

APPENDICES

Appendix 1. Translitory

No	Chapter	Surah/Verse	Translation
1	1	Al-Baqarah/286	<i>Allah does not charge a soul except (with that within) its capacity. It will have (the consequence of) what (good) it has gained, and it will bear (the consequence of) what (evil) it has earned. "Our Lord, do not impose blame upon us if we have forgotten or erred. Our Lord, and lay not upon us a burden like that which you laid upon those before us. Our Lord, and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people."</i>

Appendix 2. Interview Guideline

1. Have you taken the course of CMD, Instructional Design, TEFL I, and TEFL II?
2. What have you learned from those courses?
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11. Have you got a revision from supervisor or *guru pamong* after creating lesson plan? And what kinds of revision that usually revised?
12. What are the teacher's/supervisor/school's way to improve a good lesson plan for teaching practice II?

Appendix 3. Script of The Interviews

Script of Interview with Students

A. Students A

- Interviewer : *Assalamu'alaikum*, Maaf mengganggu waktunya. Bisa wawancara ?
- Student A : Bisa
- Interviewer : Kamu sudah ambil mata kuliah CMD, Instructional Design, TEFL I dan TEFL II?
- Student A : Sudah
- Interviewer : Apa yang sudah dipelajari dari mata kuliah tersebut?
- Student A : Belajar bagaimana mengembangkan materi melalui lesson plan, mengembangkan needs of students, intinya berkaitan dengan lesson plan.
- Interviewer : Karena sudah mengambil mata kuliah tersebut, berarti sekarang sudah mengambil PPL I dan PPL II ?
- Student A : Iya sudah
- Interviewer : Jadi sudah pernah bikin lesson plan ?
- Student A : Iya sudah, dari pertemuan pertama sampai final
- Interviewer : Waktu PPL II, ada kesusahan nggak bikin lesson plan?
- Student A : Iya ada kesusahan, karena disekolah tersebut menggunakan lesson plan yang berbeda dengan sekolah lainnya. Sekolah tersebut memiliki sistem tersendiri untuk menyampaikan materi ke siswa.
- Interviewer : Apasih kesusahannya?
- Student A : Susahnya itu ketika harus menyesuaikan langkah-langkah PC1, PC2, PC3. Belum lagi C1, C2, C3 yang harus disesuaikan dan membuat saya berpikir cukup lama untuk memikirkan langkah-langkah pembelajaran agar siswa bisa klik dengan pembelajaran saya.

- Interviewer : Pernah nggak ngerasa kalo penggunaan Bahasa yang digunakan ketika membuat lesson plan itu tidak sesuai dengan Bahasa yang seharusnya digunakan di lesson plan K13?
- Student A : Kadang merasa nggak sesuai, tapi karena tidak ada Bahasa yang lain jadi saya tetap menggunakan Bahasa tersebut
- Interviewer : Bagaimana solusinya ketika menyadari Bahasa tersebut tidak sesuai ?
- Student A : Konsultasi ke guru pamong
- Interviewer : Jadi pernah ngerasa penggunaan bahasanya sesuai sama nggak sesuai ?
- Student A : Kadang ngerasa tapi kadang juga nggak ngerasa, Hehe. Tapi belum sampai ke tahap mengidentifikasi penggunaan bahasa sesuai sama yang nggak sesuai
- Interviewer : Saat di PPL II, pernah nggak sih konsul ke guru pamong atau supervisor setelah membuat lesson plan ?
- Student A : Iya sering malah direvisi, Hehe
- Interviewer : Apasih revisiannya ?
- Student A : Kalau revisian saya yang paling sering di revisi, ketika saya menentukan PCK tersebut. Selanjutnya konteks penggunaan Bahasa di materi pelajarannya, karena saya dituntut untuk menggunakan materi berdasarkan realita yang terjadi oleh siswa. Jadi saya harus menyesuaikan konteks penggunaan Bahasa secara tepat. Sekolah tersebut sih juga sudah membantu saya banyak, jadi waktu pertama kali sebelum melakukan PPL II, kami mahasiswa yang mengajar disana terlebih dulu diberikan penjelasan terkait RPP yang disekolahan sana. Jadi kita dikumpulkan dalam satu ruang dan disitu sekolah memfasilitasi untuk menjelaskan bagaimana membuat RPP yang sesuai dari sekolah tersebut

