

## Appendix 1

### Research Instrument

#### INSTRUMENT DOCUMENTARY

##### 1. PEDOMAN DOKUMENTARY

- a. The approach used in the learning videos (RQ 1)
- b. The approach process is used (RQ 2)
- c. The result of using the approach (effects) in online teaching practice (RQ 3)

- a. The approach used in the learning videos (RQ 1)

Put a checklist in the “yes” column if the approach type is used in the learning videos and put a checklist in the “no” column if the approach type is not used.

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)		
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

- b. The approach process is used (RQ 2)

Put a checklist in the “yes” column if the characteristics approach is appropriate with learning video and put a checklist in the “no” column if the characteristics approach is not appropriate with learning video.

Approach	Characteristics	Description	
		Yes	No
Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. Goal of language teaching is learner ability to communicate in the target language.</li> <li>2. Content of a language course will include semantic notions and social function, not just linguistic structure.</li> <li>3. Students regularly work in groups or pairs to transfer.</li> <li>4. Students often engage in role play or dramatisation to adjust their use of the target language to different social context.</li> <li>5. Classroom materials and activities</li> </ol>		

	<p>are often authentic to reflect real-life situations and demands.</p> <ol style="list-style-type: none"> <li>6. Skills are integrated from the beginning, a given activity might involve reading, speaking, listening, and also writing.</li> <li>7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.</li> <li>8. The teacher should be able to use the target language fluently and appropriately.</li> </ol>		
Content Based Instruction	<ol style="list-style-type: none"> <li>1. Language teaching which integrates language instructions with instruction in the content areas.</li> <li>2. The focus is thus on the substance or meaning of the content.</li> <li>3. The foreign or second language is used as the medium of instruction.</li> <li>4. Instructors must not only master the foreign or second language, but must also be knowledgeable in the subject matter.</li> </ol>		
Problem Based Learning	<ol style="list-style-type: none"> <li>1. The way of problems solving supposes first of all that the pupils to identify and to define a problem, , to acquire specific investigative methods of the solving process.</li> <li>2. The students must to be able to make arguments.</li> <li>3. After identifying the problem, the pupils study independently, trying to discover knowledge, the strategies with which they can solve the respective problem.</li> </ol>		
Project Based Learning	<ol style="list-style-type: none"> <li>1. Project Based Learning focuses on the core concepts and principles of a discipline, facilitates to investigate, problem solving, and other meaningful tasks, student centred, and produce tangible products.</li> <li>2. It is organised around an open-ended driving question or challenge.</li> <li>3. PBL creates a need to know essential content and skills.</li> <li>4. It requires inquiry to learn and create something new.</li> </ol>		

	<ol style="list-style-type: none"> <li>5. PBL requires critical thinking, problem solving, collaborating, and various forms of communication.</li> <li>6. It allows some degree of student voice and choice.</li> <li>7. PBL result in a publicly presented product or performance.</li> </ol>		
Inquiry Based Learning	<ol style="list-style-type: none"> <li>1. Students will experience a sense of interest in or curiosity about the topic.</li> <li>2. The students investigate the issue or topic to find the answer.</li> <li>3. Students work in pairs or in small groups when exploring a problem.</li> <li>4. Teacher ask questions to gauge students' understanding and correct any misconceptions.</li> <li>5. The teacher just a facilitator.</li> <li>6. The students have a certain amount of readiness and are able to organize the information as well as create a presentation format.</li> <li>7. The students will learn to communicate and share their new understanding in a variety of ways with their target audience such as through project presentations.</li> </ol>		
Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task-based Language Teaching it gives an emphasis on learning to communicate through interaction in the target language.</li> <li>2. It introduces authentic texts into the learning situation.</li> <li>3. It provides opportunities for learners to focus, not only on language, but also on the learning process itself.</li> <li>4. It enhances the learner's own personal experiences as important contributing elements to classroom learning.</li> <li>5. It attempts to link classroom language learning with language activation outside the classroom.</li> </ol>		
Flipped Classroom	<ol style="list-style-type: none"> <li>1. Combination of face-to-face in class learning and distance learning.</li> <li>2. Students will benefit from participating in class group discussion and engaging in online</li> </ol>		

	<p>video lessons and assignment that must be completed additionally outside of the class time.</p> <ol style="list-style-type: none"> <li>3. Divide into three activities, namely, before the class starts (pre-class), when the class starts (in-class) and after the class ends (out of class).</li> <li>4. Before the class begins, students have studied the material to be discussed, in this stage the ability that students are expected to have is remembering and understanding the material.</li> <li>5. When the class starts students can apply and analyse the material through various interactive activities in the classroom.</li> <li>6. Evaluating and working on certain project-based assignments as activities after the class ends (creating).</li> </ol>		
Blended Learning	<ol style="list-style-type: none"> <li>1. BL is a convergence of to “archetypal” learning environments: face to face and fully online.</li> <li>2. Independent learning: blended learning programs allow learners to learn on their own and to use the materials and resources presented to them in ways that work best for them.</li> </ol>		

c. The result of using the approach (effects) in online teaching practice (RQ 3 )

Put a checklist in the “yes” column if the effect approach is appropriate with learning video and put a checklist in the “no” column if the effect approach is not appropriate with learning video.

Type of approach	Effects	Yes	No
Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. It motivates students to improve their ability of using English.</li> <li>2. CLT focuses on and aims at communicative competence.</li> <li>3. The major portion of the learning processes not upon the teacher thus illustrating that CLT classes have moved from teacher-centredness to learner-centredness.</li> <li>4. Lack of language proficiency.</li> <li>5. CLT approach has been widely employed in many of their language learning classrooms.</li> <li>6. The pressures and requirements of</li> </ol>		

	<p>standard examination guidelines may also influence the application and employment of the CLT approach.</p> <ol style="list-style-type: none"> <li>7. Learner behaviour would be highly influenced by the practice of the CLT approach in a classrooms environment.</li> <li>8. Classroom size and student enrolment numbers for each individual classroom significantly influence the outcomes and performance of the CLT approach.</li> <li>9. Psyc-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners, awareness of grammar acquisition and understanding of the language grammar, both systematic and progressive, is that it should be carried out in a certain order.</li> </ol>		
Content Based Instruction	<ol style="list-style-type: none"> <li>1. Student can also develop a much wider knowledge of the world through Content-Based Instruction which can feed back into improving and supporting their general educational needs.</li> <li>2. It can make learning a language more interesting and motivating</li> <li>3. Content Based Instruction helps students to develop valuable study skills such as note taking, summarising and extracting key information from texts.</li> <li>4. Taking information from diffirent sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills can then be transferred to other subjects.</li> <li>5. The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.</li> <li>6. Learners are exposed a considerable amount of language through stimulating content.</li> <li>7. students may feel confused or may even feel that they aren't improving their language skills.</li> <li>8. Particularly in monolingual classes, the overuse of the students' native</li> </ol>		

	<p>language during parts of the lesson can be a problem.</p> <p>9. Some students may copy directly from the source texts they use to get their information.</p> <p>10. It can be hard to find information sources and texts that lower levels can understand.</p> <p>11. Inefficiency of team-teaching proposals involving language teachers and subject-matter teachers.</p>		
Problem Based Learning	<ol style="list-style-type: none"> <li>1. PBL is very effective to improve learners critical thinking skill.</li> <li>2. Learners will be accustomed to solve a problem since they have been trained in the class.</li> <li>3. PBL can be applied both in large or small classes.</li> <li>4. PBL works well with mixed-ability classes.</li> <li>5. Students are not used to such thing that makes them embarrassed to express their idea.</li> <li>6. Lerner difficult orienting his thoughts, when not accompanied by educators and the discussion will be impressed in all directions or not focused..</li> </ol>		
Project Based Learning	<ol style="list-style-type: none"> <li>1. PBL increases students learning motivation.</li> <li>2. PBL increases students academic achievement</li> <li>3. PBL increases cooperation/collaboration ability</li> <li>4. PBL increases the ability to communicate</li> <li>5. PBL increases students skill in managing learning resources (improve library research skill)</li> <li>6. PBL creates fun learning.</li> <li>7. PBL increases students attitudes toward learning</li> <li>8. PBL increases students' creativity</li> <li>9. PBL lowers students' anxiety level in the learning process.</li> <li>10. PBL increases problem solving ability.</li> <li>11. PBL increases resources management skills.</li> <li>12. PBL requires a lot of time that must be provided to solve complex problems. This will lead to lack of time available for the</li> </ol>		

	<p>material/content.</p> <ol style="list-style-type: none"> <li>13. Many parents of students who feel aggrieved, because it adds to the cost of entering the new system.</li> <li>14. Many instructor/ teachers feel comfortable with traditional classroom, where the teacher play a central role in the classroom.</li> <li>15. Applying project based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginning.</li> <li>16. The amount of equipment to be provided, so that the demand for electricity increase.</li> <li>17. Almost all examples of successful project based learning capitalise on the success of cooperative or collaborative learning.</li> <li>18. Students who are not experienced with working in groups may have difficulty in negotiation and compromise.</li> <li>19. When the topic given to each group is diferent, it is feared that students cannot understand the topic entirely.</li> <li>20. For a self-assessment survey, the data may have been influenced by a slight inconsistency.</li> <li>21. Lack of student interest in the subject, including methods of teaching.</li> </ol>		
<p>Inquiry Based Learning</p>	<ol style="list-style-type: none"> <li>1. Students will understand the basic concepts and ideas more and better.</li> <li>2. Help students to use their memory and transfer them on a new learning process situations.</li> <li>3. Encourage students to think and diligent search for information on their own initiatives.</li> <li>4. Motivate students to think and formulate hypotheses and prove it througha process of learning.</li> <li>5. Provide intrinsic satisfaction.</li> <li>6. The situation of learning process become more stimulating.</li> <li>7. The knowledge and experience gained can stimulate enthusiasm for learning.</li> <li>8. The approach of inquiry based learning requires mental preparation of students for learning with strong confidence. Students</li> </ol>		

	<p>should be able to get rid of pressure to face challenges or obstacles with courage.</p> <ol style="list-style-type: none"> <li>9. If the inquiry approach applied in the classroom with a large number of students, it is unlikely to succeed.</li> <li>10. Emphasis more on understanding, attitudes and skills that are affecting idealist.</li> <li>11. Require longer time compared to the demonstration method.</li> <li>12. The inquiry approach may create problems for students who lack of experience or weak.</li> <li>13. The teacher's expertise is needed in the planning and implementation of this approach.</li> <li>14. The possibility of students not proficient in using apparatus required in some study.</li> <li>15. The findings obtained may be less accurate. This situation will discourage students's motivation.</li> </ol>		
Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task based learning offers a clear setting for the use of language.</li> <li>2. Task based learning is student-centred. The teacher should only present the word in pre-task according to the teaching procedures in TBL. In the work cycle and language orientation, students may then use their language. It leads the students to become active learners.</li> <li>3. The students participate in task based learning.</li> <li>4. Task based learning gives language learners opportunity to learn vocabulary.</li> <li>5. There are many learning activities using task-based learning, student also spend plenty of time. The teacher would say this if they are going to apply task based learning.</li> <li>6. The teacher should clarify the task at the pre-task stage, so he or she has limited time to use the language or provide a role model.</li> </ol>		
Flipped Classroom	<ol style="list-style-type: none"> <li>1. An increased efficiency of time usage.</li> <li>2. Flipped classroom approach present s material through digital</li> </ol>		



	<p>mediums which students can more easily relate to.</p> <ol style="list-style-type: none"> <li>3. Flipped classroom allows students to revisit material at their own pace by re-playing video teachers or reviewing content at a later date.</li> <li>4. Flipped classroom are also conducive to improvement in communication.</li> <li>5. Students become more empowered through the use of technology in and out of the classroom and are able to take a more active role in their own education.</li> <li>6. Testing will become difficult</li> <li>7. Internet accessibility fluctuates.</li> <li>8. Heavy reliance on student motivation</li> <li>9. Promotion of a lackadaisical learning environment.</li> <li>10. Keeping everyone on the same subject can get tricky.</li> </ol>		
Blended Learning	<ol style="list-style-type: none"> <li>1. Opportunity to collaborate from a distance.</li> <li>2. Increase flexibility: learning with technology support make it possible to learn anytime and anywhere,</li> <li>3. Increase interaction: blended learning offers a platform to facilitate greater interactivity between students, as well as between students and teachers.</li> <li>4. Improved learning: additional types of learning activities increase engagement and can help students achieve higher and more meaningful levels of learning.</li> <li>5. Learn to become a virtual citizen: students practice the ability to project themselves socially and academically in the online inquiry community</li> </ol>		

**Appendix 2**  
**Data from Instrument Documentary**

**Name: Elma Fitriani**

**SRN: 170102030201**

- a. The Approach used in the learning videos (RQ 1)

**Learning Videos 1, 2, 3, 4, 5 and 6**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)	√	
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

**Learning Videos 4 and 5**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)		
2	Content Based Instruction	√	
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

- b. The approach process is used ( RQ 2))

**Learning Videos 1, 2, 3, and 6**

Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. Goal of language teaching is learner ability to communicate in the target language.</li> <li>2. Content of a language course will include semantic notions and social function, not just linguistic structure.</li> <li>3. Students regularly work in groups or pairs to transfer.</li> <li>4. Students often engage in role play or dramatisation to adjust their use of the target language to different social context.</li> <li>5. Classroom materials and activities are often authentic to reflect real-life situations and demands.</li> <li>6. Skills are integrated from the beginning, a given activity might involve reading, speaking, listening, and also writing.</li> <li>7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.</li> <li>8. The teacher should be able to use the target language fluently and appropriately.</li> </ol>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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#### Learning Videos 4 and 5

Content Based Instruction	<ol style="list-style-type: none"> <li>1. Language teaching which integrates language instructions with instruction in the content areas.</li> <li>2. The focus is thus on the substance or meaning of the content.</li> <li>3. The foreign or second language is used as the medium of instruction.</li> <li>4. Instructors must not only master the foreign or second language, but must also be knowledgeable in the subject matter.</li> </ol>	<p>√</p> <p>√</p>	
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c. The result of using the approach (effects) in online teaching practice (RQ 3 )

