson planning. Let us continue about the process of delivering the lesson. Do you explain the lesson in the classroom?

T3: Emmm...the students make a conclusion. That means through the steps of learning I will ask the students about the lesson. So I will provide a concept through pictures or something to be observed by the students and then introduce a particular text related to the observed media. And then they know the text and the parts of it. So, after they see the details and know it, I explain to them, it is like a confirmation. I will tell them that this text has those specific features. Actually, there should be note because I don't want to let them know nothing. So, at the beginning I give a brief explanation about the text and and I give a confirmation at the end. Then, from these activities the students conclude about the lesson.

R: Can I say that you also include an inductive learning within the process of teaching and learning?

T3: Yes, I think so.

R: Well, how about the use of technology? Do you integrate ICT into your teaching?

T3: I integrate various media within the use of video, and then in the classroom I also sometimes open an internet access. I ask the students to find out something by googling.

R: It happens outside the classroom ya Ma'am, for the assignment for the students. How about inside the classroom while the process of teaching?

T3: Even when it is needed, I ask my students to open their cell phones to access items test as the exercises. I share the questions through Whatsapp, and then they do the exercises through their own phones. It can be through laptop or HP as well. I told to my students that when I give you the exercises through this way the exercises will be saved, less papepr, and you can open it whenever you need it.

R: It is so interesting ya Ma'am. I think the students are also interested to learn if they can benefit something new like this. Ok, let's continue about the language you use in your classroom?

T3: We use English although sometimes we also use Bahasa. This is one example that I ask the students to speak English in the classroom or at least they combine the languages, not totally speak in Bahasa. When they speak totally in Bahasa, they get to pay a fine about Rp 1000. This is how I encourage my students to speak English.

R: So, the students are required to speak English if they enter the classroom?

T3: Yes, the rule occurs after I say "good morning". After I greet them, they should speak in English. However, some students are unconsciously speaking in *Bahasa* or Javanese when they are very happy. They might sometimes blurt out. If this happens, I just ask one of their friends to bring this bottle for him/her. It is pretty fair. Yet, it makes the students motivated to speak in English not totally but little by little.

R: For the percentage, can you assume how many percent you and your students speak in English in the classroom?

T3: Emmm... about 80%-90% that is for the teacher. Yet, for the students it is beneath the numbers. Although there are some students, but very few, they speak in English from the very beginning of the session to the end of the lesson. They consistently use English even in break time they come to me and speak in English.

R: but only some students ya Ma'am. They are vary motivated. Ok, let's talk about the opening. What do you do to open the lesson? What activities that you do in the opening session?

T3: For the opening, I use question-answer, so whenever I need to enter a new lesson, of course I give the students like a guide so that they know if they will go there. Sometimes I use discussion or displaying something like stuff or a picture that is related to the lesson.

R: How about for the main activities?

T3: For the main activities, the activties are various but everything has been reflected in the worksheet so you can see activities from the lesson plan.

R: hehe.. Ok ma'am. And then, how about for the closing?

T3: In the closing, I usually make a conclusion. So, it is like a summary. Summarizing is very important for me. "What have we learned?". In the activity I sometimes use *Bahasa* to explain what we have learned.

R: and about feedback?

T3: after daily test I will ask the students about it. What is difficult and so on. I only use the simplest way to give feedback.

R: Ok, Ma'am, let's continue to the role of the teacher. What is your role in the process of etaching and learning?

T3: what do you mean by the role?

R: So, what do you do in the class describes what is your role, whether you are learning facilitator or something.

T3: I am always monitoring, monitoring is a must especially when the students are doing group works. Besides, because this is a foreign language learning process, so I also check their writing and speaking. And then when the students need me especially when they get a group work and get difficulties in doing the task. Some of the students may be scared to ask or they are more comfortable being in a small group. So, I have to come to them and give the explanation. I do the accompaniment to the students. I check their understanding, especially when the instructions are not clear enough. So, checking is important to do. The teacher is not only as facilitator, but also motivator, and many other roles.

R: The students in this school are regarded as active learners, so how do you dela with them? What strategy you use for your students?

T3: I usually give reward and credit for the students, especially they want to ask and be active, even when there are students who are diligent, they do the worksheet before I discuss it, I never consider whether it is correct or not, when they are active I give them starts. And I said, five stars equal one. Those starts are useful to improve their score. For example, when they got 83 for a test, and they have that five stars, so they would get 84 then. I believe by getting lots of

exercises and they have willingness, I will appreciate their work. So, my appreciation is in the form of stars. That star really makes the students motivated.

R: It is very inspiring. How about the challenge and obstacle in teaching Ma'am?

T3: In my opinion the differences become the obstacle in dealing with the students. The ability, knowledge and skills of the students are different. For the other subject I think the capability and materials are just the same. Different from English, some of the students perhaps don't get English subject at the elementary. So, when they enter junior high school, they still bring the background of their previous schools. There are students who can learn faster and some others are slower. There are very fast and there are also standard. So, that is the obstacle especially when learning text it will be very clear to see the ability of learning English whether they are fast, standard, and slow. Faster students already know what to do when they are given a particular text. They look for the clue. However, standard or average students still look for and guess here and there. The most difficult thing when I get students who are slower, they need more guidance.

STUDENTS' ACHIEVEMENT ASSESSMENT

R: I think it enough about lesson delivery. Let's continue to the way you assess your students' achievement. How do you assess the students?

T3: Through daily test, tasks, assignment. There are for knowledge and skills. In the daily test I also include both for knowledge and skills.

R: Do you design all of the assessment devices?

T3: Honestly, I make it by myself. From the instruments, score guide, rubric as well. Those all are to complete the administrative of teaching. And this, I have a parent-collaboration letter that should be give to the parents of the students. The students are allowed to follow the next test if only they give the letter to the parents and there is comments or at least the parents' sign. This is to make sure that the parents know how the development of their children.

R: What it means by the students cannot attend the next test?

T3: The next chapter or lesson. So, there should be a comment or at least a sign which means the parents have already noticed that their child get a particular score. So, they also know whether their child should attend a remedial program or not. At least like that. I hope parents are involved to motivate and help the students. When the students show the result to the parents and give a comment or sign, they are allowed to follow the next test.

T: Ok, there is parents' role in the process of teaching and learning?

T3: I hope so. In this school, when we hold a program named PPMA, there is also parents' role in the program. Parents are required not only to report but also to

observe their child. However, this strategy is just my personal idea. It is like for training. I let the parents know about the development of their child/children.

R: How about the other assessment devices?

T3: For the assessment devices, it can be said that I also adapt from many sources. That's because I should adjust it to the students' needs. Besides, I also consider what types of assessment I will use, whether it's for oral or written. Therefore, I will take it from somewhere and I modify it.

R: How do you integrate technology in the process of assessment? In what process you integrate IT as the media that supports the assessment program?