Interviewer : Terimakasih sudah mau diwawancara, maaf mengganggu waktunya

Student A : Iya sama-sama

B. Student B

Interviewer : *Assalamu'alaikum*, maaf mengganggu waktunya. Bisa wawancara sebentar ?

Student B : *Wa'alaikum salam*, iya bisa

Interviewer : Sudah ambil mata kuliah CMD, Instructional Design, TEFL I, TEFL II ?

Student B : Iya sudah

Interviewer : Dari mata kuliah tersebut, apa yang sudah dipelajari ?

Student B : Cara mendesain lesson plan yang baik dan benar

Interviewer : Berhubung sudah ambil mata kuliah tersebut, berarti sudah ngambil PPL I dan PPL II ?

Student B : Iya sudah

Interviewer : Berarti sudah pernah bikin lesson plan ?

Student B : Pasti sudah pernah bikin

Interviewer : Di PPL II, ada kesusahan nggak bikin lesson plan ?

Student B : Bisa dibilang susah sih

Interviewer : Susahnya yang bagian mana ?

Student B : Susahnya dibagian penggunaan bahasa yang di objective dan indicator. Karena saya harus menyesuaikan dengan Bloom Taxonomy

Interviewer : Pernah ngerasa nggak waktu membuat lesson plan, penggunaan bahasanya tidak sesuai dengan penggunaan Bahasa yang semestinya di lesson plan khususnya K13 ?

Student B : Pernah ngerasa

Interviewer : Solusinya gimana ketika penggunaan bahasanya tidak sesuai dengan semestinya ?

Student B : Meskipun salah tetap menggunakannya, karena saya sudah berusaha menggunakan Bahasa yang berdasarkan Bloom Taxonomy masih tidak sesuai. Menurut saya, bahasanya yang sedikit susah untuk disesuaikan

Interviewer : Bagaimana kamu menyadari kalau penggunaan Bahasa nya belum sesuai ?

Student B : Ketika selesai membuat lesson plan dan setelah melihat kembali Bloom Taxonomy

Interviewer : Setelah membuat lesson plan, pernah konsultasi ke guru pamong atau supervisor nggak ?

Student B : Kalau supervisor pernah, banyak yang dikomen sih khususnya bagian objective dan indicator karena nggak sesuai

Interviewer : Bagaimana revisiannya setelah konsultasi ke supervisor atau guru pamong ?

Student B : Revisiannya banyak disuruh perbaiki penggunaan bahasanya agar lebih tepat

Interviewer : Makasih banyak yah sudah mau di interview

Student B : Iya sama-sama

C.

Student C

Interviewer : *Assalamu'alaikum*, maaf bisa wawancara sebentar ?

Student C : Iya bisa

Interviewer : Sudah ambil mata kuliah CMD, Instructional Design, TEFL I, TEFL II ?

Student C : Iya sudah

Interviewer : Apa yang sudah dipelajari dari mata kuliah tersebut ?

Student C : Banyak, bagaimana cara membuat lesson plan, cara agar menjadi guru yang baik, cara menyampaikan pembelajaran dengan baik, yang pastinya bagaimana menjadi seorang pengajar yang sesuai dengan