#### Learning Video 1, 2, 3, 4, 5 and 6

Type of approach	Effects	Yes	No
Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. It motivates students to improve their ability of using English.</li> <li>2. CLT focuses on and aims at communicative competence.</li> <li>3. The major portion of the learning processes not upon the teacher thus illustrating that CLT classes have moved from teacher-centredness to learner-centredness.</li> <li>4. Lack of language proficiency.</li> <li>5. CLT approach has been widely employed in many of their language learning classrooms.</li> <li>6. The pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach.</li> <li>7. Learner behaviour would be highly influenced by the practice of the CLT approach in a classrooms environment.</li> <li>8. Classroom size and student enrolment numbers for each individual classroom significantly influence the outcomes and performance of the CLT approach.</li> <li>9. Psyc-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners, awareness of grammar acquisition and understanding of the language grammar, both systematic and progressive, is that it should be carried out in a certain order.</li> </ol>	<p>√</p> <p>√</p> <p>√</p>	

#### Learning Videos 4 and 5

Content Based Instruction	<ol style="list-style-type: none"> <li>1. Student can also develop a much wider knowledge of the world through Content-Based Instruction which can feed back into improving and supporting their general educational needs.</li> <li>2. It can make learning a language more interesting and motivating</li> </ol>	<p>√</p>	
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	<ol style="list-style-type: none"> <li>3. Content Based Instruction helps students to develop valuable study skills such as note taking, summarising and extracting key information from texts.</li> <li>4. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills can then be transferred to other subjects.</li> <li>5. The inclusion of a group work element within the framework given above can also help students to develop their collaborative skills, which can have great social value.</li> <li>6. Learners are exposed a considerable amount of language through stimulating content.</li> <li>7. students may feel confused or may even feel that they aren't improving their language skills.</li> <li>8. Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem.</li> <li>9. Some students may copy directly from the source texts they use to get their information.</li> <li>10. It can be hard to find information sources and texts that lower levels can understand.</li> <li>11. Inefficiency of team-teaching proposals involving language teachers and subject-matter teachers.</li> </ol>	
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**Name: Nida Munirah**

**SRN: 170102030087**

- a. The approach used in the learning videos (RQ 1)

**Learning Video 1, 3, 5 and 6**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)	√	
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

**Learning Video 2 and 4**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)		
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching	√	
7	Flipped Classroom		
8	Blended Learning		

b. The approach process is used ( RQ 2 )

#### Learning Video 1, 2, 3, 4, 5 and 6

Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. Goal of language teaching is learner ability to communicate in the target language.</li> <li>2. Content of a language course will include semantic notions and social function, not just linguistic structure.</li> <li>3. Students regularly work in groups or pairs to transfer.</li> <li>4. Students often engage in role play or dramatisation to adjust their use of the target language to different social context.</li> <li>5. Classroom materials and activities are often authentic to reflect real-life situations and demands.</li> <li>6. Skills are integrated from the beginning, a given activity might involve reading, speaking, listening, and also writing.</li> <li>7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.</li> <li>8. The teacher should be able to use the target language fluently and appropriately.</li> </ol>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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#### Learning Video 2 and 4

Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task-based Language Teaching it gives an emphasis on learning to communicate through interaction in the target language.</li> <li>2. It introduces authentic texts into the learning situation.</li> <li>3. It provides opportunities for learners to focus, not only on language, but also on the learning process itself.</li> <li>4. It enhances the learner's own personal experiences as important contributing elements to classroom learning.</li> <li>5. It attempts to link classroom language learning with language activation outside the classroom.</li> </ol>	<p>√</p> <p>√</p> <p>√</p>	
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c. The result of using the approach (effects) in online teaching practice (RQ 3 )

#### Learning Video 1, 2, 3, 4, 5 and 6

Type of approach	Effects	Yes	No
Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. It motivates students to improve their ability of using English.</li> <li>2. CLT focuses on and aims at communicative competence.</li> <li>3. The major portion of the learning processes not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness.</li> <li>4. Lack of language proficiency.</li> <li>5. CLT approach has been widely employed in many of their language learning classrooms.</li> <li>6. The pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach.</li> <li>7. Learner behaviour would be highly influenced by the practice of the CLT approach in a classrooms environment.</li> <li>8. Classroom size and student enrolment numbers for each individual classroom significantly influence the outcomes and performance of the CLT approach.</li> <li>9. Psyc-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners, awareness of grammar acquisition and understanding of the language grammar, both systematic and progressive, is that it should be carried out in a certain order.</li> </ol>	<p>√</p> <p>√</p> <p>√</p>	

#### Learning Video 2 and 4

Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task based learning offers a clear setting for the use of language.</li> <li>2. Task based learning is student-centred. The teacher should only present the word in pre-task according to the teaching procedures in TBL. In the work cycle and language orientation,</li> </ol>	<p>√</p> <p>√</p>	
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	<p>students may then use their language. It leads the students to become active learners.</p> <ol style="list-style-type: none"> <li>3. The students participate in task based learning.</li> <li>4. Task based learning gives language learners opportunity to learn vocabulary.</li> <li>5. There are many learning activities using task-based learning, student also spend plenty of time. The teacher would say this if they are going to apply task based learning.</li> <li>6. The teacher should clarify the task at the pre-task stage, so he or she has limited time to use the language or provide a role model.</li> </ol>	√	
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**Name: Rohani**

**SRN: 170102030699**

- a. The approach used in the learning videos (RQ 1)

**Learning Video 3**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)	√	
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

**Learning Video 1 and 4**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)		
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching	√	
7	Flipped Classroom		
8	Blended Learning		

b. The approach process is used ( RQ 2 )

### Learning Video 3

Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. Goal of language teaching is learner ability to communicate in the target language.</li> <li>2. Content of a language course will include semantic notions and social function, not just linguistic structure.</li> <li>3. Students regularly work in groups or pairs to transfer.</li> <li>4. Students often engage in role play or dramatisation to adjust their use of the target language to different social context.</li> <li>5. Classroom materials and activities are often authentic to reflect real-life situations and demands.</li> <li>6. Skills are integrated from the beginning, a given activity might involve reading, speaking, listening, and also writing.</li> <li>7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.</li> <li>8. The teacher should be able to use the target language fluently and appropriately.</li> </ol>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
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### Learning Video 1 and 4

Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task-based Language Teaching it gives an emphasis on learning to communicate through interaction in the target language.</li> <li>2. It introduces authentic texts into the learning situation.</li> <li>3. It provides opportunities for learners to focus, not only on language, but also on the learning process itself.</li> <li>4. It enhances the learner's own personal experiences as important contributing elements to</li> </ol>	<p>√</p> <p>√</p> <p>√</p>	
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	classroom learning. 5. It attempts to link classroom language learning with language activation outside the classroom.		
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c. The result of using the approach (effects) in online teaching practice (RQ 3 )

### Learning Video 3

Type of approach	Effects	Yes	No
C Communicative Language Teaching (CLT)	<ol style="list-style-type: none"> <li>1. It motivates students to improve their ability of using English.</li> <li>2. CLT focuses on and aims at communicative competence.</li> <li>3. The major portion of the learning processes not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness.</li> <li>4. The approach gives priority to meanings and rules of use rather than to grammar and rules of structure.</li> <li>5. Lack of language proficiency.</li> <li>6. CLT approach has been widely employed in many of their language learning classrooms.</li> <li>7. The pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach.</li> <li>8. Learner behaviour would be highly influenced by the practice of the CLT approach in a classrooms environment.</li> <li>9. Classroom size and student enrolment numbers for each individual classroom significantly influence the outcomes and performance of the CLT approach.</li> <li>10. Psyc-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners, awareness of grammar acquisition and understanding of the language grammar, both systematic and</li> </ol>	<p>√</p> <p>√</p> <p>√</p>	

	progressive, is that it should be carried out in a certain order.		
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### Learning Video 1 and 4

Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task based learning offers a clear setting for the use of language.</li> <li>2. Task based learning is student-centred. The teacher should only present the word in pre-task according to the teaching procedures in TBL. In the work cycle and language orientation, students may then use their language. It leads the students to become active learners.</li> <li>3. The students participate in task based learning.</li> <li>4. Task based learning gives language learners opportunity to learn vocabulary.</li> <li>5. There are many learning activities using task-based learning, student also spend plenty of time. The teacher would say this if they are going to apply task based learning.</li> <li>6. The teacher should clarify the task at the pre-task stage, so he or she has limited time to use the language or provide a role model.</li> </ol>	<p>√</p> <p>√</p> <p>√</p>	
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**Name: Rizky Aulia**

**SRN: 170102030656**

1. The approach used in the learning videos (RQ 1)

**Learning Video 1 and 4**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)	√	
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

**Learning Video 2 and 3**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)		
2	Content Based Instruction		
3	Problem Based Learning	√	
4	Project Based Learning		
5	Inquiry Based Learning		
6	Task-based Language Teaching		
7	Flipped Classroom		
8	Blended Learning		

**Learning Video5 and 6**

No	Types of Approach	Description	
		Yes	No
1	Communicative Language Teaching (CLT)		
2	Content Based Instruction		
3	Problem Based Learning		
4	Project Based Learning		

5	Inquiry Based Learning		
6	Task-based Language Teaching	√	
7	Flipped Classroom		
8	Blended Learning		

a. The approach process is used ( RQ 2 )

### Learning Videos 1 and 4

1. Communicative Language Teaching (CLT)	1. Goal of language teaching is learner ability to communicate in the target language.	√	
	2. Content of a language course will include semantic notions and social function, not just linguistic structure.	√	
	3. Students regularly work in groups or pairs to transfer.		
	4. Students often engage in role play or dramatisation to adjust their use of the target language to different social context.		
	5. Classroom materials and activities are often authentic to reflect real-life situations and demands.	√	
	6. Skills are integrated from the beginning, a given activity might involve reading, speaking, listening, and also writing.	√	
	7. The teacher's role is primarily to facilitate communication and only secondarily to correct errors.	√	
	8. The teacher should be able to use the target language fluently and appropriately.	√	

### Learning Video 2 and 3

Problem Based Learning	1. The way of problems solving supposes first of all that the pupils to identify and to define a problem, , to acquire specific investigative methods of the solving process.	√	
	2. The students must to be able to make arguments.	√	
	3. After identifying the problem, the	√	

	pupils study independently, trying to discover knowledge, the strategies with which they can solve the respective problem.		
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### Learning Videos 5 and 6

Task-based Language Teaching	1. Task-based Language Teaching it gives an emphasis on learning to communicate through interaction in the target language.	√	
	2. It introduces authentic texts into the learning situation.		
	3. It provides opportunities for learners to focus, not only on language, but also on the learning process itself.	√	
	4. It enhances the learner's own personal experiences as important contributing elements to classroom learning.	√	
	5. It attempts to link classroom language learning with language activation outside the classroom.		

b. The result of using the approach (effects) in online teaching practice (RQ 3 )

### Learning Video 1 and 4

Type of approach	Effects	Yes	No
Communicative Language Teaching (CLT)	1. It motivates students to improve their ability of using English.	√	
	2. CLT focuses on and aims at communicative competence.	√	
	3. The major portion of the learning processes not upon the teacher thus illustrating that CLT classes have moved from teacher-centeredness to learner-centeredness.	√	
	4. The approach gives priority to meanings and rules of use rather than to grammar and rules of structure.		
	5. Lack of language proficiency.		



	<ol style="list-style-type: none"> <li>6. CLT approach has been widely employed in many of their language learning classrooms.</li> <li>7. The pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach.</li> <li>8. Learner behaviour would be highly influenced by the practice of the CLT approach in a classrooms environment.</li> <li>9. Classroom size and student enrolment numbers for each individual classroom significantly influence the outcomes and performance of the CLT approach.</li> <li>10. Psyc-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners, awareness of grammar acquisition and understanding of the language grammar, both systematic and progressive, is that it should be carried out in a certain order.</li> </ol>		
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### Learning Video 2 and 3

Problem Based Learning	<ol style="list-style-type: none"> <li>1. PBL is very effective to improve learners critical thinking skill.</li> <li>2. Learners will be accustomed to solve a problem since they have been trained in the class.</li> <li>3. PBL can be applied both in large or small classes.</li> <li>4. PBL works well with mixed-ability classes.</li> <li>5. Students are not used to such thing that makes them embarrassed to express their idea.</li> <li>6. Lernalers difficult orienting his thoughts, when not accompanied by educators and the discussion will be impressed in all directions or not focused..</li> </ol>	√	
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### Learning Videos 5 and 6

Task-based Language Teaching	<ol style="list-style-type: none"> <li>1. Task based learning offers a clear setting for the use of language.</li> <li>2. Task based learning is student-centred. The teacher should only</li> </ol>	√	
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	<p>present the word in pre-task according to the teaching procedures in TBL. In the work cycle and language orientation, students may then use their language. It leads the students to become active learners.</p> <ol style="list-style-type: none"> <li>3. The students participate in task based learning.</li> <li>4. Task based learning gives language learners opportunity to learn vocabulary.</li> <li>5. There are many learning activities using task-based learning, student also spend plenty of time. The teacher would say this if they are going to apply task based learning.</li> <li>6. The teacher should clarify the task at the pre-task stage, so he or she has limited time to use the language or provide a role model.</li> </ol>	√	
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## Appendix 4

### Lesson plans

#### LESSON PLAN

Name of Teacher	: Elma Fitriani
Name of School	: MAN 2 Hulu Sungai Utara
Name of Subject	: English
Grade	: X MIA 2
Text Type	: Transactional Interaction Text
Topic (s)	: Introduction
Skills	: Writing and Speaking
Time Allocation	: 2 x 45 minutes

#### A. Core Competence

1. To appreciate and practice the teaching of their religion.
2. To demonstrate the honesty, discipline, responsibility, caring (cooperation, teamwork, tolerance, peace), politeness, responsiveness, and pro-active and to show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and positioning ourselves as a reflection of the nation in world association.
3. To understand, to apply, to analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and to apply procedural knowledge to specific field of study according to their talents and interests to solve problems.
4. To process, to make reasoning, and to present in concrete and abstract domains related to the development of what they learned in school independently, and being able to use methods according to scientific rules.

#### B. Basic Competence

- 3.1. To implement social functions, text structure, and linguistic elements of oral and written transactional interaction text includes giving and asking for information related to identity and family relationships, according to its context. (Pay attention to the elements of pronoun language: subjective, objective, possessive).
- 4.1. To compile oral and written transactional texts, very short and simple, involves the act of giving and asking for information related to identity, taking into account social functions, text structure, and linguistic elements, correctly and in context.