T3: I use a certain program to analyze the score. So, I input the score and then the result will appear. It is like an item analysis. Besides, there is also an online test. Like mine, I have a Saturday-Night assignment, it is one of the examples of the online assignment. I also do the remedial test via online especially when there are many students who will participate on the remedial test. So, the remedial program will be conducted via online as well. For the online, you can find many activities including daily assessment, assignment, remedial test, or anything. So, the online means how we as teachers share the items test or items for the assignment and how the students access it to get the test.

R: What technique of assessment that you use?

T3: Varied. There are practice, performance, presentation, dialog, monolog, and create texts. It depends on the basic competence. Last time, I asked my students to create a recipe of their favorite food and I asked them to display their work in this class.

R: How about formative assessment?

T3: I think daily test can become the formative test for me. And also, I use quizzes. Individual quiz that allows the students to open any sources like dictionary but they should do it individually. While for the daily test, they are not allowed to do that. While, daily test is done without opening any sources including dictionaries.

R: The last one Ma'am, can you tell me about enrichment and remedial program? Do you administer these two programs?

T3: Yes I do the remedial program. Enrichment program is given within the teaching and learning process. So, every student will get the test in order to get better score although their score has met the requirement. It is like I give them the test again. I give it after all students finish the test while waiting for the summative test. It is like they study again, get a test again and it is allowed in my classroom. Also, I will take the higher score."

R: For the remedial program Ma'am?

T3: For remedial, I will do this whenever there are students who get lower score than KKM. That means the score that does not meet the requirement, which is 80.

I give them remedial teaching first. I teach the students who get lower score. The teaching is focused more on the part where they are still weak. And then, I give them a test again. For the test, if there are only a few people, it can be carried out directly. However, when there are more students who get involved, I will share the test via online.

APPENDIX 8
(SAMPLE OF OBSERVATIONAL REPORTS)

Observation 1

Class VIII D (Thursday, July 23rd, 10.50-12.10)

Description

The English classroom was held in Thursday, 23rd of July 2018 in the 7th to 8th or from 10.50 am to 12.10 pm. The English classroom was established in 80 minutes. There were 32 of the second-grade Junior high school students. The process of English teaching and learning was held in the teacher's room, that is in Mrs. Dwi Nartini's classroom.

Exactly at 10.55, one by one of the students came in to the class and did hands-greeting to the teacher. All of the students went to their own seat and prepare themselves to study without direction. Some of them, especially those who were in charge of the classroom duty were asked by the teacher to clean the classroom and tidy up the desks and chairs. The teacher looked preparing materials and media that will be used for teaching. The teachers also distributed handouts for the students. All the students are given the handout. No more than five minutes later, the classroom was conducive and all of the classroom members were ready to study.

To start the teaching, the teacher greeted the students by Salam and greetings. The teacher told the students that she was not in very good condition that made her voice more moderate. The teacher then checked the students whether they were all entering the class. After the students confirmed that nobody was absent, the teacher starts the process of teaching and learning by reviewing previous lesson. The teacher asked "who still remember what had we learned at the previous meeting?". The teacher asked several students by calling one by one of their names and asked them to answer her questions regarding the previous lesson. The process of reviewing then was continued by discussion, question-answer

and using books to see recall their earlier lesson. Here, the teacher also tried to call other students who can answer the questions to help others who cannot remember the lesson. Within this process, the teacher tried to engage students with the lesson while checking their understanding about the lesson and as the formative informal assessment to see how far students understand about the materials. Since the students are still confused, she asked the students to start reviewing the lesson deeply. The teacher asked the students to open book. After the teacher felt that all students have already understand, she continued to the new lesson that will being studied. At the opening, the teacher really considered to make students well-understood about the lesson by giving them chance to do some task. The students are given a task to read a conversation and identify the topic of the conversation. Besides, the teacher also made them ready to get the new lesson. Before going to the main activities, the teacher explained the aims of the meeting and describe what should the students be able to do at the end of the meeting.

In the main activities, the teacher asked the students to open the books and observed several conversations regarding the topic being studied. The teacher called several students to read a conversation and asked what means of the conversation. Also, the teacher invited other students to discuss the conversation together. This activity was continued several times. In the main activity, the teacher delivered materials by using question-answer and discussion. The teacher clearly invited students to learn through discussion. Here, the teacher really gives students space and chance to deliver questions. This was proven by some expressions she uttered, like “any questions?”, “any other opinion?”, “What does it mean, class?” “What do you think?”, etc.

The process of main activity was continued by listen and repeat, chunking. The teacher read a conversation and then the students followed her together. The teacher then divided the class into two groups of persons to read a particular conversation. The aims of this activity were the same that

to make the students more aware of the expressions being studied. Here, the students were practicing to read the conversation without being guided by the teacher. Such activity was repeated several times, it was about 5 to 10 times. However, the teacher still guided them and checked and confirmed if there were any mistakes done by the students. While repeating the activity, the teacher also directed the students to focus on the meaning of the conversation and to think about what expressions appear in the conversation. The teacher led the students to see the conversation and discuss it together. The teacher firstly asked about the aspects that might appear in the conversation. She asked about who are talking in the conversation, what are they talking about, and more. Together with the students, the teacher tried to find out what expression they can address from the conversation. After that, the teacher gave an exercise for the students to make sentences individually for each conversation and find out descriptions of each conversation similar to the one they had done before. The teacher wrote an example on a white board to make students more aware on what to do the exercise. The teacher gave 10 minutes for students to do the exercise. While the students working with the exercise, the teacher was going around the class to check students' work. Besides, the teacher sometimes helped those who need help. None of the students was missed from her. Here, it is clear that the teacher really gives students a chance to deliver question and clarify something that they have not known yet especially those that are related to the exercise. Often, the teacher gave an individual consultation in the classroom but other chances she invited other students to discuss the problem the student found in the exercise. After the time was up, the teacher invited the students to check their work together. At first, the teacher discussed the first number together with the students. Secondly, the teacher asked one by one volunteer to answer the questions. She asked students to read the text and present the answer orally. Similar action was done until all the questions were answered. When no one volunteer appeared, the teacher appointed students who had

not been in involvement of any task. In this activity, the students looked very active and interested to present themselves in doing the task because almost all items of exercises were done by volunteer students. Besides checking the correctness of the answer, the teacher always checked the students' pronunciation whether while reading the text or reading their own sentences. After all items were corrected, the teacher continued the activity to watch a video displayed by an LCD. From the video, the teacher asked about what topic they can see from the video and what expressions they can find in the video. A little explanation about the video was done. Then, the teacher continued to present the second video. As we can see, this shows that the teacher integrates IT in the process of teaching and learning. The video was still related to the material that they were studying. The teacher continued to discuss the two videos. Some questions were delivered to be discussed regarding several aspect about the video like who are involved, what are they talking about, what expressions you can find, etc. It showed that classical discussion was done to identify the social function of the video. Here, the teacher provided students chance to explore something based on what they already watched.