- keinginan siswa. Intinya semua mata kuliah tersebut berhubungan dengan lesson plan
- Interviewer : Berarti sudah ambil PPL I dan PPL II ?
- Student C : Iya sudah juga
- Interviewer : Jadi sudah pernah bikin lesson plan ?
- Student C : Sudah, malahan sering banget
- Interviewer : Saat di PPL II, ada kesusahan nggak membuat lesson plan ?
- Student C : Kalo di PPL II ada kesusahan, karena lesson plannya berbeda dengan lesson plan pada umumnya. Tapi sebelum membuat lesson plan disekolah tersebut mengadakan seperti pelatihan untuk membuat lesson plan yang ditentukan oleh sekolah
- Interviewer : Pernah nggak ngerasa waktu membuat lesson plan tidak sesuai penggunaan bahasanya dengan Bahasa yang harus digunakan khususnya lesson plan di K13 ?
- Student C : Iya pernah sih, meskipun penggunaan bahasanya tidak tepat tetap dijalanin meskipun pada saat pengajarannya sempat mengalami kebingungan tapi tetap fokus ke lesson plan aja
- Interviewer : Bagaimana solusinya ketika sudah menyadari penggunaan Bahasa tersebut tidak sesuai ?
- Student C : Biasanya sih solusinya, ke planning B. meskipun lesson plan nya sudah selesai dibuat tetap jalanin aja
- Interviewer : Bagaimana sadarnya ketika Bahasa tersebut tidak sesuai ?
- Student C : Sadar ketika penggunaan bahasanya tidak tepat ketika membuat indikator agak sedikit susah
- Interviewer : Pernah konsultasi ke guru pamong atau supervisor nggak setelah membuat lesson plan ?
- Student C : Kalau saya konsultasinya sebelum membuat lesson plan, biasanya 3 hari sebelum mengajar. Jadi konsul dulu

baru diberikan evaluasi. Ketika hari H nya lesson plan saya sudah sesuai dengan lesson plan di sekolah tersebut

Interviewer : Setelah konsultasi, biasanya revisiannya seperti apa ?

Student C : Paling banyak sih revisian dibagian indikator dan tahap-tahap pembelajarannya, karena dibagian tersebut banyak penggunaan Bahasa yang tidak sinkron. Jadi penggunaan bahasanya diperbaiki agar Bahasa yang digunakan berhubungan dengan Bahasa yang sesuai di lesson plan

Interviewer : Oke, makasih banyak yah sudah mau di wawancara

Student C : Siap, sama-sama

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Interviewer : Oke, makasih banyak yah sudah mau di wawancara

Student C : Siap, sama-sama

Lesson Plan (Curriculum 2013)

School	: MAN 2 MODEL BANJARMASIN
Subject	: English
Class/Semester	: XI MIPA 6 / I
Theme	: Opinion and Thought – Providing and Asking for One’s Opinion or Thought
Skill	: Speaking and Writing
Time Allocation	: 2 x 45 minutes

A. Core Competencies

C1. Appreciating and implementing the knowledge of their faith.

C2. Appreciating and implementing honesty, discipline, responsibility, caring (tolerance and mutual cooperation), courtesy, and proactive to effectively interact with the society and nature within the students’ communicative environment.

C3. Understanding the knowledge (factual, conceptual, and procedural) based on their curiosity about knowledge, technology, art, and culture related to the phenomenon and the real events.

C4. Processing, reasoning, and serving various things in the concrete domain (using, outlining, stringing up, modifying, and making) and the abstract domain (writing, reading, counting, drawing, and composing) related to the development of what they have learned in the school independently and the other sources which have the same point of view/theory.

B. Basic Competence and *Indicators of Competence’s Achievement*

Basic Competence	Indicators of Competence’s Achievement
3.2 Applying social functions, text structure,	3.2.2 Identifying and mentioning

<p>and linguistic elements to represent and inquire about opinions and thoughts, according to the context of its use.</p> <p>4.2 Develop oral and written texts to express and respond to expressions of opinion and thought, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.</p>	<p>expression of asking for and giving opinions, agreeing and disagreeing with opinions politely.</p> <p>4.2.2 Observing in the environment and surrounding areas and then express their opinions and thoughts related to efforts to maintain, preserve and improve it.</p>
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C. Learning Material

1. Simple oral and written text that related to suggesting and offering in reading text.
2. Linguistic elements: *Expression and responding of "Providing and Asking for One's Opinion or Thought"*.