C. Learning Objectives

In the end of the class,

1. The students will be able to identify the generic structure and the dominant language features of transactional interaction text, especially about introduction.
2. The students have the honesty, independence, appreciating, and social care, to implement introduction.
3. The students will be able to develop their ability to write down their personal identity.
4. The students will be able to develop their speaking skill based on the material.

D. Indicators

1. To provide an explanation about introduction.
2. To understand about the time of using the introduction.
3. To present the honesty, independence, appreciating, and social care in arranging
  4. transactional interaction text about introduction.
  5. To implement the honesty, independence, appreciating, and social care by using transactional interaction text about introduction.
  6. To arrange transactional interaction text about introduction which including personal identity.
  7. To write down transactional interaction text based on the topic correctly, politely and appropriately.
  8. To perform their own example of transactional interaction text about introduction someone else orally.
  9. To demonstrate their speaking skills related to the materials are provided in their conversation, presentation, discussion, and interaction with their classmates, teacher, and other people.

E. Learning Materials

### Definition of Introduction

The definition of introduction is making something known for the first time, or formally telling two people who the other person is. Or in other words, introduction is a formal presentation of one person to another, in which each is told the other's name.

### Self Introduction:

- My name is... / I'm...
- I am... years old
- I was born in...
- I was born on...
- I am originally from...
- Now, I live in...
- I am a...

#### Introduction

- Name
- Age
- Occupation
- Address
- Hobby
- Family

### Expressions used to introduce someone else

- Let me to introduce you to...
- Let me to introduce her/him.
- I'd like you to meet...
- Please meet...
- Her/his name is...
- She/He is a...
- She/He is from...

#### Example

Let me introduce him to you. His name is Aldi. He is a student of class X Social Science 2, and he is from Tanjung.

### Expression of introduction

#### Introducing oneself

- Good morning, my name is Bagus. What is your name?
- Hello, I'm Dini. May I know your name, please?
- Please, allow me to introduce myself, my name is Ernez Hernandes. You can call me Ernez. I'm from Kupang.
- Hi, I'm Figo. I'm a student of Class X Sosial Science 3. May I know you?

#### Responding

- Good morning, Bagus. My name is Sofia.
- Hello, Dini. I'm Rona.
- Hello, Ernez. I'm Lestari. I'm from Yogyakarta. I stay with my uncle's family.
- Hi, Figo. I'm Gunawan. You can call me Wawan. I'm from Class X Language 2.

1. Social Function : giving and asking for information related to identity.
2. Generic Structure :
  1. Stating name
  2. Stating age, occupation, address, etc.

## 3. Dominant Language Feature :

1. Nouns and noun phrases
2. Simple present tense
3. Linking verb
4. Descriptive language

F. Learning Method : CLT

G. Media : Video, slideshow powerpoint, picture.

H. Teaching and Learning Activity

## 1. Opening Activity (10 minutes)

- a. Starting the class by greeting and checking the students' attendance. (1 minute)
- b. Waiting students enter the class and write their name on comment section in Google Classroom (9 minutes)

## 2. Main Activity (60 minutes)

Students	Teacher
<b>Observation :</b> The students watch the video which is containing an explanation about introduction.	Teacher shows an explanation by video which related to the material about introduction.
<b>Questioning :</b> The students ask to the teacher about its function, or more detailed about introduction.	Teacher gives an explanation of purpose, generic structure, language features of transactional interaction text about introduction. Motivate the students to ask about material.
<b>Association :</b> The students actively response the teacher and understand to the material. They could correctly answer some questions on quiz based on the material that will be presented by the teacher.	Teacher gives explained more detailed about introduction. Then, the teacher asks students to introduce their self by written on Google Classroom's comment section.
<b>Experiments :</b> The students work, arrange and write their introduction based on topic and an example that showed by the teacher. The students give an attention to the language features and are helped by the teacher.	The teacher leads the students to choose right vocabulary, arrange sentences, and other language features. Give the score of students in advance.
<b>Communicating :</b> The students submit their introduction on Google Classroom's comment section.	Give the feedback and reinforcement in the student's work.

## 3. Closing Activity (10 minutes)

- a. Teacher asks students whether there is any question or not.
- b. Teacher gives students a conclusion and also review the lesson together about introduction.
- c. Teacher reminds students to always try to improve and practice the English and study at home.
- d. For further guidance, teacher asks the students to work and make the homework, it is a video about they introduce someone else like friend, sister or brother, or an idol based on what they learn in the day.

## I. Sources

- Wardhana, P. A. & Arini, Y. D. (2019). Bahasa Inggris. Yogyakarta: PT Penerbit Intan Pariwara

## J. Assessment :

Students' worksheet :

I. Fill the blank!!

Answer Key:

1. Hello
2. Know
3. Call
4. Meet

5. Where
6. About
7. See

## 1. Cognitive

The knowledge from the students that can explain what the teacher wants from her learners.  
(The subjective assessment of the teacher)

## 2. Affective

The students' attitude and affective of lessons that the teacher gives to them.

The observation sheet:

The observation result of students' characters

No	Name	Characters	Need Caring	Showing a development	Satisfactory	Excellent
1.	Aisyah Putri	Honesty				
		Independence				
		Appreciating				
		Social care				
2.	Aisyah Safitri	Honesty				
		Independence				
		Appreciating				
		Social care				
3.	Alisya Hidayatul Zikrina	Honesty				
		Independence				
		Appreciating				
		Social care				
4.	Davina Putriyani	Honesty				
		Independence				
		Appreciating				
		Social care				

## 3. Psychomotor

From this learning process, the students are able to write down and speak out about introduction.

## a. Writing Rubric

Writing Rubric	Very Good	Good	Developing
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Accuracy 1-5	All sentences or statements accurate and related to the topic.	Most sentences or statements accurate and related to the topic.	Some sentences or statements accurate and a little bit out related of topic.
Grammar and Sentence Structure 1-5	The sentences are clear and easy to understand. There are few grammatical mistakes.	Some sentences are unclear and little difficult to understand. There are some grammatical mistakes.	The sentences are often unclear and difficult to understand. There are many grammatical problems.
Vocabulary 1-4	Purposeful use of word choice.	Shows some use of varied word choice.	Careless or inaccurate word choice, which obscures meaning.
Spelling	No spelling errors.	Few spelling errors.	Many spelling



1-3	Has used a wide vocabulary throughout.	Has attempted a variety of words.	errors. Has used a limited vocabulary.
Punctuation 1-3	Beginning of all sentences are capitalized. All "I" are capitalized. All sentences end with a punctuation mark. All proper nouns are capitalized.	Beginning of most sentences are capitalized. Most "I" are capitalized. Most sentences end with a punctuation mark. Most proper nouns are capitalized.	Beginning of some sentences are capitalized. Some "I" are capitalized. Some sentences end with a punctuation mark. Most proper nouns are capitalized.

Score = 5+5+4+3+3 = 20 x 5 = 100

b. Speaking Rubric

Speaking Rubric	Very good	Good	Developing
Fluency 1-6	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or no.	Speech is frequently hesitant with some sentences left uncompleted; volume wavers or very soft.
Pronunciation 1-3	Pronunciation is excellent.	Pronunciation is good.	Pronunciation is okay or even lacking and hard to understand.
Grammar 1-3	Accuracy & variety of grammatical structures.	Some errors in grammatical structures possibly caused by attempt to include a variety.	Frequent grammatical errors that do not obscure meaning; little variety in structure.
Vocabulary 1-5	Excellent control of language features; a wide range of well-chosen vocabulary.	Good language control; good range of relatively well-chosen vocabulary.	Adequate language control; vocabulary range is lacking.
Details 1-3	Excellent level of description; additional details beyond the required.	Good level of description; all required information included.	Description lacks some details that make it difficult for the listener to understand.

Score = 6+3+3+5+3 = 20 x 5 = 100

Amuntai, 22<sup>nd</sup> July 2020

Main Teacher/Supervisor

Teacher

Hayatun Nahdiah, S. Pd. I

Elma Fitriani

The Principal  
Drs. H. Alpahmi, MM.

## LESSON PLAN

Name of Teacher : Elma Fitriani  
 Name of School : MAN 2 Hulu Sungai  
 UtaraName of Subject : English  
 Grade : X MIA 2  
 Text Type : Interpersonal Interaction Text  
 Topic (s) : Congratulations and compliments  
 Skills : Listening and  
 WritingTime Allocation : 2 x 45 minutes

## A. Core Competence

1. To appreciate and practice the teaching of their religion.
2. To demonstrate the honesty, discipline, responsibility, caring (cooperation, teamwork, tolerance, peace), politeness, responsiveness, and pro-active and to show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and positioning ourselves as a reflection of the nation in world association.
3. To understand, to apply, to analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and to apply procedural knowledge to specific field of study according to their talents and interests to solve problems.
4. To process, to make reasoning, and to present in concrete and abstract domains related to the development of what they learned in school independently, and being able to use methods according to scientific rules.

## B. Basic Competence

- 3.2. To implement social functions, text structure, and linguistic elements of oral and written interpersonal interaction text that involves congratulations and compliments (extended), as well respond according to its context.
- 4.2. To compile oral and written simply interpersonal interaction text, involves the act of giving a congratulations and compliment (extended), and respond to it, taking into account social functions, text structure, and linguistic elements, correctly and appropriately in context.

## C. Learning

Objectives In the  
end of the class,

1. The students will be able to identify the generic structure and the dominant language features of interpersonal interaction text, especially about congratulations and compliments.
2. The students have the creative, honesty, independence, and social care, to implement congratulations and compliments.
3. The students will be able to develop their listening skill.
4. The students will be able to develop their writing skill based on the material.

## D. Indicators

1. To classify which one the expression of congratulations and the compliments.
2. To apply the expressions of congratulations and compliments.
3. To present the creative, honesty, independence, and social care in arranging interpersonal interaction text about congratulations and compliments.
4. To implement the creative, honesty, independence, and social care by using interpersonal interaction text about congratulations and compliments.

5. To recognize words and differentiate sounds by listening to audio that teacher give.
6. To identify specific information related to the material through audio.
7. To write down interpersonal interaction text about compliments based on the topic correctly, politely and appropriately.
8. To arrange simple dialogs about compliments correctly, politely, and appropriately.

## E. Learning Materials

### Congratulations

- Something that you said when you want to congratulate someone.
- We usually congratulate others when they receive good achievements or celebrate special occasions, such as birthday or wedding anniversary.
- We can say, "Congratulations!" or "Happy birthday!"

### Expressions of congratulations

- **Congratulating**
  - Congratulations! You are really great. I am proud of you.
  - Congratulations on your success!
  - Congratulations! Finally your dream come true.
  - I'd like to say congratulations on your achievement!
  - Please accept my congratulations. Your hard work has been paid off.
- **Responding**
  - Thank you.
  - I wish for your success too.
  - You're right. Thank you for your support.
  - Thank you. Actually I never imagined it.
  - Thank you. It really makes me grateful.

## Example

- Bagus : Mawar, congratulations! Your hard work has been paid off.
- Mawar : Thanks. It is my first step to achieve my dream. I hope readers like it.
- Bagus : I have downloaded and read your storybook. That's interesting. I really like it.
- Mawar : Thank you. I welcome for any comments to make my book better.
- Bagus : For me it's already been perfect. I have written my comment and given you five stars.
- Mawar : Thank you so much. I will read it later.

## Compliments

- We compliment other people to appreciate or praise them. We can say **"Wow! That's cool!"**, **"What a beautiful dress!"** to compliment.
- We can say **"Thank you."** to respond the compliment.

## Expressions of Compliments

- Complimenting
  - What an excellent mark!
  - Wow, it's really wonderful!
  - How lovely your garden is!
  - You are really talented at painting.
  - Well, I'm speechless. I haven't seen such a wonder before.
- Responding
  - Thank you
  - Thanks
  - Do you think so? Thanks
  - Thanks
  - Nor have I



## Examples

**Dialog 1**

Girl : What a beautiful garden you have!

Boy : Thank you.

**Dialog 2**

Boy : Please try this cake.

Girl : Sure. Thanks. Hmm, it's yummy.

Boy : I am glad you like it.

**Dialog 3**

Man : You received a perfect score. You did it very well.

Girl : Thank you, Sir.

1. Social Function : expressing congratulations and compliments to other people.
  2. Generic Structure :
    - Expression of congratulations
    - Expression of compliments
  3. Dominant Language  
Feature :
    - a. Nouns and noun phrases
    - b. Simple present tense
- F. Learning Method : CLT
- G. Media : Video, slideshow powerpoint, picture.
- H. Teaching and Learning Activity
1. Opening Activity (10 minutes)
    - a. Starting the class by greeting and checking the students' attendace. (1 minute)
    - b. Waiting students enter the class and write their name on comment section in GoogleClassroom (9 minutes)
  2. Main Activity (60 minutes)

Students	Teacher
<b>Observation :</b> The students watch the video which is containing an explanation about congratulations and compliments.	Teacher shows an explanation by video which related to the material about congratulations and compliments.
<b>Questioning :</b> The students ask to the teacher about its function, or more detailed about congratulations and compliments.	Teacher gives an explanation of purpose, generic structure, language features of interpersonal interaction text about congratulations and compliments. Motivate the students to ask about material.
<b>Association :</b> The students actively response the teacher and understand to the material. Some of the students ask another question about language feature more detailed. Then, they could understand, identify and	Teacher gives explained more detailed about congratulations and compliments. Then, the teacher asks students to move to next activity. Students will asked by teacher to read and

differentiate expressions of congratulations and compliments correctly by the material that will be presented by the teacher.	understand the instruction of exercises that will be held after that.
<p><b>Experiments :</b> The students work, listen to audio in exercise 1 and fill the blank about congratulations. They also arrange and write their compliments based on topic and an example that showed by the teacher. The students give an attention to the language features and teacher will help them if there is any problem.</p>	<p>The teacher leads the students to choose right vocabulary, arrange sentences, and other language features. Give more instruction and advice to students. Give the score of students in advance.</p>
<p><b>Communicating :</b> The students submit their exercises on Google Classroom.</p>	Give the feedback and reinforcement in the student's work.

### 3. Closing Activity (10 minutes)

- Teacher asks students whether there is any question or not.
- Teacher gives students a conclusion and also review the lesson together about congratulations and compliments.
- Teacher reminds students to always try to improve and practice the English and study at home.