To close, the teacher checked whether the students understood about such expressions and what situation they can use such expressions. After that, the teacher explained in brief what they are going to do for the next meeting. Besides giving the video to be observed and discussed, the teacher also reviewed what they had been doing at the meeting. The teacher also mentioned what they are going to do in the next meeting. Here, the teacher also gave a homework for the students to be done at home. The task was to make a summary of what they have already watched from the video. Before, the teacher explained how to do the task and gave the students the example of such task. Again, the teacher reviewed the material and asked students whether they still have questions concerning the lesson.

It can be seen that, in delivering the lesson, the teacher manages the classroom situation well by checking out all that happen in the classroom. The example of this is that the teacher always checks the students' attention when the class is getting noisy. Since the classroom is especially used for English classroom, the classroom has been designated and set up including the seating, table, etc. that is appropriate to the learning process. The teacher's voice is adequate enough to listen. The voice is clearly heard from the back. The teacher clearly encouraged students to deliver questions. Several expressions she uttered is "any questions?". From the above explanation, it can be seen that the process of teaching and learning is held in three phases, that is opening, main activities, and closing. Besides, the procedure of 5M+1 is also clearly applied from the main activity of the meeting. The classroom is started and ended on time. This means that the teacher opens and close the learning process based the schedule. It is clear that the teacher uses English as the language in the classroom. The percentage of the use is about 90-95%. While the students, some of them still respond it in English but sometimes some others use *Bahasa* in responding to the teacher's words. The use of LCD and video showed that the teacher clearly integrates the use of IT in the classroom. Talking about the role, it can be vied that the role of the teacher is as a facilitator. The teacher only gives materials i.e. handout for the students. There, everything students should do is provided. The materials, the examples, as well as the exercise are well-structured with the instruction. The students work with the handouts made by the teacher. In the classroom, the teacher is available when the students need help. The task of the teacher is to facilitate students. Several

particular aspects found in the delivering lesson is that the teacher really provide a space for students to be actively engaged with learning. The teacher creates environment where students are the main party to learn, work, ask question, answer question, and find out what is learned. The teacher leads the students to be the autonomous learner while the teacher were still available to crosscheck anything to avoid any misinterpretation and misconception of the lesson. Besides, the teacher also implicitly teaches character building for the students. For example, it is found that whenever the students come in or out the class, they always hand-greeting the teacher. They always start the lesson by praying as well. In addition, whenever one of the students need to go outside while classroom session, the student always asked for permission using English to the teacher. It is also found that the teacher asked the students to be silent when *Adzan* is reciting. The process of delivering lesson really depicts ELT based on Curriculum 2013. It can be seen from the procedure established in the process. It is started from observation, questioning, collecting data, associating, communicating, and produce.

APPENDIX 9
(SAMPLE OF LESSON PLANS)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	:	SMP Negeri 4 Pakem
Mata pelajaran	:	BAHASA INGGRIS
Kelas/Semester	:	VII/ 1
Materi Pokok	:	Menyapa, Berpamitan, Mengucapkan Terima Kasih dan Meminta Maaf, serta menanggapinya
Alokasi Waktu	:	6 pertemuan (12 jpl)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
 2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- B.** 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.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi Fungsi Sosial Teks Interpersonal lisan dan tulis menyapa, berpamitan, berterima kasih, meminta maaf</p> <p>3.1.2 Mengidentifikasi Struktur Teks Interpersonal lisan dan tulis ungkapan menyapa, berpamitan, berterima kasih, meminta maaf</p> <p>3.1.3 Mengidentifikasi Unsur Kebahasaan Teks Interpersonal lisan dan tulis ungkapan menyapa, berpamitan, berterima kasih dan meminta maaf.</p>
<p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1 Menyusun teks Interpersonal tulis MENYAPA, BERPAMITAN, MENGUCAPKAN TERIMA KASIH dan MEMINTA MAAF serta TANGGAPANNYA, secara tertulis dan sederhana, secara kontekstual dengan memperhatikan aspek fungsi sosial, struktur teks dan unsur kebahasaan,</p> <p>4.1.2 Menyusun teks lisan tentang teks Interpersonal MENYAPA, BERPAMITAN, MENGUCAPKAN TERIMA KASIH dan MEMINTA MAAF serta TANGGAPANNYA, secara kontekstual dengan memperhatikan aspek fungsi sosial, struktur teks dan unsur kebahasaan.</p>

Fokus Penguatan Karakter: Sopan santun, Kerja sama, Kreatifitas & Tanggung jawab

D. Tujuan Pembelajaran

1. Pertemuan Pertama

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menentukan topik dari beberapa teks Interpersonal MENYAPA dengan benar
2. menentukan tujuan dari beberapa teks Interpersonal MENYAPA dengan benar
3. menentukan ungkapan pertanyaan dalam teks Interpersonal MENYAPA dengan tepat.
4. menentukan ungkapan tanggapan dalam teks Interpersonal MENYAPA dengan tepat
5. menentukan makna kata atau frasa dalam teks Interpersonal menyapa dengan benar
6. menunjukkan sikap kerja sama dan tanggungjawab dengan sungguh-sungguh.

2. Pertemuan Kedua

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menentukan topik dari beberapa teks Interpersonal berpamitan dengan benar
2. menentukan tujuan dari beberapa teks Interpersonal berpamitan dengan benar
3. menentukan ungkapan pertanyaan dalam teks Interpersonal berpamitan dengan tepat.
4. menentukan ungkapan tanggapan dalam teks Interpersonal berpamitan dengan tepat.
5. menentukan makna kata atau frasa dalam teks Interpersonal berpamitan dengan benar
6. menunjukkan sikap kerja sama dan tanggungjawab dengan sungguh-sungguh.

3. Pertemuan Ketiga

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menentukan tujuan dari beberapa teks Interpersonal berterima kasih dengan benar
2. menentukan topik dari beberapa teks Interpersonal berterima kasih dengan benar
3. menentukan ungkapan pertanyaan dan tanggapan dalam teks Interpersonal berterimakasih dengan tepat.
4. menentukan ungkapan tanggapan dalam teks Interpersonal berterimakasih dengan tepat.
5. menentukan makna kata atau frasa dalam teks Interpersonal berterimakasih dengan benar
6. menunjukkan sikap kerja sama dan tanggungjawab dengan sungguh-sungguh.

4. Pertemuan Keempat

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. menentukan topik dari beberapa teks Interpersonal meminta maaf dengan benar
2. menentukan tujuan dari beberapa teks Interpersonal meminta maaf dengan benar
3. menentukan ungkapan pertanyaan dalam teks Interpersonal meminta maaf dengan tepat.
4. menentukan ungkapan tanggapan dalam teks Interpersonal meminta maaf dengan tepat.
5. menentukan makna kata atau frasa dalam teks Interpersonal meminta maaf dengan benar
6. menunjukkan sikap kerja sama dan tanggungjawab dengan sungguh-sungguh.