D. Learning Objective

By the end of the lesson the students of MAN 2 MODEL Banjarmasin, especially XI MIPA 6 are able to speak especially they can express their opinion and thought.

E. Methods and Approach

Approach : *Scientific approach*
 Model : *Problem Based Learning*
 Technique : *Discussion and practice*

F. Source

1. *Buku Siswa Bahasa Inggris kelas XI Kurikulum 2013 edisi 2016 Kemendikbud (chapter 1) page 18-23.*
2. *PR Bahasa Inggris SMA/MA XI, Intan Pariwara 2019 page 21-23.*

G. Equipment

1. Stick of Agree and Disagree
2. Whiteboard
3. Marker
4. Laptop

H. Teaching Activity

Activity	Procedures	Time
Pre-activity	<ul style="list-style-type: none">• Teacher greets students and asks their condition. <i>T : Assalamualaikum Wr. Wb. Good morning, class. How are you all</i> <i>Today</i> <i>S : Walaikumsalam Wr. Wb. Good morning, Miss Annisa. I'm fine, thank you and you?</i> <i>T : I'm very well, thank you.</i>	15 minutes

	<ul style="list-style-type: none"> • Teacher checks the attendance of students T : <i>Is the whole class here?</i> <i>Okay, I will check your attendance.</i> • Teacher prepares students psychologically and physically to follow the learning process 	
<p>While-activity</p>	<p>Observing :</p> <ul style="list-style-type: none"> • Teacher asks the students if they have ever been bullied to connect the topic of the day and students pay attention of it. T : <i>"Have you ever been bullied, Student?"</i> S: <i>"No, I don't" or "Yes, I have ever bullied"</i> T : <i>"How was your feeling at that time?"</i> S : <i>"It made me extremely sad"</i> • Teacher asks students to guess what they are going to learn today. T : <i>"Do you know Students, what we are going to learn today?"</i> S : <i>"Giving Opinion"</i> T : <i>"Yes, you're right.. Now open your book page 21"</i> 	<p>70 minutes</p>

	<ul style="list-style-type: none">• Teacher connects the expression with the material of “Opinion and Thought”. <p>Questioning:</p> <ul style="list-style-type: none">• Teacher provides opportunities for students to ask questions that they do not understand yet. <p><i>T : So far any question, Student?, is it clear?, do you understand?</i></p> <p>Exploration :</p> <ul style="list-style-type: none">• Teacher gives an instruction to the students to look at the expression then read it aloud and understand it by themselves <p>Associating:</p> <ul style="list-style-type: none">• Teacher divides students into five groups and give them a stick of “Agree or Disagree”.• Teacher gives a statement in front of the class then students are asked to discuss 15 seconds about their opinion with the statements whether they agree or disagree (with lift up their stick)• Then teacher asks the student to show their opinion with the expression they have learned. <p>Communicating:</p>	
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	<ul style="list-style-type: none"> • Students are expected more active to discuss with their group and give opinion and thought during the lesson. • Teacher asks students for answering the questions relate about the material individually. 	
Post-activity	<ul style="list-style-type: none"> • Teacher and students summarize the whole lesson together. T : <i>So, what have you learnt today?</i> • Teacher and students do a reflection. T : <i>How do you feel about our discussion today? Is it difficult?</i> • Teacher closes the lesson and says salaam and goodbye. T : <i>Ok, before we end our lesson today, let's say a HAMdallah together.</i> <i>See you next meeting, and good bye.</i> <i>Wassalamualaikum Wr.Wb</i> 	5 minutes

I. Scoring

a. Attitude Aspects

No.	Attitude Item	Description	Score acquisition
1	Respect	always respect	5
		often respect	4
		sometimes respect	3
		rarely respect	2
		never respect	1