#### I. Sources

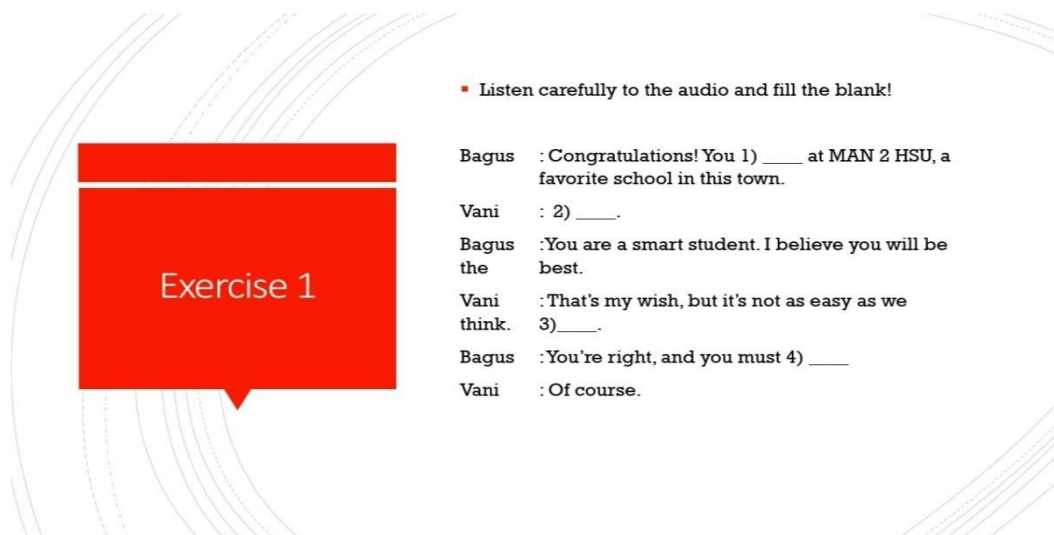
- Wardhana, P. A. & Arini, Y. D. (2019). Bahasa Inggris. Yogyakarta: PT Penerbit Intan Pariwara

#### J. Assessment :

Students'

worksheet :

#### I. Listening and fill the blank!!



▪ Listen carefully to the audio and fill the blank!

Bagus : Congratulations! You 1) \_\_\_\_ at MAN 2 HSU, a favorite school in this town.

Vani : 2) \_\_\_\_.

Bagus : You are a smart student. I believe you will be the best.

Vani : That's my wish, but it's not as easy as we think. 3) \_\_\_\_.


Bagus : You're right, and you must 4) \_\_\_\_.

Vani : Of course.

Answer Key:

1. Have been accepted
2. Thanks
3. I have to study hard
4. Do your best

II. Create simple dialogs based on following situation.



▪ Create and perform dialogs based on following situation.

Example:

- Your friend has played the guitar beautifully on the stage. You compliment him/her.

-> You :Your performance was great! The audience were amazed.

Your friend :Thank you. I'm glad they enjoy it.

The situations:

1. You are visiting your friend's new house. You compliment his/her house.
2. You have read your friend's short story. You compliment his/her short story.
3. Your friend has a new badminton racket. You compliment it.

Examples of answer:

1. You : What a nice house!  
Your friend : Thanks
2. You : I have read your short story. It's amazing!  
Your friend : Do you think so? Thanks.
3. You : Hi. Is that your new racket?  
Your friend : Yes.  
You : It's cool! It's strong and comfortable.  
Your friend : Thanks

1. Cognitive

The knowledge from the students that can explain what the teacher wants from her learners.(The subjective assessment of the teacher)

2. Affective

The students' attitude and affective of lessons that the teacher gives to them.The observation sheet:

The observation result of students' characters

No	Name	Characters	Need Caring	Showing a development	Satisfactory	Excellent
1.	Aisyah Putri	Creative				
		Honesty				
		Independence				
		Social care				

2.	Aisyah	Creative				
	Safitri	Honesty				
		Independence				
		Social care				
3.	Alisya Hidayatul Zikrina	Creative				
		Honesty				
		Independence				
		Social care				
4.	Davina Putriyani	Creative				
		Honesty				
		Independence				
		Social care				

Etc.

### 3. Psychomotor

From this learning process, the students are able to write down and speak out about introduction.

#### a. Listening Rubric

Listening Rubric	Score
Students could fill the blank and answer the question on exercise correctly	10

#### b. Writing Rubric

Writing Rubric	Very Good	Good	Developing
Accuracy 1-5	All sentences or statements accurate and related to the topic.	Most sentences or statements accurate and related to the topic.	Some sentences or statements accurate and a little bit out related of topic.
Grammar and Sentence Structure 1-5	The sentences are clear and easy to understand. There are few grammatical mistakes.	Some sentences are unclear and little difficult to understand. There are some grammatical mistakes.	The sentences are often unclear and difficult to understand. There are many grammatical problems.
Vocabulary 1-4	Purposeful use of word choice.	Shows some use of varied word choice.	Careless or inaccurate word choice, which obscures meaning.
Spelling 1-3	No spelling errors. Has used a wide vocabulary throughout.	Few spelling errors. Has attempted a variety of words.	Many spelling errors. Has used a limited vocabulary.
Punctuation 1-3	Beginning of all sentences are capitalized. All "I" are capitalized. All sentences end with a punctuation mark. All proper nouns are capitalized.	Beginning of most sentences are capitalized. Most "I" are capitalized. Most sentences end with a punctuation mark. Most proper nouns are	Beginning of some sentences are capitalized. Some "I" are capitalized. Some sentences end with a punctuation mark.
		capitalized.	Most proper nouns are capitalized.



$$\text{Score} = 5+5+4+3+3 = 20 \times 5 = 100$$

Amuntai, 28<sup>th</sup> July 2020

Main Teacher/Supervisor

Teacher

Hayatun Nahdiah, S. Pd. I

Elma Fitriani

The Principal

Drs. H. Alpahmi, MM.

## LESSON PLAN

Name of Teacher : Elma Fitriani  
 Name of School : MAN 2 Hulu Sungai Utara  
 Name of Subject : English  
 Grade : X MIA 2  
 Text Type : Transactional Interaction Text  
 Topic (s) : Past tense and present perfect tense.  
 Skills : Grammar and writing  
 Time Allocation : 2 x 45 minutes

## A. Core Competence

1. To appreciate and practice the teaching of their religion.
2. To demonstrate the honesty, discipline, responsibility, caring (cooperation, teamwork, tolerance, peace), politeness, responsiveness, and pro-active and to show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and positioning ourselves as a reflection of the nation in world association.
3. To understand, to apply, to analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and to apply procedural knowledge to specific field of study according to their talents and interests to solve problems.
4. To process, to make reasoning, and to present in concrete and abstract domains related to the development of what they learned in school independently, and being able to use methods according to scientific rules.

## B. Basic Competence

- 3.6. To implement social functions, text structure, and linguistic elements of oral and written transactional interaction text that involves giving and asking for information related to circumstances/actions/activities/events that are done/happened in the past which refers to time when it happens and ends, according to its context. (Note the element of language simple past tense vs present perfect tense)
- 4.6. To compile oral and written transactional texts, short and simple, involves the act of giving and asking for information related to circumstances/actions/activities/events that are done/happened in the past which refers to time when it happens and ends, taking into account social functions, text structure, and linguistic elements, correctly and in context.

## C. Learning Objectives

In the end of the class,

1. The students will be able to identify the generic structure and the dominant language features of transactional interaction text, especially in using past tense and present perfect tense.
2. The students have the creative, independence, hard work, and responsibility, to implement past tense and present perfect tense.
3. The students will be able to develop their grammar ability.
4. The students will be able to develop their writing skill based on the material.

#### D. Indicators

1. To classify which one is past tense and present perfect tense.
2. To apply past tense and present perfect tense in the practice and daily life.
3. To present the creative, independence, hard work, and responsibility in arranging transactional interaction in using past tense and present perfect tense.
4. To implement the creative, independence, hard work, and responsibility by using transactional interaction in using past tense and present perfect tense.
5. To differentiate the function of past tense and present perfect tense.
6. To compare form of verb related to the topic correctly, politely and appropriately.
7. To create some sentences as example of using past tense and present perfect tense.
8. To demonstrate their writing skills related to the materials related to the topic correctly, politely and appropriately.

#### E. Learning Materials

## PAST TENSE AND PRESENT PERFECT TENSE

### PAST TENSE

- **Function** : to indicate an activity or situation that began and ended at a particular time in the past.
- **Time signal** : yesterday, the day before yesterday, just now, last night, last week, two days ago, four month ago, in 1998, a few minute ago, the other days, etc.

FORMULA OF PRESENT PERFECT TENSE	Examples:
(+) Subject + Have /Has + V3 + Object/Complement	(+) I have bought a new book
(-) Subject + Have/Has not + V3 + Object/Complement	(-) I have not bought a new book
(?) Have/Has + Subject + V3 + Object/Complement ?	(?) Have I bought a new book?
	(+) Dina has already gone to the library
	(-) Dina has not already gone to the library
	(?) Has Dina already gone to library?
	(+) My friend and I have studied so hard this week
	(-) My friend and I have not studied so hard this week
	(?) Have my friend and I studied so hard this week?

1. Social Function :
  - To share the information with others
  - To report the past happening to others
  - To give an example
2. Generic Structure : To start, and to respond (expected or not)
3. Dominant Language Feature :
  - a. Declarative and interrogative sentence
  - b. Conjunction: time signal.

F. Learning Method : CLT

G. Media : Video, slideshow powerpoint, picture.

H. Teaching and Learning Activity

1. Opening Activity (10 minutes)
  - a. Starting the class by greeting and checking the students' attendace. (1 minute)
  - b. Waiting students enter the class and write their name on comment section in GoogleClassroom (9 minutes)
2. Main Activity (60 minutes)

Students	Teacher
<p><b>Observation :</b> The students watch the video which is containing an explanation about past tense and present perfect tense.</p>	Teacher shows an explanation by video which related to the material about past tense and present perfect tense.
<p><b>Questioning :</b> The students ask to the teacher about its function, or more detailed about past tense and present perfect tense.</p>	Teacher gives an explanation of purpose, generic structure, language features of transactional interaction text about past tense and present perfect tense. Motivate the students to ask about material.
<p><b>Association :</b> The students actively response the teacher and understand to the material. They could correctly make a simple example of past tense and present perfect tense.</p>	Teacher gives explained more detailed about past tense and present perfect tense. Then, the teacher asks students to identify the structure or formula of past tense and present perfect tense by written on Google Classroom's comment section.

<p><b>Experiments :</b> The students work, arrange and write their own example about past tense and present perfect tense that has explained and showed by the teacher. But not only that, but also students will fill the blank of quiz about verb form in past tense. The students give an attention to the language features and are helped by the teacher.</p>	<p>The teacher leads the students to choose right vocabulary, arrange sentences, and other language features. Give the score of students in advance.</p>
<p><b>Communicating :</b> The students submit their introduction on Google Classroom's comment section.</p>	<p>Give the feedback and reinforcement in the student's work.</p>

3. Closing Activity (10 minutes)

- a. Teacher asks students whether there is any question or not.
- b. Teacher gives students a conclusion and also review the lesson together about introduction.
- c. Teacher reminds students to always try to improve and practice the English and study at home.

I. Sources

- Alexander B.S. & Nina a.R. (2016). The Pocket Book of 16 Tenses. Yogyakarta: Penerbit Cakrawala.
- Wardhana, P. A. & Arini, Y. D. (2019). Bahasa Inggris. Yogyakarta: PT Penerbit Intan Pariwara

J. Assessment :

Students' worksheet

:

I. Fill the blank!!

**LET'S PRACTICE!!!**

Practice 1: Past tense.  
Complete the following sentences using the correct form of Verb 2!!

1. They \_\_\_\_ (sell) many fruits and vegetables in Lokbaintan floating market yesterday.
2. Last year, I \_\_\_\_ (travel) to Japan with my parents.
3. We \_\_\_\_ (talk) on the phone for almost one hour last night.
4. I \_\_\_\_ (not enjoy) our stay at the cottage. One night when we \_\_\_\_ (talk) in our room, the owner \_\_\_\_ (knock) our door at ten o'clock, and \_\_\_\_ (tell) us to sleep.
5. A: Do you remember when we \_\_\_\_ (go) to Turkey?  
B: Yes, You \_\_\_\_ (lose) your passport just after we \_\_\_\_ (arrive).

Answer Key:

1. Sold
2. Travelled
3. Talked
4. Didn't enjoy, talked, knocked
5. Went, lost

## II. Make some examples of Present perfect tense!!

**LET'S PRACTICE!!!**

Practice 2: Present Perfect Tense

Write 5 examples of present perfect tense sentences!!

Example:  
- I have studied mathematics

### 1. Cognitive

The knowledge from the students that can explain what the teacher wants from her learners.  
(The subjective assessment of the teacher)

### 2. Affective

The students' attitude and affective of lessons that the teacher gives to them.

The observation sheet:

The observation result of students' characters

No	Name	Characters	Need Caring	Showing a development	Satisfactory	Excellent
1.	Aisyah Putri	Creative				
		Independence				
		Hard work				
		Responsibility				
2.	Aisyah Safitri	Creative				
		Independence				
		Hard work				
		Responsibility				
3.	Alisya Hidayatul Zikrina	Creative				
		Independence				
		Hard work				
		Responsibility				
4.	Davina Putriyani	Creative				
		Independence				
		Hard work				
		Responsibility				

Etc.

### 3. Psychomotor

From this learning process, the students are able to write down and speak out about introduction.

#### a. Grammar and Writing Rubric

Grammar	Score
Student could fill the blank with V2 correctly	20

Score = 20 x 5 = 100

Writing Rubric	Very Good	Good	Developing
Accuracy 1-5	All sentences or statements accurate and related to the topic.	Most sentences or statements accurate and related to the topic.	Some sentences or statements accurate and a little bit out related of topic.
Grammar and Sentence Structure 1-5	The sentences are clear and easy to understand. There are few grammatical mistakes.	Some sentences are unclear and little difficult to understand. There are some grammatical mistakes.	The sentences are often unclear and difficult to understand. There are many grammatical problems.
Vocabulary 1-4	Purposeful use of word choice.	Shows some use of varied word choice.	Careless or inaccurate word choice, which obscures meaning.
Spelling 1-3	No spelling errors. Has used a wide vocabulary throughout.	Few spelling errors. Has attempted a variety of words.	Many spelling errors. Has used a limited vocabulary.
Punctuation 1-3	Beginning of all sentences are capitalized. All "I" are capitalized. All sentences end with a punctuation mark. All proper nouns are capitalized.	Beginning of most sentences are capitalized. Most "I" are capitalized. Most sentences end with a punctuation mark. Most proper nouns are capitalized.	Beginning of some sentences are capitalized. Some "I" are capitalized. Some sentences end with a punctuation mark. Most proper nouns are capitalized.