5. Pertemuan Kelima & Keenam

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menghasilkan teks Interpersonal MENYAPA, BERPAMITAN, MENGUCAPKAN TERIMA KASIH dan MEMINTA MAAF serta TANGGAPANNYA, secara tertulis dan sederhana, secara kontekstual dengan memperhatikan aspek fungsi sosial, struktur teks dan unsur kebahasaan,

2. Mengomunikasikan secara lisan dan sederhana tentang teks Interpersonal **MENYAPA, BERPAMITAN, MENGUCAPKAN TERIMA KASIH dan MEMINTA MAAF** serta **TANGGAPANNYA**, secara kontekstual dengan memperhatikan aspek fungsi sosial, struktur teks dan unsur kebahasaan.
3. Menghasilkan rekaman video komunikasi lisan dan sederhana tentang teks Interpersonal **MENYAPA, BERPAMITAN, MENGUCAPKAN TERIMA KASIH dan MEMINTA MAAF** serta **TANGGAPANNYA**, secara kontekstual dengan memperhatikan aspek fungsi sosial, struktur teks dan unsur kebahasaan.

E. Materi Pembelajaran

Materi Pembelajaran Reguler

Beberapa teks Interpersonal tentang ***MENYAPA, BERPAMITAN, MENGUCAPKAN TERIMA KASIH dan MEMINTA MAAF, serta MENANGGAPINYA***, lisan dan tulis yang berbeda, yang memuat tiga aspek teks berikut ini, secara kontekstual dan terintegrasi

1. Fungsi sosial teks interpersonal lisan menyapa, berpamitan, meminta maaf dan berterima kasih.
Greeting, leave taking, parting, apologizing, apology, thanking, gratitude, etc.
2. *Struktur teks : pertanyaan dan tanggapan*
 - Hi, hello, good morning
 - How are you?
 - How are you doing?
 - Very well
 - Not bad
 - I'm fine
 - It's very kind of you
 - You're welcome
3. *Unsur kebahasaan*
 - makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbial, frasa),
 - tata bahasa (verba, nomina, konjungsi, dll.),
 - ucapan, tekanan kata, dan intonasi yang benar,
 - ejaan dan tanda baca yang benar,
 - tulisan tangan yang rapih dan benar.

Materi Pengayaan

Unsur kebahasaan

- makna kata dan ungkapan yang lebih kompleks (verba, nomina, adjectiva, adverbial, frasa),
- tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll).

Materi Remedial

Unsur kebahasaan

- makna kata dan ungkapan yang lebih sederhana (verba, nomina, adjectiva, adverbial, frasa),
- tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll).

F. Metode Pembelajaran

5 M & Project Based Learning

G. Media/alat dan Bahan

- Media/Alat : Video Interpersonal seseorang, laptop, LCD, realia, gambar
- Teks: autentik atau mendekati autentik

H. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VII, hal. 1 sd. 19, edisi revisi 2016.
2. Video-video dari *twominenglish.com*

Sumber lain yang relevan.

3.

I. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan **Pertama**: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">1. Guru mengucapkan salam khas sekolah.2. Guru menunjukkan salah satu Peserta didik untuk memimpin berdoa sebelum memulai pelajaran.3. Guru menyiapkan kondisi psikis dan fisik peserta didik untuk siap belajar dengan melakukan ice breaking “ABCD”4. Guru mengecek penguasaan kompetensi yang	10’

	<p>dipelajari sebelumnya dengan memberikan pertanyaan –pertanyaan (pembelajaran bahasa inggris di SD)</p> <ol style="list-style-type: none"> 5. Peserta didik menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya dengan fasilitasi guru. 6. Guru mengungkapkan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 8. Guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan. 	
Kegiatan Inti	<ol style="list-style-type: none"> a. Mengamati (Observing) <ul style="list-style-type: none"> • Mendengarkan / menonton interaksi MENYAPA yang diputar dalam video • Mengidentifikasi ungkapan MENYAPA yang terdapat dalam video • Mengikuti interaksi MENYAPA • Menirukan model interaksi MENYAPA dengan pengucapan yang benar • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi MENYAPA (fungsi sosial, struktur teks, dan unsur kebahasaan). b. Mempertanyakan (Questioning) <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tentang ungkapan MENYAPA dengan responnya dari tayangan yang didengar atau dilihat. c. Dengan pertanyaan pancingan dari guru , siswa mempertanyakan ungkapan lain yang digunakan untuk MENYAPA d. Mengeksplorasi (Exploration)/Mencoba (Experimenting) Siswa MENYAPA dengan bahasa Inggris dengan melakukan <i>role-play</i>. e. Mengasosiasikan (Associating) 	60'

	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan MENYAPA yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan MENYAPA dalam bahasa Inggris dan dalam bahasa siswa. <p>f. Melakukan Interaksi Interpersonal/Mengkomunikasikan (Communicating)/networking Siswa MENYAPA dengan bahasa Inggris di dalam dan di luar kelas.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal Menyapa 2. Peserta didik bersama-sama guru melakukan refleksi kegiatan pembelajaran. 3. Peserta didik mengerjakan soal-soal teks interpersonal Menyapa 4. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan menyapa 5. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal Berpamitan 6. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu menyapa orangtua dengan sopan. 7. Peserta didik menyimak penjelasan guru 8. Peserta didik bersama guru berdoa mengakhiri pelajaran. 9. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih. 	10'

2. Pertemuan **Kedua**: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam khas sekolah. 2. Guru menunjuk salah satu peserta didik untuk memimpin berdoa sebelum memulai pelajaran. 3. Guru menyiapkan kondisi psikis dan fisik peserta didik untuk siap belajar dengan melakukan ice breaking “Good Morning” 	10'

	<ol style="list-style-type: none"> 4. Guru mengecek penguasaan kompetensi yang dipelajari sebelumnya, yaitu teks interpersonal Menyapa 5. Guru menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya. 6. Guru menyebutkan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 8. Guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan. 	
Kegiatan Inti	<ol style="list-style-type: none"> a. Mengamati (Observing) <ul style="list-style-type: none"> • Mendengarkan / menonton interaksi BERPAMITAN yang diputar dalam video • Mengidentifikasi ungkapan BERPAMITAN yang terdapat dalam video • Mengikuti interaksi BERPAMITAN • Menirukan model interaksi BERPAMITAN dengan pengucapan yang benar • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi BERPAMITAN (fungsi sosial, struktur teks, dan unsur kebahasaan). b. Mempertanyakan (Questioning) <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tentang ungkapan BERPAMITAN dengan responnya dari tayangan yang didengar atau dilihat. • Dengan pertanyaan pancingan dari guru, siswa mempertanyakan ungkapan lain yang digunakan untuk BERPAMITAN c. Mengeksplorasi (Exploration)/Mencoba (Experimenting) Siswa BERPAMITAN dengan bahasa Inggris dengan melakukan <i>role-play</i>. d. Mengasosiasikan (Associating) <ul style="list-style-type: none"> • Siswa membandingkan ungkapan BERPAMITAN yang telah dipelajari dengan 	60'