2	Care	always care often care sometimes care rarely care never care	5 4 3 2 1
3	Honest	always honest often honest sometimes honest rarely honest never honest	5 4 3 2 1
4	To be responsible	always responsibility often responsibility sometimes responsibility rarely responsibility never a responsibility	5 4 3 2 1
5	Team work	always team work frequent team work sometimes team work rarely team work never team work	5 4 3 2 1
6	Peace	always peace frequent peace sometimes peace rarely peace never peace	5 4 3 2 1
7	Discipline	always disciplined often disciplined sometimes disciplined rarely disciplined never disciplined	5 4 3 2 1
8	Communicative	always communicative frequent communicative sometimes communicative rarely communicative never communicative	5 4 3 2 1
9	Confidence	always confident often confident sometimes confident seldom confident never confident	5 4 3 2 1

b. Knowledge Aspects

No.	Attitude Item	Description	Score acquisition
1	Pronunciation	Almost perfect	5
		There is an error but it does not interfere with meaning	4
		There are some errors and disturbing meaning	3
		Lots of mistakes and disturbing meaning	2
		Too many mistakes that are difficult to understand	1
2	Intonation	Almost perfect	5
		There is an error but it does not interfere with meaning	4
		There are some errors and disturbing meaning	3
		Lots of mistakes and disturbing meaning	2
		Too many mistakes that are difficult to understand	1
3	Accuracy	Very thorough	5
		Thorough	4
		Careful enough	3
		Inaccurate	2
		Not thorough	1
4	Understanding	Very understanding	5
		Understanding	4
		Understand enough	3
		Lack of understanding	2
		Not understanding	1

c. Skill Aspects

No.	Attitude Item	Description	Score acquisition
1	Perform appropriate communication actions	Always carry out appropriate communication activities.	5
		Frequent proper communication activities.	4
		Some skill carry out appropriate communication activities.	3
		Have carried out appropriate communication activities.	2
		Never doing proper communication activities.	1

Banjarmasin, September 24th 2019

Teacher Trainer

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J.

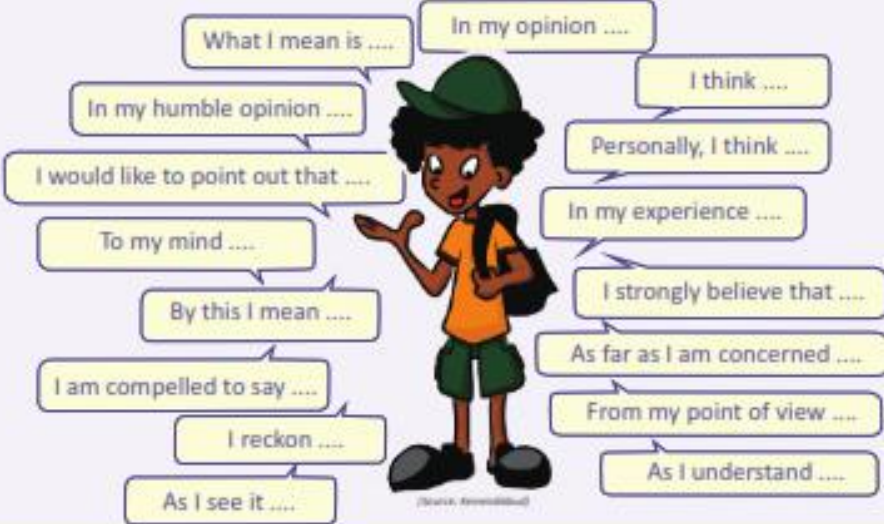
Learning Materials

Expressions

Opinions can be expressed in the ways given below.

Personal Point of View

These expressions are used to show personal points of view.



What I mean is

In my opinion

I think

In my humble opinion

Personally, I think

I would like to point out that

In my experience

To my mind

I strongly believe that

By this I mean

As far as I am concerned

I am compelled to say

From my point of view

I reckon

As I understand

As I see it

(Source: Britannica)

Bahasa Inggris 21

Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.



Disagreeing with an opinion

These are the expressions used to express disagreement with an opinion.



Opinions can be expressed using mental verbs like believe, think, doubt, assume, feel, etc.