Score = 5+5+4+3+3 = 20 x 5 = 100

Amuntai, 6<sup>th</sup> August 2020

Main Teacher/Supervisor

Teacher

Hayatun Nahdiah, S. Pd. I

Elma Fitriani

The Principal

Drs. H. Alpahmi, MM.



## LESSON PLAN

Name of Teacher	: Elma Fitriani
Name of School	: MAN 2 Hulu Sungai Utara
Subject	: English
Grade	: X MIA 2
Text Type	: Descriptive Text
Topic (s)	: Descriptive Text
Skills	: Reading and writing
Allocation	: 2 x 45 minutes

## A. Core Competence

1. To appreciate and practice the teaching of their religion.
2. To demonstrate the honesty, discipline, responsibility, caring (cooperation, teamwork, tolerance, peace), politeness, responsiveness, and pro-active and to show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and positioning ourselves as a reflection of the nation in world association.
3. To understand, to apply, to analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and to apply procedural knowledge to specific field of study according to their talents and interests to solve problems.
4. To process, to make reasoning, and to present in concrete and abstract domains related to the development of what they learned in school independently, and being able to use methods according to scientific rules.

## B. Basic Competence

- 3.4 To differentiate social functions, text structure, and linguistic elements of oral and written descriptive text by giving and asking information that related to tourist attractions and famous historical building, short and simple, appropriately with its context.
- 4.4 Descriptive Text
  - 4.4.1 To grasp the contextual meaning that related to social functions, text structure, and linguistic elements of descriptive text, oral and written, short and simple, related to tourist attractions and famous historical building.
  - 4.4.2 To compile oral and written descriptive text, short and simple, related to tourist attractions and famous historical buildings, taking into social function, text structure, and linguistic elements correctly and appropriately in context.

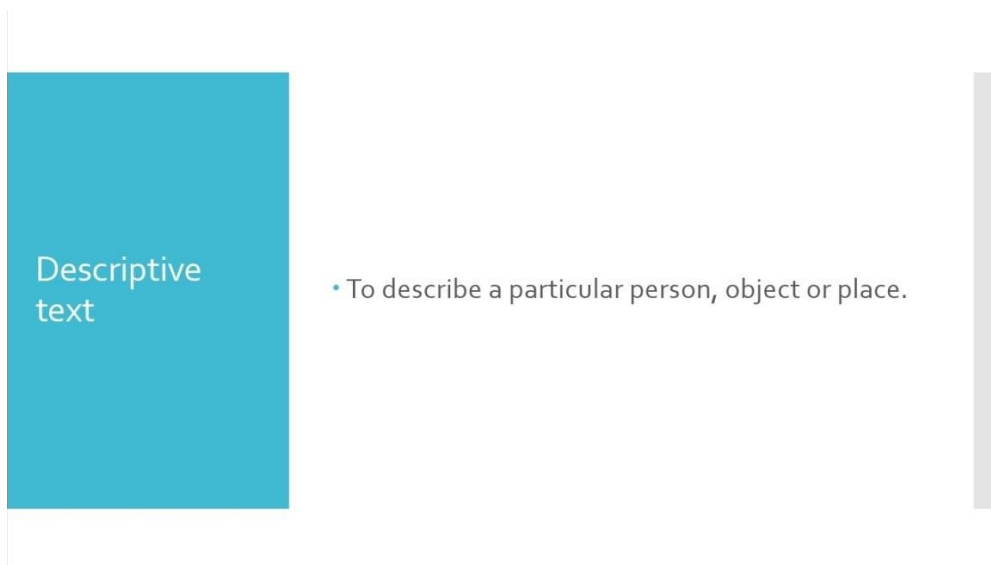
## C. Learning Objectives In the end of the class,

1. The students will be able to identify the generic structure and the dominant language features of descriptive text.
2. The students have the creative, independence, honesty, and responsibility, to implement the communicative function descriptive text.
3. The students are able to develop their reading skill by read and understand the text about descriptive text.
4. The students are able to write down the descriptive text based on the given material.

## D. Indicators

1. To identify the generic structure and the dominant language features of descriptive text.
2. To introduce the generic structure and the dominant language features of descriptive text which describe something on students' own.
3. To present the creative, independence, honesty and responsibility in arranging descriptive text based on the given material.
4. To implement the creative, independence, honesty and responsibility by using communicative function of descriptive text.
5. To indicate the meaning of text that students read, especially about descriptive text.
6. To compare parts of generic structure in descriptive text.
7. To arrange descriptive text about particular person, things, place, tourist attractions or famous historical building.
8. To write down descriptive text based on the topic that will be presented by the teacher correctly, politely and appropriately.

## E. Learning Materials



## Descriptive text

- It consists of two parts:
  1. Identification: identifies the phenomenon to described.
  2. Description: describe parts, qualities, or characteristics of the person, object or place being described.

## Structure of Descriptive Text

### Identification

#### **My Small House**

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

## Structure of Descriptive Text

### Description

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

## Descriptive text

- Language features:
  1. Specific participant
  2. Simple present tense
  3. Noun phrase
  4. Adverbs of time and place
  5. Action verb and relative verb

## Example

### My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

## Example

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

1. Social Function : To describe a particular person, object, or place.
2. Generic Structure :
  - a. Identification: identifies the phenomenon to be described.
  - b. Description: describe parts, qualities, or characteristics of the person, object orplace being described.
3. Dominant Language Feature :
  - a. Specific participant

- b. Simple present tense
- c. Noun phrase
- d. Adverbs of time and place
- e. Action verb and relative verbs

F. Learning Method : CLT

G. Media : Video, slideshow powerpoint, picture.

H. Teaching and Learning Activity

1. Opening Activity (10 minutes)

- a. Starting the class by greeting and checking the students' attendance. (1 minute)
- b. Waiting students enter the class and write their name on comment section in GoogleClassroom (9 minutes)

2. Main Activity (60 minutes)

<b>Students</b>	<b>Teacher</b>
<p><b>Observation :</b> The students watch the video which is containing an explanation about descriptive text. Not only the explanation but also, students will read an example of descriptive text.</p>	<p>Teacher shows an explanation and its example by video which related to the material about descriptive text.</p>
<p><b>Questioning :</b> The students ask to the teacher about its function, or more detailed about descriptive text.</p>	<p>Teacher gives an explanation of purpose, generic structure, language features of descriptive text. Motivate the students to ask about material.</p>
<p><b>Association :</b> The students actively response the teacher and understand to the material. They could correctly identify generic structure, language features of descriptive text. They also could indicate the meaning of text about descriptive text.</p>	<p>Teacher gives explained more detailed about descriptive text. Then, the teacher asks students to identify the generic structure and indicate the meaning on another descriptive text. To evaluate that, teacher will ask students to answer some questions.</p>
<p><b>Experiments :</b> The students work, arrange and write their own example about descriptive text that has explained and showed by the teacher. The students give an attention to the generic structure and language features, and they are helped by the teacher.</p>	<p>The teacher leads the students to choose right vocabulary, arrange sentences, and other language features. Give the score of students in advance.</p>
<p><b>Communicating :</b> The students submit their descriptive text on Google Classroom's comment section.</p>	<p>Give the feedback and reinforcement in the student's work.</p>

3. Closing Activity (10 minutes)

- a. Teacher asks students whether there is any question or not.

- b. Teacher gives students a conclusion and also review the lesson together about descriptive text.
- c. Teacher reminds students to always try to improve and practice the English and study at home.

I. Sources

- Wardhana, P. A. & Arini, Y. D. (2019). Bahasa Inggris. Yogyakarta: PT Penerbit Intan Pariwara
- <http://britishcourse.com/descriptive-text-definition-generic-structure-purposes-language-features.php>
- <http://britishcourse.com/20-contoh-descriptive-text-terbaik.php>

J. Assessment : Students' worksheet

:

I. Reading

Read this text and then answer the question.

**Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

Let's Practice!!

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

Let's Practice!!

## The questions

1. The place located on \_\_\_\_\_
2. Borobudur temple is constructed on \_\_\_\_\_
3. Based on the text, universe is divided into \_\_\_\_\_

### Answer Key:

1. Magelang, Central Java, Indonesia
2. A hill 46 meter high
3. 3 spiritual spheres: kamadhatu, rupadhatu, arupadhatu.

### II. Writing

## Let's Practice!!

Let's write a simple descriptive text!!

Write your descriptive text in your note book, take picture of it, and submit to teacher.

Minimal: 2 paragraphs.

The topic and theme of your text is depend on you.

And happy writing!!

### 1. Cognitive

The knowledge from the students that can explain what the teacher wants from her learners. (The subjective assessment of the teacher)

### 2. Affective

The students' attitude and affective of lessons that the teacher gives to them. The observation sheet:

The observation result of students' characters

No	Name	Characters	Need Caring	Showing a development	Satisfactory	Excellent
1.	Aisyah Putri	Creative				
		Independence				
		Honesty				
		Responsibility				

2.	Aisyah Safitri	Creative				
		Independence				
		Honesty				
		Responsibility				
3.	Alisya Hidayatul Zikrina	Creative				
		Independence				
		Honesty				
		Responsibility				
4.	Davina Putriyani	Creative				
		Independence				
		Honesty				
		Responsibility				

Etc.

### 3. Psychomotor

From this learning process, the students are able to write down and speak out about descriptive text.

#### a. Reading Rubric

Reading rubric	Score
Student could answer the given question for the text correctly	10

$$\text{Score} = 10 \times 3 = 30$$

#### b. Writing Rubric

Writing Rubric	Very Good	Good	Developing
Accuracy 1-3	All sentences or statements accurate and related to the topic.	Most sentences or statements accurate and related to the topic.	Some sentences or statements accurate and a little bit out related of topic.
Grammar and Sentence Structure 1-3	The sentences are clear and easy to understand. There are few grammatical mistakes.	Some sentences are unclear and little difficult to understand. There are some grammatical mistakes.	The sentences are often unclear and difficult to understand. There are many grammatical problems.
Vocabulary 1-3	Purposeful use of word choice.	Shows some use of varied word choice.	Careless or inaccurate word choice, which obscures meaning.
Spelling 1-3	No spelling errors. Has used a wide vocabulary throughout.	Few spelling errors. Has attempted a variety of words.	Many spelling errors. Has used a limited vocabulary.



Punctuation 1-2	Beginning of all sentences are capitalized. All "I" are capitalized. All sentences end with a punctuation mark. All proper nouns are capitalized.	Beginning of most sentences are capitalized. Most "I" are capitalized. Most sentences end with a punctuation mark. Most proper nouns are capitalized.	Beginning of some sentences are capitalized. Some "I" are capitalized. Some sentences end with a punctuation mark. Most proper nouns are capitalized.

Score = 3+3+3+3+2 = 14 x 5 = 70

\*Total score = Reading score + writing score  
 = 30 + 70  
 = 100

Amuntai, 12<sup>th</sup> August 2020

Main Teacher/Supervisor

Teacher

Hayatun Nahdiah, S. Pd. I

Elma Fitriani

The Principal

Drs. H. Alpahmi, MM.

## LESSON PLAN

Name of Teacher	: Elma Fitriani
Name of School	: MAN 2 Hulu Sungai UtaraName of
Subject	: English
Grade	: X MIA 2
Text Type	: Recount Text
Topic (s)	: Recount Text
Skills	: Reading and writingTime
Allocation	: 2 x 45 minutes

### A. Core Competence

1. To appreciate and practice the teaching of their religion.
2. To demonstrate the honesty, discipline, responsibility, caring (cooperation, teamwork, tolerance, peace), politeness, responsiveness, and pro-active and to show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and positioning ourselves as a reflection of the nation in world association.
3. To understand, to apply, to analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights related to the causes of phenomena and events, and to apply procedural knowledge to specific field of study according to their talents and interests to solve problems.
4. To process, to make reasoning, and to present in concrete and abstract domains related to the development of what they learned in school independently, and being able to use methods according to scientific rules.

### B. Basic Competence

- 3.7 To differentiate social functions, text structure, and linguistic elements of oral and written recount text by giving and asking information that related to historical events according to its context.

#### Recount Text – Historical Events

- 4.7.1 To grasp the contextual meaning that related to social functions, text structure, and linguistic elements of oral and written recount text related to historical events.
- 4.7.2 To compile oral and written recount text, short and simple, related to historical events, taking into social function, text structure, and linguistic elements correctly and appropriately in context.

### C. Learning Objectives In the end of the class,

1. The students will be able to identify the generic structure and the dominant language features of recount text.
2. The students have the creative, independence, honesty, and responsibility, to implement the communicative function recount text.
3. The students are able to develop their reading skill by read and understand the text about recount text.
4. The students are able to write down the recount text based on the given material.

### D. Indicators

1. To identify the generic structure and the dominant language features of recount text.
2. To introduce the generic structure and the dominant language features of recount text which retell

events or experiences in the past.

3. To present the creative, independence, honesty and responsibility in arranging recount text based on the given material.
4. To implement the creative, independence, honesty and responsibility by using communicative function of recount text.
5. To indicate the meaning of text that students read, especially about recount text.
6. To compare parts of generic structure in recount text.
7. To arrange recount text about one story, action, or activity that happened in the past.
8. To write down recount text based on the topic that will be presented by the teacher correctly, politely and appropriately.

#### E. Learning Materials

### RECOUNT TEXT

### RECOUNT TEXT

- A text that telling the reader about one story, action or activity which happened in the past.
- Purpose: to entertain or informing the reader.

## GENERIC STRUCTURE OF RECOUNT TEXT

1. Orientation : it gives the readers the background information needed to understand the text, such as who was involved, where and when it happened.
2. Events : a series of events ordered in a chronological sequence.
3. Re-orientation : closing, a personal comment about the event or what happened in the end.

### EXAMPLE 1

#### Orientation

#### My First Trip to Pari Island

Last September, I went to Pari Island for a holiday. I went there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there.

### EXAMPLE 1

#### Events

Our boat departed from Muara Angke port to the island at 8.00 AM. We arrived at Pari Island around 10.00 Am. After that, we went to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decided to do snorkeling.