	<p>yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> • Siswa membandingkan antar ungkapan BERPAMITAN dalam bahasa Inggris dan dalam bahasa siswa. <p>e. Melakukan Interaksi Interpersonal/Mengkomunikasikan (Communicating)/networking Siswa BERPAMITAN dengan bahasa Inggris di dalam dan di luar kelas.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal Berpamitan 2. Peserta didik bersama-sama guru melakukan refleksi kegiatan pembelajaran. 3. Peserta didik mengerjakan soal-soal teks interpersonal Berpamitan 4. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan Berpamitan 5. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal Berpamitan 6. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu Berpamitan orangtua dengan sopan. 7. Peserta didik menyimak penjelasan guru 8. Peserta didik bersama guru berdoa mengakhiri pelajaran. 9. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih. 	10'

3. Pertemuan **Ketiga**: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam khas sekolah. 2. Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai pelajaran. 3. Guru menyiapkan kondisi psikis dan fisik peserta didik untuk siap belajar dengan melakukan ice breaking "Are you sleeping" 4. Guru mengecek penguasaan kompetensi yang dipelajari sebelumnya, yaitu teks interpersonal 	10'

	<p>Berpamitan</p> <ol style="list-style-type: none"> 5. Guru meminta peserta didik menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya dengan fasilitasi guru. 6. Guru memberi informasi mengenai kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 8. Guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan. 	
Kegiatan Inti	<p>a. Mengamati (Observing)</p> <ul style="list-style-type: none"> • Mendengarkan / menonton interaksi BERTERIMA KASIH yang diputar dalam video • Mengidentifikasi ungkapan BERTERIMA KASIH yang terdapat dalam video • Mengikuti interaksi BERTERIMA KASIH • Menirukan model interaksi BERTERIMA KASIH dengan pengucapan yang benar • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi BERTERIMA KASIH (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>b. Mempertanyakan (Questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tentang ungkapan BERTERIMA KASIH dengan responnya dari tayangan yang didengar atau dilihat. • Dengan pertanyaan pancingan dari guru, siswa mempertanyakan ungkapan lain yang digunakan untuk BERTERIMA KASIH <p>c. Mengeksplorasi (Exploration)/Mencoba (Experimenting) Siswa BERTERIMA KASIH dengan bahasa Inggris dengan melakukan <i>role-play</i>.</p> <p>d. Mengasosiasikan (Associating)</p>	60'

	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan BERTERIMA KASIH yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan BERTERIMA KASIH dalam bahasa Inggris dan dalam bahasa siswa. <p>e. Melakukan Interaksi Interpersonal/Mengkomunikasikan (Communicating)/networking Siswa BERTERIMA KASIH dengan bahasa Inggris di dalam dan di luar kelas.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal BERTERIMA KASIH 2. Peserta didik bersama-sama guru melakukan refleksi kegiatan pembelajaran. 3. Peserta didik mengerjakan soal-soal teks interpersonal BERTERIMA KASIH 4. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan BERTERIMA KASIH 5. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal BERTERIMA KASIH 6. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu BERTERIMA KASIH orangtua dengan sopan. 7. Peserta didik menyimak penjelasan guru 8. Peserta didik bersama guru berdoa mengakhiri pelajaran. 9. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih. 	10'

4. Pertemuan **Keempat**: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam khas sekolah. 2. Guru meminta salah satu peserta didik untuk memimpin berdoa sebelum memulai pelajaran. 3. Guru menyiapkan kondisi psikis dan fisik peserta didik untuk siap belajar dengan 	10'

	<p>melakukan ice breaking.</p> <ol style="list-style-type: none"> 4. Peserta didik menjawab pertanyaan-pertanyaan lisan guru mengecek penguasaan kompetensi yang dipelajari sebelumnya, yaitu teks interpersonal BERTERIMA KASIH 5. Guru menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya. 6. Guru menjelaskan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 8. Guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan 	
Kegiatan Inti	<ol style="list-style-type: none"> a. Mengamati (Observing) <ul style="list-style-type: none"> • Mendengarkan / menonton interaksi MEMINTA MAAF yang diputar dalam video • Mengidentifikasi ungkapan MEMINTA MAAF yang terdapat dalam video • Mengikuti interaksi MEMINTA MAAF • Menirukan model interaksi MEMINTA MAAF dengan pengucapan yang benar • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi MEMINTA MAAF (fungsi sosial, struktur teks, dan unsur kebahasaan). b. Mempertanyakan (Questioning) <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tentang ungkapan MEMINTA MAAF dengan responnya dari tayangan yang didengar atau dilihat. • Dengan pertanyaan pancingan dari guru, siswa mempertanyakan ungkapan lain yang digunakan untuk MEMINTA MAAF c. Mengeksplorasi (Exploration)/Mencoba (Experimenting) Siswa MEMINTA MAAF dengan bahasa Inggris dengan melakukan <i>role-play</i>. d. Mengasosiasikan (Associating) 	60'

	<ul style="list-style-type: none"> • Siswa membandingkan ungkapan MEMINTA MAAF yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antar ungkapan MEMINTA MAAF dalam bahasa Inggris dan dalam bahasa siswa. <p>e. Melakukan Interaksi Interpersonal/Mengkomunikasikan (Communicating)/networking Siswa MEMINTA MAAF dengan bahasa Inggris di dalam dan di luar kelas.</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal Meminta Maaf 2. Peserta didik bersama-sama guru melakukan refleksi kegiatan pembelajaran. 3. Peserta didik mengerjakan soal-soal teks interpersonal Meminta Maaf 4. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan Meminta Maaf 5. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal Meminta Maaf 6. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu Meminta Maaf orangtua dengan sopan. 7. Peserta didik menyimak penjelasan guru 8. Peserta didik bersama guru berdoa mengakhiri pelajaran. 9. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih. 	10'

5. Pertemuan **Kelima**: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik mengucapkan salam khas sekolah. 2. Peserta didik berdoa dipimpin oleh guru untuk memulai pelajaran. 3. Peserta didik menyiapkan kondisi psikis dan fisik untuk siap belajar dengan melakukan ice breaking “ABCD” 	10'