Listen and repeat. Practice the following dialogs with your friend. (page 21)

Dialog 1

Rama : Hi, Sofia. You are sitting here all alone. Why don't you stay with those girls?

Sofia : Hi, Ram. In my opinion, it doesn't make any sense if we sit together, but we are busy with our cell phones. So, I'm sitting here memorizing vocabulary than playing with my phone. It's much beneficial.

Rama : You're right several people believe that a smartphone may keep people away.

Sofia : That's the reason I don't open my phone before the class starts. I prefer chatting with friends to playing with my phones.

Rama : So do I. I'd like to point out that I'm here not only to study but also to develop my social relationship. I want to have lots of friends by joining this course. By the way, why don't you ask them to stop playing with their phones?

Sofia : Sorry, that's none of my business. I shouldn't bother them.

Dialog 2

Mawar : Are you alright, Figo?

Figo : Yes, I'm, thanks.

Mawar : But I don't think you are O.K. I'd say that you lose your spirit and cheerfulness.

Figo : Thanks for your concern. I only need to relax this time.

Mawar: You can't lie to me. I've known you for a long time, so I know your character. You'd better tell me about your problem. I might know the solution.

Figo : Mawar, don't push me. I'm fine.

Mawar : Sorry. I don't want you to be sad.

Mawar: Well, what if we play a guessing game? In my experience, it can boost our energy.

Figgo : If it's only two of us, it's not exciting.

Mawar : O.K. I'll leave you alone. Bye!

Figgo : See you!

K. Instrument of Assessment

Answer the following questions based on the dialogs in activity 1 page 21.

Dialog 1

1. What is the topic of the dialog?
2. What does Sofia think about the case?
3. What does Sofia do in such a situation?
4. Do you agree with Sofia's action? Give the reason.
5. Rama says, "several people believe that a smartphone may keep people away," What does he mean?

Dialog 2

1. What is the relationship between the speakers?
2. According to Mawar, is Figo alright? Why does she think like that?
3. Does Figo admit what Mawar thinks? What does he say?
4. Why does Mawar ask Figo to play a guessing game?
5. What do you think about Mawar's action?

ANSWER KEY :

Dialog 1

1. Giving opinion about doing something

2. She thinks playing smartphone is not a good idea if we sit together.
3. Sofia prefers to have a conversation with friends than playing her smartphone.
4. I agree. Because I believe in real life we need to build our social relationship than just having friends in social media.
5. It means that smartphone can replace our togetherness in social life.

Dialog 2

1. They are schoolmates / bestfriend.
2. No, Figo is not alright. She thinks like that because she has known Figo for a long time, so she knows his character.
3. No, he doesn't. He says "Mawar don't push me. I'm fine."
4. To boost his energy and turn back his spirit and cheerfulness.
5. In my opinion, Mawar is a good friend. She is caring for Figo's condition and try to help him to return his spirit and cheerfulness.

Banjarmasin, September 2nd 2019

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CURRICULUM VITAE

I. Personal Details	
Name	: Ratih Suci Syahidah
Place and Date of Birth	: Balikpapan, January 7 th , 1996
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationally	: Indonesia
Parents	: Abidin Abbas S.Pd and Suwarni HP. S.Pd
Siblings	: Rifqy Fadhlan Al-Ayyubi Rifa'i Mujahidin Al-Haq Raihana Suci Amalia Rizqy Suci Nabila Ridha Suci Rufaidha Rayyani Suci Shakila Rifdah Suci Naa'ifah
II. Formal Education Background	
2000 - 2001	TK Islam Qurrata A'yun Samarinda
2003 - 2008	SD Islam Al-Jawahir Samarinda
2009 - 2011	MTS Darussalam Samarinda
2012 - 2014	MA Raadiyah Mardhiyyah Balikpapan
2014 - 2015	Basic English Course (BEC) Pare-Kediri
2016 - 2020	UIN Antasari Banjarmasin
III. Organization Experience	
2016 - 2018	English Student Association (ESA)
2018	PEACE English Academy Pare-Kediri