When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We did snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After we did snorkeling for approximately three hours, we returned to our guest house. We ended up the first day by getting dinner and took some walks around.

## EXAMPLE I

### Events

On the second day, we woke up so early to watch sunrise. We did not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decided to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We ate some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

## EXAMPLE I

### Re-orientation

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

## LANGUAGE FEATURES

- Past tense
- Adverb of time – last september, a year ago, etc.
- Conjunction – and, then, before, after that, etc.

1. Social Function : To entertain or informing the reader.
2. Generic Structure :
  - a. Orientation: it gives the reader the background information.
  - b. Events: a series of events ordered in a chronological sequence.
  - c. Re-orientation: a personal comment about the event or what happened in the end.
3. Dominant Language Feature :
  - a. Past tense
  - b. Adverb of time

## c. Conjunctions

F. Learning Method : CLT

G. Media : Video, slideshow powerpoint, picture.

H. Teaching and Learning Activity

## 1. Opening Activity (10 minutes)

a. Starting the class by greeting and checking the students' attendance. (1 minute)

b. Waiting students enter the class and write their name on comment section in GoogleClassroom (9 minutes)

## 2. Main Activity (60 minutes)

Students	Teacher
<p><b>Observation :</b> The students watch the video which is containing an explanation about recount text. Not only the explanation but also, students will read an example of recount text.</p>	<p>Teacher shows an explanation and its example by video which related to the material about recount text.</p>
<p><b>Questioning :</b> The students ask to the teacher about its function, or more detailed about recount text.</p>	<p>Teacher gives an explanation of purpose, generic structure, language features of recount text. Motivate the students to ask about material.</p>
<p><b>Association :</b> The students actively response the teacher and understand to the material. They could correctly identify generic structure, language features of recount text. They also could indicate the meaning of text about recount text.</p>	<p>Teacher gives explained more detailed about recount text. Then, the teacher asks students to identify the generic structure and indicate the meaning on another example of recount text. To evaluate that, teacher will ask students to answer some questions.</p>
<p><b>Experiments :</b> The students work, arrange and write their own example about recount text that has explained and showed by the teacher. The students give an attention to the generic structure and language features, and they are helped by the teacher.</p>	<p>The teacher leads the students to choose right vocabulary, arrange sentences, and other language features. Give the score of students in advance.</p>
<p><b>Communicating :</b> The students submit their recount text on Google Classroom's comment section.</p>	<p>Give the feedback and reinforcement in the student's work.</p>

## 3. Closing Activity (10 minutes)

a. Teacher asks students whether there is any question or not.

b. Teacher gives students a conclusion and also review the lesson together about recounttext.

c. Teacher reminds students to always try to improve and practice the English and studyat home.

I. Sources

- <http://www.studiobelajar.com/recount-text/>
- <http://www.jagoanbahasainggris.com/2017/02/materi-recount-text-beserta-contoh-teks.html?=1>

J. Assessment : Students' worksheet

:

I. Reading

### EXAMPLE 2

#### Vacation To Santolo Beach

When Idul Fitri holiday, after visiting my parents at Pameungpeuk, Garut, I and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day.

### EXAMPLE 2

After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

### LET'S PRACTICE!!

Read the example 2.  
And answer this questions.

1. When did they go to Santolo Beach?
2. What did the writer do in the Beach?
3. Did the writer enjoy the holiday in the Santolo Beach?

Answer Key:

1. On Idul Fitri Holiday
2. Took pictures, swimming, playing sand, and go around the beach by boat.
3. Yes, the writer enjoyed the holiday in the Santolo beach.

## II. Writing

### LET'S PRACTICE!!

Have done??

Now, read your short and simple recount text. It is about your last or the most memorable led Fitr or led Adha. Write that text on your Instagram's story. And don't forget to tag me @elmfrn\_ and I'll give you a score.

Add some hastags such as: #letslearnenglish #englishwithmselma #XMIA2

I'll wait your work 24 hours from now, happy writing!!!

### 1. Cognitive

The knowledge from the students that can explain what the teacher wants from her learners. (The subjective assessment of the teacher)

### 2. Affective

The students' attitude and affective of lessons that the teacher gives to them. The observation sheet:

The observation result of students' characters

No	Name	Characters	Need Caring	Showing a development	Satisfactory	Excellent
1.	Aisyah Putri	Creative				
		Independence				
		Honesty				
		Responsibility				
2.	Aisyah Safitri	Creative				
		Independence				
		Honesty				
		Responsibility				
3.	Alisya Hidayatul Zikrina	Creative				
		Independence				
		Honesty				
		Responsibility				
4.	Davina Putriyani	Creative				
		Independence				
		Honesty				
		Responsibility				

Etc.



## 3. Psychomotor

From this learning process, the students are able to write down and speak out about recounttext.

## a. Reading Rubric

Reading rubric	Score
Student could answer the given question for the text correctly	10

$$\text{Score} = 10 \times 3 = 30$$

## b. Writing Rubric

Writing Rubric	Very Good	Good	Developing
Accuracy 1-3	All sentences or statements accurate and related to the topic.	Most sentences or statements accurate and related to the topic.	Some sentences or statements accurate and a little bit out related of topic.
Grammar and Sentence Structure 1-3	The sentences are clear and easy to understand. There are few grammatical mistakes.	Some sentences are unclear and little difficult to understand. There are some grammatical mistakes.	The sentences are often unclear and difficult to understand. There are many grammatical problems.
Vocabulary 1-3	Purposeful use of word choice.	Shows some use of varied word choice.	Careless or inaccurate word choice, which obscures meaning.
Spelling 1-3	No spelling errors. Has used a wide vocabulary throughout.	Few spelling errors. Has attempted a variety of words.	Many spelling errors. Has used a limited vocabulary.
Punctuation 1-2	Beginning of all sentences are capitalized. All "I" are capitalized. All sentences end with a punctuation mark. All proper nouns are capitalized.	Beginning of most sentences are capitalized. Most "I" are capitalized. Most sentences end with a punctuation mark. Most proper nouns are capitalized.	Beginning of some sentences are capitalized. Some "I" are capitalized. Some sentences end with a punctuation mark. Most proper nouns are capitalized.

$$\text{Score} = 3+3+3+3+2 = 14 \times 5 = 70$$

$$\begin{aligned} \text{*Total score} &= \text{Reading score} + \text{writing score} \\ &= 30 + 70 \\ &= 100 \end{aligned}$$

Amuntai, 18<sup>th</sup> August 2020

Main Teacher/Supervisor

Teacher

Hayatun Nahdiah, S. Pd. I

Elma Fitriani

The Principal

Drs. H. Alpahmi, MM.

### LESSON PLAN

<b>Identity</b>	<b>Class: XI MIA II</b> <span style="float: right;"><b>Time Allocation: 45 minutes</b></span> <b>Subject: English</b> <span style="float: right;"><b>Instructor: Nida Munirah</b></span> <b>Topic: Suggestion and Offers</b>	
<b>Goals</b>	By the process of observing, questioning, association, experiment, and communicating: <ul style="list-style-type: none"> <li>- Students will be able to identify social functions, text structures, and linguistic elements in expressions Suggestion and Offer.</li> <li>- Students will be able to give responsibility, politeness, and hard work in applying the expressions.</li> <li>- Students will be able to do error analysis and fix it related to suggestion and offer expression</li> </ul>	
<b>Learning Activity</b>	Pre-Activity	<ul style="list-style-type: none"> <li>- Teacher introduces herself and ask students to do self-introduction one by one since it is first meeting</li> <li>- Teacher introduces material to the students</li> </ul>
	While-Activity	<ul style="list-style-type: none"> <li>- Teacher shares you tube video link and give the students time to watch it.</li> <li>- Gives students opportunity to ask about material they have not understand</li> <li>- Asks students to do some quiz on instagram that had made by teacher</li> </ul>
	Post-Activity	<ul style="list-style-type: none"> <li>- Give students assignment of making conversation about suggestion and offer</li> <li>- Close the lesson</li> </ul>
<b>Evaluation</b>	Evaluated while the process of teaching and learning Assignment type; individual work	

Supervisor



Hj. Nur Laila Kadariyah, S.Ag., M.Pd.

NIP. 197011181996032001

Amuntai, 24 Juli 2020

Guru Pamong



Yuliana, S.Ag., S.Pd.I

NIP. 197204252005012004

Mengetahui

Ketua MAN 2 Hulu Sungai Utara



Drs. H. Alpalmi, M.M.

NIP. 196308022005011006

## LESSON PLAN

<b>Identity</b>	<b>Class: XI MIA I</b> <span style="float: right;"><b>Time Allocation: 45 minutes</b></span> <b>Subject: English</b> <span style="float: right;"><b>Instructor: Nida Munirah</b></span> <b>Topic: Asking and Giving Opinion</b>	
<b>Goals</b>	By the process of observing, questioning, association, experiment, and communicating: <ul style="list-style-type: none"> <li>- Students will be able to identify social functions, text structures, and linguistic elements in expressions Asking and Giving Opinion.</li> <li>- Students will be able to give responsibility, politeness, and hard work in applying the expressions.</li> <li>- Students will be able to develop their writing and speaking skill by making example of the expressions.</li> </ul>	
<b>Learning Activity</b>	Pre-Activity	<ul style="list-style-type: none"> <li>- Teacher introduces material to the students</li> </ul>
	While-Activity	<ul style="list-style-type: none"> <li>- Teacher ask students to read power point and watch explanation video</li> <li>- Give students opportunity to ask about material they don't understand via google meet.</li> <li>- Ask some students to read the dialog on the power point and ask them what it is about.</li> <li>- Train the students speaking skill by asking their opinion about some issues.</li> </ul>
	Post-Activity	<ul style="list-style-type: none"> <li>- Give students assignment of writing their opinion about the given issue.</li> <li>- Close the lesson</li> </ul>
<b>Evaluation</b>	Evaluated while the process of teaching and learning Assignment type; individual work	

Mengetahui



Ketua MAN 2 Hulu Sungai Utara

Drs. H. Alpahmi, M.M.

NIP. 196608022005011006

Amuntai, 28 Juli 2020

Guru Pamong

Yuliana, S.Ag., S.Pd.I

NIP. 197204252005012004

### LESSON PLAN

<b>Identity</b>	<b>Class: XI MIA II</b> <span style="float: right;"><b>Time Allocation: 45 minutes</b></span> <b>Subject: English</b> <span style="float: right;"><b>Instructor: Nida Munirah</b></span> <b>Topic: Agreement &amp; Disagreement</b>	
<b>Goals</b>	By the process of observing, questioning, association, experiment, and communicating: <ul style="list-style-type: none"> <li>- Students will be able to identify social functions, text structures, and linguistic elements in expressions Agreement and Disagreement</li> <li>- Students will be able to give responsibility, politeness, and hard work in applying the expressions.</li> <li>- Students will be able to use the expression according to the situation</li> </ul>	
<b>Learning Activity</b>	Pre-Activity	<ul style="list-style-type: none"> <li>- Send the material via Whatsapp group</li> <li>- Share link of Google Meeting</li> <li>- Review previous material</li> <li>- Introduce material about Expressions of Agreement and Disagreement</li> </ul>
	While-Activity	<ul style="list-style-type: none"> <li>- Ask students to read the power point presented by the teacher (including the example of expressions and dialogue)</li> <li>- Explain the material to the students</li> <li>- Give students opportunity to ask about material they have not understand</li> <li>- Some students are asked to complete the blanks on the conversation presented by the teacher.</li> </ul>
	Post-Activity	<ul style="list-style-type: none"> <li>- Give conclusion about the material</li> <li>- Close the lesson</li> </ul>
<b>Evaluation</b>	Evaluated while the process of teaching and learning	

Mengetahui



Ketua MAN 2 Hulu Sungai Utara

Drs. H. Alpahmi, M.M.

NIP. 196608022005011006

Amuntai, 4 Agustus 2020

Guru Pamong

Yuliana, S.Ag., S.Pd.I

NIP. 197204252005012004



### LESSON PLAN

<b>Identity</b>	<b>Class: XI MIA I</b> <span style="float: right;"><b>Time Allocation: 45 minutes</b></span> <b>Subject: English</b> <span style="float: right;"><b>Instructor: Nida Munirah</b></span> <b>Topic: Hopes and Dreams</b>	
<b>Goals</b>	By the process of observing, questioning, association, experiment, and communicating: <ul style="list-style-type: none"> <li>- Students will be able to identify social functions, text structures, and linguistic elements in expressions Hopes and Dreams</li> <li>- Students will be able to give responsibility, politeness, and hard work in applying the expressions.</li> <li>- Students will be able to develop their writing skill by writing their 10 hopes and dreams</li> </ul>	
<b>Learning Activity</b>	Pre-Activity	<ul style="list-style-type: none"> <li>- Open the lesson</li> <li>- Introduce the material (Hopes and Dreams)</li> </ul>
	While-Activity	<ul style="list-style-type: none"> <li>- Teacher shares youtube video link and give the students time to watch it.</li> <li>- Gives students opportunity to ask about material they have not understand</li> <li>- Asks students to give one example of their hope to make sure they have understand of the text structure</li> </ul>
	Post-Activity	<ul style="list-style-type: none"> <li>- Give students assignment of writing about their 10 hopes/dreams</li> <li>- Close the lesson</li> </ul>
<b>Evaluation</b>	Evaluated while the process of teaching and learning Assignment type; individual work	

Mengetahui



Kepala MAN 2 Hulu Sungai Utara

Drs. H. Alpalmi, M.M.

NIP. 06608022005011006

Amuntai, 6 Agustus

2020 Guru Pamong

Yuliana, S.Ag., S.Pd.I

NIP. 197204252005012004

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Mahasiswa Praktikan : Rizky Aulia	Kelas/Sem : XI IIK/1
Nama Sekolah : MAN V Hulu Sungai Utara	Waktu : 2 x 40 menit
Mata Pelajaran : Bahasa Inggris	Topik : Offers and Suggetions

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan faktual, konseptual dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 3.1 Menerapkan fungsi sosial, struktur, teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can.*)
- 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

### C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis ungkapan yang digunakan untuk memberi dan meminta saran dan tawaran dalam bahasa Inggris.
2. Peserta didik mampu menganalisis ungkapan yang digunakan untuk memberikan respon terhadap saran dan tawaran dalam bahasa Inggris.
3. Peserta didik mampu menggunakan ungkapan untuk meminta dan memberi saran dan tawaran dalam bahasa Inggris.