	<ol style="list-style-type: none"> 4. Peserta didik menjawab pertanyaan-pertanyaan lisan guru mengecek penguasaan kompetensi yang dipelajari sebelumnya, yaitu teks interpersonal Menyapa/Berpamitan/Berterimakasih/Meminta Maaf 5. Peserta didik menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya dengan fasilitasi guru. 6. Peserta didik menyimak informasi guru mengenai kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Peserta didik menyimak guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. 8. Peserta didik menyimak guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan. 	
Kegiatan Inti	<ol style="list-style-type: none"> 1. Penentuan proyek <ol style="list-style-type: none"> a. Guru membimbing peserta menentukan proyek yang akan dibuat, “membuat video sederhana berupa dialog dan teks dialog tertulis” terkait tindakan MENYAPA/BERPAMITAN/BERTERIMA KASIH/MEMINTA MAAF b. Guru membimbing peserta didik terkait dengan pengetahuan dasar yang harus dikuasai peserta didik untuk dapat membuat video beserta skripnya. c. Guru membimbing peserta didik untuk dapat mempelajari sendiri materi yang ada di buku siswa sebagai contoh model dialog yang dapat dipedomani. 2. Perancangan langkah-langkah penyelesaian proyek Secara berkelompok, guru membimbing peserta didik menyusun langkah-langkah yang akan dilakukan untuk menyelesaikan proyek. 3. Penyusunan jadwal pelaksanaan proyek Guru membimbing peserta didik untuk menyusun jadwal pelaksanaan proyek secara berkelompok. 	60’
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal Menyapa/Berpamitan/Berterimakasih/Meminta Maaf 2. Peserta didik bersama-sama guru melakukan 	10’

	<p>refleksi kegiatan pembelajaran.</p> <ol style="list-style-type: none"> 3. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan Menyapa/Berpamitan/Berterimakasih/Meminta Maaf 4. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal Menyapa/Berpamitan/Berterimakasih/Meminta Maaf 5. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu menyelesaikan proyek dan presentasi/publikasi hasil proyek 6. Peserta didik menyimak penjelasan guru 7. Peserta didik bersama guru berdoa mengakhiri pelajaran. 8. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih 	
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6. Pertemuan **Keenam**: (2JP)

Langkah Pembelajaran	Interpersonal	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik mengucapkan salam khas sekolah. 2. Peserta didik berdoa dipimpin oleh guru untuk memulai pelajaran. 3. Peserta didik menyiapkan kondisi psikis dan fisik untuk siap belajar dengan melakukan ice breaking. 4. Peserta didik menjawab pertanyaan-pertanyaan lisan guru mengecek penguasaan kompetensi yang dipelajari sebelumnya, yaitu teks interpersonal Menyapa/Berpamitan/Berterima kasih dan Meminta Maaf 5. Peserta didik menyebutkan butir-butir pokok kompetensi yang dipelajari sebelumnya dengan fasilitasi guru. 6. Peserta didik menyimak informasi guru mengenai kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. 7. Peserta didik menyimak guru menyampaikan garis 	10'

	<p>besar cakupan materi dan kegiatan yang akan dilakukan.</p> <p>8. Peserta didik menyimak guru menyampaikan lingkup penilaian, dan teknik penilaian yang akan digunakan.</p>	
Kegiatan Inti	<p>1. Penyelesaian proyek</p> <p>a. Guru mengecek penyelesaian akhir proyek dan menayangkan video sederhana berupa dialog dan teks dialog tertulis” terkait tindakan MENYAPA/BERPAMITAN/BERTERIMA KASIH/MEMINTA MAAF</p> <p>b. Guru mengajak peserta didik untuk menyiapkan evaluasi dan refleksi.</p> <p>2. Refleksi</p>	60’
Kegiatan Penutup	<p>1. Peserta didik membuat butir-butir simpulan mengenai teks interpersonal Menyapa/Berpamitan/Berterimakasih/Meminta Maaf</p> <p>2. Peserta didik bersama-sama guru melakukan refleksi kegiatan pembelajaran.</p> <p>3. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu mencari teks interpersonal ungkapan menyapa</p> <p>4. Peserta didik sub-sub materi yang dipelajari berikutnya, yaitu teks interpersonal Introducing oneself and others.</p> <p>5. Peserta didik menyimak guru yang menyampaikan tugas individu, yaitu menerapkan ungkapan Menyapa/Berpamitan/Berterimakasih/Meminta Maaf di rumah</p> <p>6. Peserta didik menyimak penjelasan guru.</p> <p>7. Peserta didik bersama guru berdoa mengakhiri pelajaran.</p> <p>8. Peserta didik melakukan salam sesuai budaya sekolah mengucapkan terima kasih.</p>	10’

J. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Penilaian Sikap
 - a. Sikap Spiritual

1. Teknik : Observasi
2. Instrumen : Lembar Observasi/Jurnal

No.	Waktu	Nama PD	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut

- b. Sikap Sosial

1. Teknik : Observasi
2. Instrumen : Lembar Observasi/Jurnal

No.	Waktu	Nama	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut

2. Penilaian Pengetahuan (lampiran 1)
3. Penilaian Keterampilan (lampiran 2)

Pembelajaran Remedial

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa Pembelajaran ulang.

Pembelajaran Pengayaan

Pembelajaran Pengayaan diberikan kepada siswa yang telah mencapai KKM berupa penugasan menInterpersonalkan situasi yang diberikan.

Mengetahui:
Kepala Sekolah

Yogyakarta, 21Maret 2018
Guru Mata Pelajaran

(.....)
NIP:

(Kurniawati Anggrahini)
NIP: 19770326 201101 2 001

Lampiran 1

Penilaian Pengetahuan

A. Teknik: Tulis

B. Bentuk : Pilihan Ganda

C. Kisi-kisi

Kompetensi dasar	Materi	Indikator soal	No soal
3.1. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya	Fungsi sosial	Disajikan teks dialogue tentang menyapa peserta didik dapat menentukan topik teks tersebut	1
		Disajikan teks dialogue tentang berpamitan peserta didik dapat menentukan topik dari dialog tersebut.	14
		Disajikan teks dialogue tentang berpamitan peserta didik dapat menentukan tujuan ungkapan tersebut	4
		Disajikan teks dialogue tentang berterima kasih peserta didik dapat menentukan tujuan ungkapan tersebut.	7
		Disajikan teks dialogue tentang berterima kasih peserta didik dapat menentukan topik teks tersebut	8
		Disajikan teks dialogue tentang menyapa peserta didik dapat menentukan topik teks tersebut	
	Struktur Teks	Disajikan teks dialogue tidak lengkap tentang menyapa, peserta didik dapat menentukan pertanyaan dari tanggapan yang terdapat dalam teks	
		Disajikan teks dialogue tidak lengkap tentang menyapa, peserta didik dapat menentukan tanggapan yang tepat dari 4 ungkapan yang disediakan.	2
		Disajikan teks dialogue tidak lengkap tentang menyapa, peserta didik dapat mengurutkan ungkapan-ungkapan menjadi dialog yang padu.	3
		Disajikan teks dialogue tidak lengkap tentang berterima kasih, peserta didik dapat menentukan pertanyaan yang tepat dari empat pertanyaan yang disediakan.	9
		Disajikan teks dialogue tidak lengkap tentang berterima kasih, peserta didik dapat menentukan tanggapan dari pertanyaan yang terdapat dalam teks	6
		Disajikan teks dialogue tidak lengkap tentang meminta maaf, peserta didik dapat menentukan tanggapan dari pertanyaan yang terdapat dalam teks	15
	Unsur Kebahasaan	Disajikan sebuah situasi, peserta didik dapat menentukan frasa yang tepat	5

		untuk digunakan dalam situasi tersebut.	
		Disajikan teks dialogue tidak lengkap tentang meminta maaf, peserta didik dapat menentukan kata yang tepat untuk melengkapi ungkapan	10
		Disajikan teks dialogue tidak lengkap tentang meminta maaf, peserta didik dapat menentukan kata yang tepat untuk melengkapi ungkapan tanggapan.	11
		Disajikan teks dialogue tidak lengkap tentang meminta maaf, peserta didik dapat menentukan kata depan yang tepat untuk melengkapi ungkapan	12
		Disajikan teks dialogue tidak lengkap tentang meminta maaf, peserta didik dapat menentukan kata kerja yang tepat untuk melengkapi ungkapan	13

D. Instrumen penilaian : Soal Pilihan Ganda

Choose the best answer

ENGLISH EXAMINATION K.D. 3.1.