### D. Indikator Pencapaian

1. Mengidentifikasi ungkapan yang digunakan untuk memberi dan meminta saran dan tawaran pada sebuah dialog dalam bahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan saat memberikan respon terhadap saran dan tawaran pada sebuah dialog dalam bahasa Inggris.
3. Melakukan prakter lisan dalam mengungkapkan saran dan tawaran dalam bahasa Inggris dengan percaya diri.

E. Materi Pembelajaran : Offers and Suggestions

F. Metode Pembelajaran : Online learning

G. Media Pembelajaran : Buku Bahasa Inggris kelas XI *Stop Bullying Now* / WhatsApp group.

### H. Langkah Pembelajaran

Pendahuluan
1. Memberi salam dan menyapa peserta didik melalui grup online.
2. Cek Keadiran dan memberitahu materi yang akan di pelajari
Kegiatan Inti
1. Mahasiswa praktikan memberikan rangkuman materi dan video pembelajaran tentang Offer and Suggestion.
2. Peserta didik mengamati catatan materi dan video yang di upload oleh mahasiswa praktikan.
3. Peserta didik menyampaikan pertanyaan terkait tanyangan video tersebut.
4. Mahasiswa praktikan menjawab pertanyaan siswa.
5. Mahasiswa praktikan memberikan tugas kepada peserta didik mengenai materi pembelajaran
Penutup
1. Mahasiswa praktikan dan siswa bersama-sama merangkum pembelajaran.
2. Mahasiswa praktikan menutup proses pembelajaran online.

### I. Penilaian

1. Pengetahuan : Melalui penugasan tertulis.
2. Sikap : Tanggung jawab mengerjakan tugas serta keaktifan dalam proses pembelajaran.

Amuntai, 24 Juli 2020

Guru Pamong

Mahasiswa Praktikan

Ahmad Jahrani, S. Pd

Rizky Aulia

Supervis  
or

Puji Sri Rahayu, MA

**C. Respond to the suggestions and offers given below.**

- Can I help you?
- Why don't you go and get something to eat?
- Why don't you go to the bank?
- Shall I bring a book to read?

---

**Now do the same for these.**

- Why don't we read all the books in the library on 3 June?
- Let's do it together.
- Would you like a glass of water?
- Would you like me to do the laundry for you?
- I will wash the car for you, Ma.
- Do I think we should go and pick your father up from the airport?

**Suggesting and Offering**

**Suggest** means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

**Suggestions** are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

**Social function:** to facilitate interpersonal communication between different people

**For example:**  
- Let's finish our home work first.  
- Let's go home.

**Expressions/Gambits**

When making suggestions, we often use the following expressions.

- Let's ...
- Why don't we ...?
- We could ...
- What about ...?
- How about ...?
- I suggest that ...
- You might want to change ...
- I think ...
- I don't think ...

**Examples of Suggestions**

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something

Activate Windows  
Go to Settings to activate Windows

**Responding to Suggestions**

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Oh, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, Let's just go to the supermarket.
I think you should go and meet her.	Oh, if you say so.	Sorry, I can't. I have previous engagement.

Table 1.2 Responding to suggestions

**Offer** means to give something physical or abstract to someone, which can be taken as a gift or a trade.

**Offer can be given in terms of** food, money, help, services, friendship or a bargain. It can be taken or refused.

**Social function:** to facilitate interpersonal communication between different people.

**For example:**  
- Shall I take you to school?  
- Do you want help with your homework?

**Expressions/Gambits**

When making offers, we often use the following expressions.

- May I ...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I ...?

**Examples of Offers**

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

**Responding to Offers**

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of coffee?	Yes, please. That would be lovely.	No, thanks, I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take your hand?	Thank you, I appreciate your help.	Thank you, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal verb	Subject	Object
May I ...?	you	help for another piece of tea?
Can I ...?	you	take your hand?
Shall I ...?	you	bring you some tea?
Would you ...?	you	like another helping?
How about I ...?	you	help you with this?

Table 1.4 Sentence structure to offer something

Assignment:

Make a dialog and mention expression of offers and suggestions and practice it with friends.

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Mahasiswa Praktikan	: Rizky Aulia	Kelas/Sem	: XI IIK/1
Nama Sekolah	: MAN V Hulu Sungai Utara	Waktu	: 2 x 40 menit
Mata Pelajaran	: Bahasa Inggris	Topik	: Opinions and Thoughts

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan faktual, konseptual dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 3.2 Menerapkan fungsi sosial, struktur, teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion.*)
- 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.

### C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis ungkapan yang digunakan untuk memberi dan meminta pendapat dan pikiran dalam bahasa Inggris.
2. Peserta didik mampu menganalisis ungkapan yang digunakan untuk menyetujui atau menolak suatu pendapat dan pikiran dalam bahasa Inggris.
3. Peserta didik mampu menggunakan ungkapan untuk meminta dan memberi pendapat dan pikiran dalam bahasa Inggris.

### D. Indikator Pencapaian

1. Mengidentifikasi ungkapan yang digunakan untuk memberi dan meminta pendapat dan pikiran pada sebuah dialog dalam bahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan saat memberikan tanggapan terhadap pendapat dan pikiran pada sebuah dialog dalam bahasa Inggris.
3. Melakukan praktek lisan dalam mengungkapkan ekspresi memberi dan meminta pendapat dan pikiran dalam bahasa Inggris dengan percaya diri.

E. **Materi Pembelajaran** : Opinions and Thoughts

F. **Metode Pembelajaran** : Online learning

G. **Media Pembelajaran** : Buku Bahasa Inggris kelas XI *Stop Bullying Now* / WhatsApp group.

### H. Langkah Pembelajaran

Pendahuluan
1. Memberi salam dan menyapa peserta didik melalui grup online.
2. Cek Keadiran dan memberitahu materi yang akan di pelajari
Kegiatan Inti
1. Mahasiswa praktikan memberikan rangkuman materi dan video pembelajaran tentang Opinions and Thoughts.
2. Peserta didik mengamati catatan materi dan video yang di upload oleh mahasiswa praktikan.
3. Peserta didik menyampaikan pertanyaan terkait tanyangan video tersebut.
4. Mahasiswa praktikan menjawab pertanyaan siswa.
5. Mahasiswa praktikan memberikan tugas kepada peserta didik mengenai materi pembelajaran
Penutup
1. Mahasiswa praktikan dan siswa bersama-sama merangkum pembelajaran.
2. Mahasiswa praktikan menutup proses pembelajaran online.

### I. Penilaian

1. Pengetahuan : Melalui penugasan tertulis.
2. Sikap : Tanggung jawab mengerjakan tugas serta keaktifan dalam proses pembelajaran.

Amuntai, 07 Agustus 2020

Mahasiswa Praktikan

Guru Pamong

Ahmad Jahrani, S. Pd

Rizky Aulia

Supervis

or

Puji Sri Rahayu, MA

# Opinion & thought

Meeting 2 class XI

1

## Personal point of view

**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 ...

2

## General point of view

**General Point of View**  
These expressions are used to show a general point of view. A general point of view creates a balance in writing and helps avoid absolute statements.

- Most people do not agree ...
- Generally it is accepted ...
- Almost everyone ...
- The majority disagree with ...
- Some people say that ...
- The majority agree with ...
- Some people believe ...
- It is sometimes argued ...
- Of course, many argue ...
- It is considered ...
- While some people believe ...

3

## Agreeing with an Opinion

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

- This is absolutely right.
- Of course.
- I agree, I never thought of that.
- I agree with this opinion.
- Neither do I.
- I couldn't agree more.
- That's a good point.
- I agree with what you are saying but have you ever.....
- I think so too.

4

## Disagree expression

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

- I am sorry, I don't agree with you.
- I disagree with you.
- I am not sure I agree with you.
- I think you are wrong.
- I don't agree with you.
- That's not the same thing at all.
- I am afraid I have to disagree with you.
- It is not justified to say so.
- I do not believe that ...
- I am not convinced that ...
- By this I mean ...
- I can't say I agree with this, and here's why...

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

5

## Structure to express opinions

Let's look at the sentence structure to express opinions.

Subject	Verb	Object
I	agree	with what you are saying.
We	believe	this is not the right way to handle things.
I	reckon	this could be right considering the reasons you have provided.
I	agree	that I didn't look at it from this perspective.
I	doubt	that this is possible.
We	assume	you are biased on this issue.
I	don't agree	with you.
I	think	you are mistaken.
I	think	so too.

6

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

7

## Give your opinion for agree and disagree

**a. A man can do Poligami, marry with more than one woman.**

8

## Make a conversation

Please make a conversation by yourself or with your partner related to our material today.

9

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Mahasiswa Praktikan	: Rizky Aulia	Kelas/Sem	: XI IIK/1
Nama Sekolah	: MAN V Hulu Sungai Utara	Waktu	: 2 x 40 menit
Mata Pelajaran	: Bahasa Inggris	Topik	: Party Time

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan faktual, konseptual dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya.
- 4.3 Teks Undangan resmi.
  - 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja.
  - 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis elemen-elemen atau format yang terdapat pada undangan formal Bahasa Inggris.
2. Peserta didik mampu menuliskan balasan untuk undangan resmi dalam Bahasa Inggris.
3. Peserta didik mampu membuat surat undangan tidak resmi dalam Bahasa Inggris.

### D. Indikator Pencapaian

1. Mengidentifikasi elemen-elemen atau format yang terdapat dalam surat formal Bahasa Inggris.
2. Membuat balasan surat undangan resmi.
3. membuat undangan non-formal kepada teman untuk berhadir pada suatu acara.

### E. Materi Pembelajaran : Party Time (Invitation)

### F. Metode Pembelajaran : Online learning

### G. Media Pembelajaran : Buku Bahasa Inggris kelas XI *Stop Bullying Now* / Google Classroom / WhatsApp.

### H. Langkah Pembelajaran

<b>Pendahuluan</b>
1. Memberi salam dan menyapa peserta didik melalui grup online.
2. Cek Keadiran dan memberitahu materi yang akan di pelajari
<b>Kegiatan Inti</b>
1. Mahasiswa praktikan memberikan rangkuman materi dan video pembelajaran tentang materi kemudian berdiskusi bersama dalam memahami materi.
2. Peserta didik mengamati catatan materi dan video yang di upload oleh mahasiswa praktikan.
3. Peserta didik menyampaikan pertanyaan terkait tanyangan video tersebut.
4. Mahasiswa praktikan menjawab pertanyaan siswa.
5. Mahasiswa praktikan memberikan tugas kepada peserta didik mengenai materi pembelajaran
<b>Penutup</b>
1. Mahasiswa praktikan dan siswa bersama-sama merangkum pembelajaran.
2. Mahasiswa praktikan menutup proses pembelajaran online.

### I. Penilaian

1. Pengetahuan : Melalui penugasan tertulis.
2. Sikap : Tanggung jawab mengerjakan tugas serta keaktifan dalam proses pembelajaran.

Guru Pamong



Ahmad Jahrani, S. Pd

Amuntai, 14 Agustus 2020  
Mahasiswa Praktikan



Rizky Aulia

Supervisor

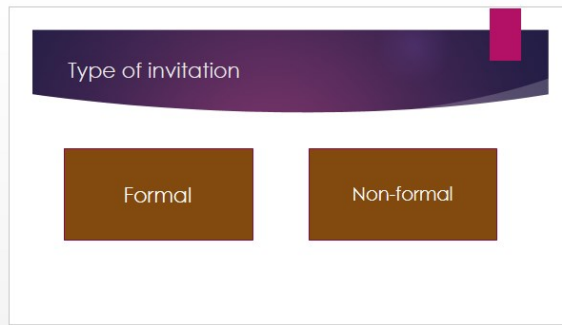


Puji Sri Rahayu, MA



Chapter 3  
Party Time

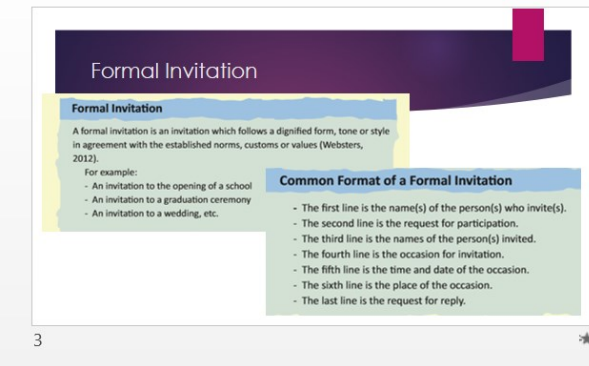
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Type of invitation

Formal      Non-formal

2



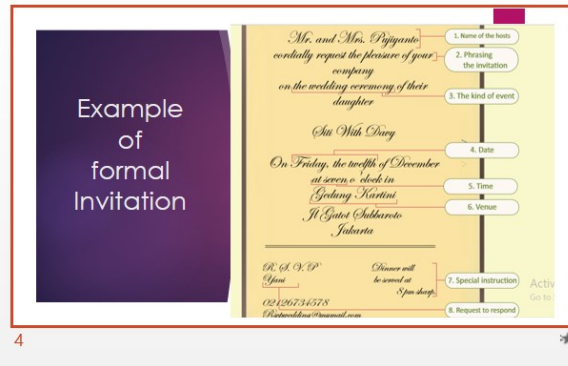
Formal Invitation

**Formal Invitation**  
A formal invitation is an invitation which follows a dignified form, tone or style in agreement with the established norms, customs or values (Websters, 2012).  
For example:  
- An invitation to the opening of a school  
- An invitation to a graduation ceremony  
- An invitation to a wedding, etc.

**Common Format of a Formal Invitation**

- The first line is the name(s) of the person(s) who invite(s).
- The second line is the request for participation.
- The third line is the names of the person(s) invited.
- The fourth line is the occasion for invitation.
- The fifth line is the time and date of the occasion.
- The sixth line is the place of the occasion.
- The last line is the request for reply.