REMIDIAL TEST

1. Study the following dialogue

Ray : Good morning, Farhan.

Farhan : Good morning, Ray.

Ray : How are you this morning ?

Farhan : I'm Fine, thank you. And you ?

Ray : I'm fine too, thank you.

Ray : Good morning, Farhan.

Farhan : Good morning, Ray.

Ray : How are you this morning ?

Farhan : I'm Fine, thank you. And you ?

Ray : I'm fine too, thank you.

The dialogue above is about . . .

- A. greeting
- B. parting
- C. apologizing
- D. thanking

2. Which expression is correct?

James : How do you do? My name is James.

Lola : I'm Lola. Nice to meet you.

James : This is my wife, Sydney.

Sydney : Hi Lola! How are you?

Lola : . . .

- A. I'm fine, thank you.
- B. You are welcome
- C. Good morning
- D. Are you alright?

3. Rearrange the expression to make a dialogue

- (1) Luna : What have you been doing lately?
- (2) Raihan : Good Morning. How are you?
- (3) Raihan : Thanks
- (4) Luna : That's great. Good luck to you.
- (5) Luna : Good morning. I'm fine, thanks and you?
- (6) Luna : My name is Luna. Nice to meet you.
- (7) Raihan : Nice to meet you too.
- (8) Raihan : very well, thanks. My name is Raihan.
- (9) Raihan : I have been working for a law firm.

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

John : Is there any homework today?

Tom : Yes, Have you finished to do it?

John : Yes, I have

Tom : Good. By the way, I have to rush.

Have a nice day.

4. The underlined expression is . . .

- A. greeting
- B. apologizing
- C. thanking
- D. parting

5. What will you say when you meet your friend at 7 p.m?

- A. Good Morning
- B. Good Afternoon
- C. Good Evening
- D. Good Night

6. Fill in the blank with suitable expression

Fira : Dona, can you get me the sugar please

Dona : Here it is

Fira : Thanks for your help Dona.

Dona : . . . (6)

- A. I am happy
- B. Thanks to you
- C. you're welcome

D. Forget about it.

7. Susie : I found your book on your desk. There is a name on it.

Vita : Really? That is the book I am looking for

Susie : Don't worry. I bring it with me. Here it is.

Vita : I truly appreciate you.

The underlined sentence is the expression of . . .

A. greeting

B. apologizing

C. thanking

D. Leave taking

Ana: Thank you very much for the flowers. They look so beautiful.

Are they from your garden?

Beta: Yes. I'm glad you like them. Happy anniversary!

Ana: Thanks a lot, but you really shouldn't have.

Beta: Well, I just wanted to show my appreciation for your kindness

8. Ana . . . to Beta because Beta gives her flower.

A. greets

B. says goodbye

C. appreciates

D. introduces

Shevil : I think I can help you to bring your suitcase.

Vila : . . .(9)

Shevil : no problem

9. A. I can do it by myself

B. thank you very much for helping me.

C. please, bring my book

D. you are very welcome.

10. Choose the best expression.

Aubin : I . . .(10) for my late arrival. I was caught in a traffic jam

Ben : That's okay and it's no problem.. We have just started the meeting for 15 minutes.

A. excuse me

B. thank

C. sorry

D. am sorry

11. Choose the best expression

Della: hey! What happened to my English book?

Budy: I'm sorry. My little brother spilled some milk on it.

Della : . . . (11) look! It becomes dirty and wet.

You must clean and dry it soon.

- A. That's too bad
- B. It's no problem
- C. forget it
- D. never mind.

12. Thank you very much . . . coming today.

- A. to
- B. for
- C. in
- D. at

13. I am sorry for . . . late.

- A. coming
- B. to come
- C. come
- D. comes

14. Choose the best expression

Harry : Sir, I'd like to apologize that I have to
go

Mr. John: Why was that?

Harry : I have a meeting this afternoon.

Mr. John: Well. Take care of yourself

Harry : I will. Thanks.

The dialogue is about . . .

- A. greeting
- B. parting
- C. thanking
- D. introducing

Susan : We are very sorry to have the meeting
here. The meeting room has been
renovated. It may be less comfortable.

Juan : . . .

Susan : Thank you very much.

15. The correct expression to fill the blank is . . .

- A. That's alright
- B. I'm really sorry
- C. That's good
- D. Very well

Lampiran 2

1. Penilaian Ketrampilan Menulis dan Berbicara

- a. Teknik Penilaian : Proyek
- b. Bentuk Instrumen : script video
- c. Kisi-kisi :

No.	Indikator	Butir soal
1.	Peserta didik dapat menyusun teks lisan percakapan menyapa, berpamitan, berterimakasih, meminta maaf	1 butir
2	Peserta didik dapat menyusun teks tulis percakapan menyapa, berpamitan, berterimakasih, meminta maaf	

- d. Instrumen :

No	Aspek yang dinilai	Kriteria	Skor
1	Keaslian Penulisan (Originalitas)	Sangat Original	5
		Original	4
		Cukup Oroginal	3
		Kurang Original	2
		Tidak Original	1
2	Kesesuaian Isi dengan judul	Isi sangat sesuai dengan judul	5
		Isi sesuai dengan judul	4
		Isi cukup sesuai dengan judul	3
		Isi kurang sesuai dengan judul	2
		Isi tidak sesuai dengan judul	1
3	Keruntutan teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
4	Pilihan kosa kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata kurang tepat	1
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat	5
		Pilihan tata bahasa tepat	4
		Pilihan tata bahasa cukup tepat	3
		Pilihan tata bahasa kurang tepat	2
		Pilihan tata bahasa tidak tepat	1

2) Rubrik untuk penilaian keterampilan berbicara.

ASPEK	KETERANGAN	SKOR
-------	------------	------

Pelafalan	a. Sangat jelas sehingga mudah dipahami	4
	b. Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	c. Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	d. Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	a. Tidak ada atau sedikit kesalahan tatabahasa	4
	b. Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	c. Sering membuat kesalahan sehingga makna sulit dipahami	2
	d. Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	a. Menggunakan kosakata dan ungkapan yang tepat	4
	b. Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	c. Sering menggunakan kosakata yang tidak tepat	2
	d. Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	a. Sangat lancar.	4
	b. Kelancaran sedikit terganggu oleh masalah bahasa	3
	c. Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	d. Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

B. Make dialogue with the following situation:

1. Anna meets Bella. Anna wants to express her gratitude to Bella because Bella helped Anna to do the assignment.
2. Charlie asks for apology to his teacher because he cannot finish the project on time. Charlie should stay with his mother in hospital.

APPENDIX 10
(SAMPLE OF LEARNING MATERIALS)

MAKING APOLOGIES (K.D. 3.1 & K.D. 4.1)

Task 1. Read the dialogues

I beg your pardon. Would you mind helping me a moment?

Certainly. What can I do to help

I'd like to apologize for what I did.

Excuse me, do you know what time it is?

Yes, it's two o'clock.

I'm very sorry for stepping on your foot!

Don't worry about it.

I hope you'll forgive me for being late

That's quite all right.

I apologize for my mistakes on this quiz.

I'm sorry. I didn't mean to keep your book so long.

Task 2. Match the expression of making apologies with the expression of accepting apologies

- | | |
|---|--|
| 1. I apologize for my mistakes on this quiz. | A. You don't need/have to apologize. But next time, try to concentrate better. |
| 2. Please accept my apologies for the mistakes in the report. I forgot to check it. | B. No problem/No big thing. I won't need it until next semester. |
| 3. I (would like to) apologize for shouting at you yesterday. I lost control of myself. | C. That's OK. I'm leaving anyway/I've finished reading it. |
| 4. Excuse me! I didn't realize this was your seat/newspaper. | D. Don't worry about it. I just hope you'll keep your temper from now on. |
| 5. I'm sorry. I didn't mean to keep your book so long. | E. That's why you take quizzes - to learn! |

Task 3. Complete the following expressions of making apologies and complete them with the expression of accepting apologies.

1. Suzie : I do apologize for... ..
Fendy:
2. Sony : I must apologize for
Eric :
3. Wilma : I am so sorry for.....
Ghea :
4. Selly : Please, forgive me for...
Danny :
5. Ben : Excuse me for
Sandy :

Accepting apologize:

- That's all right.
- Never mind.
- Don't apologize.
- It doesn't matter.
- Don't worry about it.
- Don't mention it.
- That's OK.
- I quite understand.
- You couldn't help it.
- Forget about it.
- Don't worry about it.
- No harm done



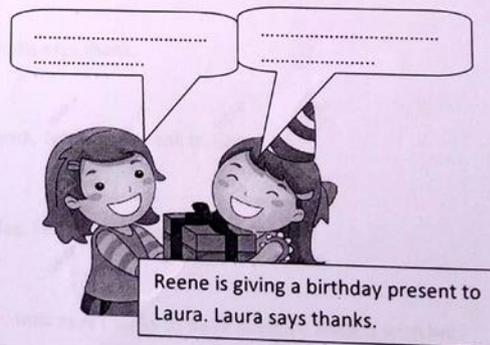
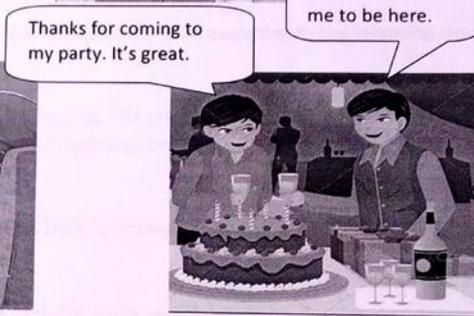
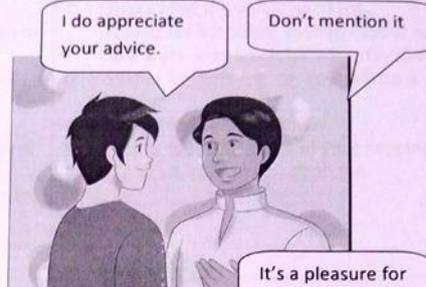
Task 4. Make dialogues based on the following situation, and practice in front of the class

1. You forget to call your friend
2. You make your mother angry to you
3. You arrive late from school to your home
4. You forget to bring your friend's book
5. You cheat during the test

THANKING (Student's Worksheet 2)

What to learn: today I will learn how to say thank and to respond it.

Task 1. Look at the picture and practice the dialogue about thanking.



How to Say Thank You?

By
MyEnglishTeacher.eu

Basic Phrases

Thank you!
Thanks!
Thanks a lot!
Thank you very much!
That's very kind of you.
You're so helpful.
Thanks for your kind words!
Thank you for coming here today!

Accepting Thanks

That's all right!
You're welcome.
Don't mention it.
Not at all.
It's nothing.
My pleasure.

Task 2: Match the situation below with the suitable expression

Situations	Expressions
1. He says thanks because someone help him	A. Thank you for giving me a hand
2. Someone says thanks because he is invited to the party.	B. You're very welcome
3. He says thanks because someone lends him something.	C. I'd like to thanks for letting me borrow your tool today.
4. He says thanks because someone cares about him.	D. That's nice. It is very kind of you.
5. He says thanks because someone keeps his secret.	E. Thanks for not telling anybody about it.
6. accepting thanks	F. Thank you very much for your attention.
7. he says thanks because someone come to his party.	G. Thanks for listening me. Your advice is very helpful.
8. he says thanks because someone give him something.	H. Thanks for joining us today.
9. He says thanks at the end of his presentation.	I. Thanks for being a part of your happiness.
10. Accepting thanks, offering another help.	J. Not at all. You can count on me.

Task 3. Make a simple dialog about saying and accepting thanks according to the following situation.

Example:

1. situation : Dony **accompanies** Vita to go shopping. Vita says thanks to Dony.
 Vita : *Thanks for accompanying me around the shopping centre.*
 Dony: *It's no problem.*

2. Situation: Diana's mother is sick. Julie **visits** Diana's mother. Diana says thank to Julie.

Diana :
 Julie :

3. Situation: Ghea **sends** a card for Paula's birthday. Paula says thanks to Ghea.

Paula :
 Ghea :

4. Situation: Fany **invites** Shella to her party. Shella says thank.

Shella :
 Fany :

5. Situation: Ghani helps Brian finish his homework. Brian says thank to Ghani.

Brian :
 Ghani :

6. Situation: Linda gives a gift for Febby's birthday. Febby says thanks.

Febby:
 Linda:

7. Situation: Mila and Bella spend time together. Mila says thanks to Bella because Bella is with her.

Mila :
 Bella :

8. Situation: Agatha says thank to Firda because Firda lets her sleep in her bedroom.

Agatha :
 Firda :

9. Situation :

.....

10. Situation :

.....