3



Example of formal invitation

*Mr. and Mrs. Pujiyanto cordially request the pleasure of your company on the wedding ceremony of their daughter*

*Siti With Diring*

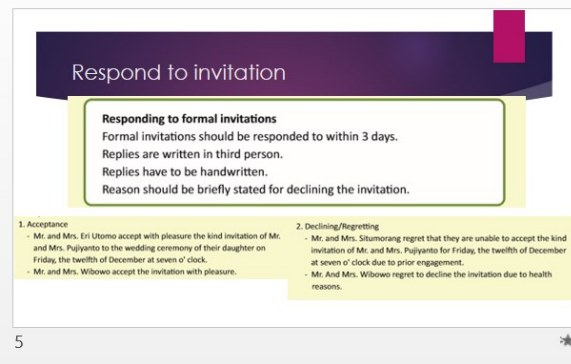
*On Friday, the twelfth of December at seven o'clock in Gedung Kartini Jl. Gajah Mada, Jakarta*

*R. A. P. D. Dina will be served at 7.30 sharp.*

*02126734578*  
*Putriandina@gmail.com*

1. Name of the host
2. Phrasing the invitation
3. The kind of event
4. Date
5. Time
6. Venue
7. Special instruction
8. Request to respond

4

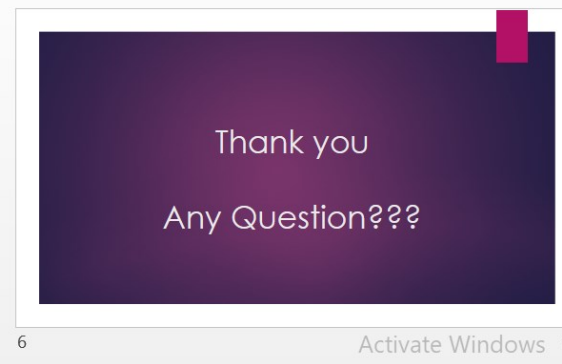


Respond to invitation

**Responding to formal invitations**  
Formal invitations should be responded to within 3 days.  
Replies are written in third person.  
Replies have to be handwritten.  
Reason should be briefly stated for declining the invitation.

1. Acceptance
  - Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o'clock.
  - Mr. and Mrs. Wibowo accept the invitation with pleasure.
2. Declining/Regretting
  - Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o'clock due to prior engagement.
  - Mr. and Mrs. Wibowo regret to decline the invitation due to health reasons.

5



Thank you

Any Question???

6

Assignment: find an example of formal invitation and then mention the format/elements in the invitation based on example I give. And then make a reply for the invitatio

Make non-formal invitation to invite your friends to join your birthday party.



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Mahasiswa Praktikan : Rizky Aulia	Kelas/Sem : XI IIK/1
Nama Sekolah : MAN V Hulu Sungai Utara	Waktu : 2 x 40 menit
Mata Pelajaran : Bahasa Inggris	Topik : National Disaster – An Exposition

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan faktual, konseptual dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *eksposisi analitis* lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.
- 4.3 Teks eksposisi analitis
  - 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan *eksposisi analitis* lisan dan tulis, terkait isu analitis.
  - 4.3.2 Menyusun teks *eksposisi analitis* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### C. Tujuan Pembelajaran

1. Peserta didik mampu menganalisis struktur dari teks eksposisi (thesis, body, and conclusion).
2. Peserta didik mampu menggunakan unsur kebahasaan dari teks eksposisi.
3. Peserta didik mampu membuat contoh teks eksposisi dengan baik dan benar.

### D. Indikator Pencapaian

1. Mengidentifikasi struktur teks eksposisi.
2. Membuat teks eksposisi dengan unsur kebahasaan yang benar.
3. Membuat teks eksposisi dengan struktur yang baik dan benar.

E. Materi Pembelajaran : National Disaster – An Exposition (Exposition Text)

F. Metode Pembelajaran : Online learning

G. Media Pembelajaran : Buku Bahasa Inggris kelas XI *Stop Bullying Now* / Google Classroom / WhatsApp / Youtube.

### H. Langkah Pembelajaran

Pendahuluan
1. Memberi salam dan menyapa peserta didik melalui grup online.
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2. Mahasiswa praktikan menutup proses pembelajaran online.

### I. Penilaian

1. Pengetahuan : Melalui penugasan tertulis.
2. Sikap : Tanggung jawab mengerjakan tugas serta keaktifan dalam proses pembelajaran.

Guru Pamong

Amuntai, 14 Agustus 2020  
Mahasiswa Praktikan

Supervis  
Puji Sri Rahayu, MA

Read the text below.

## Global Warming

*Is it an end to our world?*

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

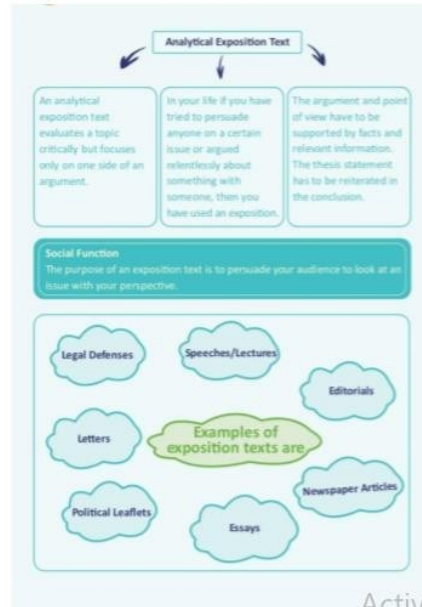


Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lots of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

**Discussion**

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?



Activate V  
Go to Setting

**An exposition text needs to:**

- clearly state the point of view,
- use valid research findings to support your viewpoint,
- defend your viewpoint,
- support the viewpoint with factual data like graphs, pictures, charts.

**Title:**  
Tells about the topic.

**Introduction:** States the thesis statement of your text.

**Structure of Exposition Text:**

**Conclusion:**  
Restatement of the thesis statement.

Support the viewpoint with factual data like graphs, pictures, charts.

**Title:**  
- Tells about the topic of the essay.

**Introduction:**  
- This is the starting point of an exposition essay.  
- Here you state the topic and establish the point of view (thesis statement).  
- Introductory statement should be an emotional statement or a question that is an attention grabber.  
- A preview of the points you plan to make to support your thesis (argument).

**Body:**  
- A series of arguments to convince the audience.  
- Each paragraph starts with a new argument.  
- Each paragraph has a main point, reason for the main point and evidence to support the main point.

**Conclusion:**  
- Restates or reiterates the thesis statement.  
- Summarizes what has been stated.  
*(Ewika, 2012)*

**Language Features of an Exposition Text:**  
Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. Use thesaurus to find an appropriate word. For example:  
- Instead of using "bad", USE appalling, unfavorable, ghastly, terrible;  
- Instead of using "good", USE fantastic, incredible, momentous, remarkable;  
- Instead of using "persuading", USE convincing, urging, enticing, realistic;  
- Instead of using "persuasive", USE credible, realistic, rational, sane, coherent.

Use the present tense such as *Runs fast; I eat, cheetahs run.*  
Use mental verbs such as *I believe; I prefer; I agree; I doubt; I disagree.*  
Use saying verbs to support the argument such as *people say; it is said; research indicates, etc.*  
Use connecting words to link to arguments so that the flow of the arguments is logical and fluent.  
Some examples are:  
- additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.  
Use causal conjunctions to indicate a cause or reason of what is being stated.  
For example:  
- because, consequently, despite, due to, for that reason, in that case, nevertheless, yet, otherwise, etc.  
Use words that express the author's attitude - to qualify or confirm.  
For example:  
- will, frequently, may, must, usually, typically, habitually, commonly, doubtless, characteristically, in all probability, etc.

*(Siman & Satrio, 2002)*

**Use persuasive techniques:**  
- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.  
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.  
- Use exaggerations to make things or issues appear better or worse than they actually are.  
*(Siman & Satrio, 2002)*

Activat  
Go to Seti

Example of an exposition text

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
<b>Introduction (Thesis statement)</b>	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	<b>Mental verbs</b> I think I believe
<b>Argument 1 + elaboration</b>	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	<b>Conjunctive relations</b> First of all Secondly <b>Causal conjunctions</b> Consequently
<b>Argument 2 + elaboration</b>	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	<b>Generic reference</b> Accidents

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
<b>Argument 3 + elaboration</b>	Furthermore, motorbikes create so much noise. There is "vroom vroom" noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents  Expert opinion Expert Research show
<b>Argument 4 + elaboration</b>	Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	Present tense Are responsible Go so fast Are known
<b>Conclusion (Reiteration of thesis statement)</b>	In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.	

Table 4.1 The example and structure of an exposition text

Activate V

Assignment: menjawab soal di halaman pertama rangkuman materi

Dan membuat contoh eksposition text dan menentukan strukturnya

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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Mata Pelajaran	: Bahasa Inggris	Topik	: Cause and Effect

**J. Kompetensi Inti**

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menunjukkan perilaku jujur, disiplin, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami dan menerapkan pengetahuan faktual, konseptual dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
8. Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**K. Kompetensi Dasar**

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi mengenai hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *because of..., due to..., thanks to...*)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**L. Tujuan Pembelajaran**

4. Peserta didik mampu menganalisis ungkapan sebab dan akibat dalam satu kalimat.
5. Peserta didik mampu menentukan sebuah sebab yang mempunyai beberapa akibat.
6. Peserta didik mampu membuat dan mengucapkan kalimat dan dialog yang mengandung ungkapan sebab akibat.

**M. Indikator Pencapaian**

1. Mengidentifikasi sebab dan akibat dalam sebuah kalimat Bahasa Inggris.
2. Membuat skema yang memuat sebab dengan beberapa akibat.
3. Membuat dialog dan mempraktekannya mengenai sebab akibat.

**N. Materi Pembelajaran** : Cause and effect**O. Metode Pembelajaran** : Online learning**P. Media Pembelajaran** : Buku Bahasa Inggris kelas XI *Stop Bullying Now* / Google Classroom / WhatsApp.**Q. Langkah Pembelajaran**

<b>Pendahuluan</b>	
1.	Memberi salam dan menyapa peserta didik melalui grup online.
2.	Cek Keadiran dan memberitahu materi yang akan di pelajari
<b>Kegiatan Inti</b>	
6.	Mahasiswa praktikan memberikan rangkuman materi dan video pembelajaran tentang materi kemudian berdiskusi bersama dalam memahami materi.
7.	Peserta didik mengamati catatan materi dan video yang di upload oleh mahasiswa praktikan.
8.	Peserta didik menyampaikan pertanyaan terkait tanyangan video tersebut.
9.	Mahasiswa praktikan menjawab pertanyaan siswa.
10.	Mahasiswa praktikan memberikan tugas kepada peserta didik mengenai materi pembelajaran
<b>Penutup</b>	
1.	Mahasiswa praktikan dan siswa bersama-sama merangkum pembelajaran.
2.	Mahasiswa praktikan menutup proses pembelajaran online.

**R. Penilaian**

1. Pengetahuan : Melalui penugasan tertulis.
2. Sikap : Tanggung jawab mengerjakan tugas serta keaktifan dalam proses pembelajaran.

Guru Pamong

Ahmad Jahrani, S. Pd

Amuntai, 11 September 2020

Mahasiswa Praktikan

Rizky Aulia

Supervisor




Puji Sri Rahayu, MA

# Cause and effect

MATERI KELAS 11 CHAPTER 6

1

## What is cause and effect?



2

<p><b>SIGNAL WORD FOR CAUSE</b></p> <ul style="list-style-type: none"> <li>• Because</li> <li>• The reason for</li> <li>• On account of</li> <li>• Bring about</li> <li>• Give rise to</li> <li>• Created by</li> <li>• Contributed to</li> <li>• Led to</li> <li>• Due to</li> <li>• For this reason</li> <li>• Unless</li> </ul> <p>I'm sad because my mom is sick</p>	<p><b>SIGNAL WORD FOR EFFECT</b></p> <ul style="list-style-type: none"> <li>• As a result</li> <li>• Then</li> <li>• Hence</li> <li>• For this reason</li> <li>• Therefore</li> <li>• Outcome</li> <li>• So</li> <li>• Consequently</li> <li>• Finally</li> <li>• Therefore</li> <li>• in order to</li> </ul> <p>You put much salt in your food, as a result it is very salty</p>
--	---

3

## Important!!!!

a. **Due to, because of, owing to and thanks to** are followed by a noun.

Due to	+ Noun	I love you because of money
Because of		
Owing to		
Thanks to		

b. **Because, since, as, for** are followed by a verb.

Because	Subject + verb	I love you because you are beautiful
Since		
As		
For		
As a result of		

4

## Tugas!

- hal 80, bagian C (tentukan yang mana cause, yang mana effect)
- Hal 81, bagian B (ISI DIALOG BEBAS TUGASNYA DIKUMPUL VN SAJA)
- Hal 84, cause nya bebas aja boleh apa aja, effect nya ada 5 sesuai dengan gambar.

5

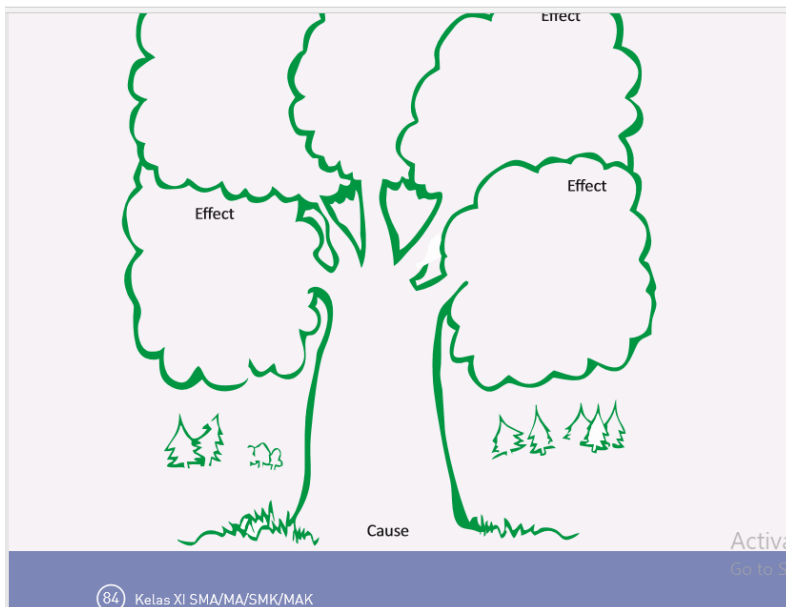
**B. Write a cause and effect conversation on forest fires in Sumatra.**

A: ...  
 B: ...  
 A: ...  
 B: ...  
 A: ...  
 B: ...  
 A: ...  
 B: ...

**C. Read the sentences and find the cause and effect. The first one has been done for you.**

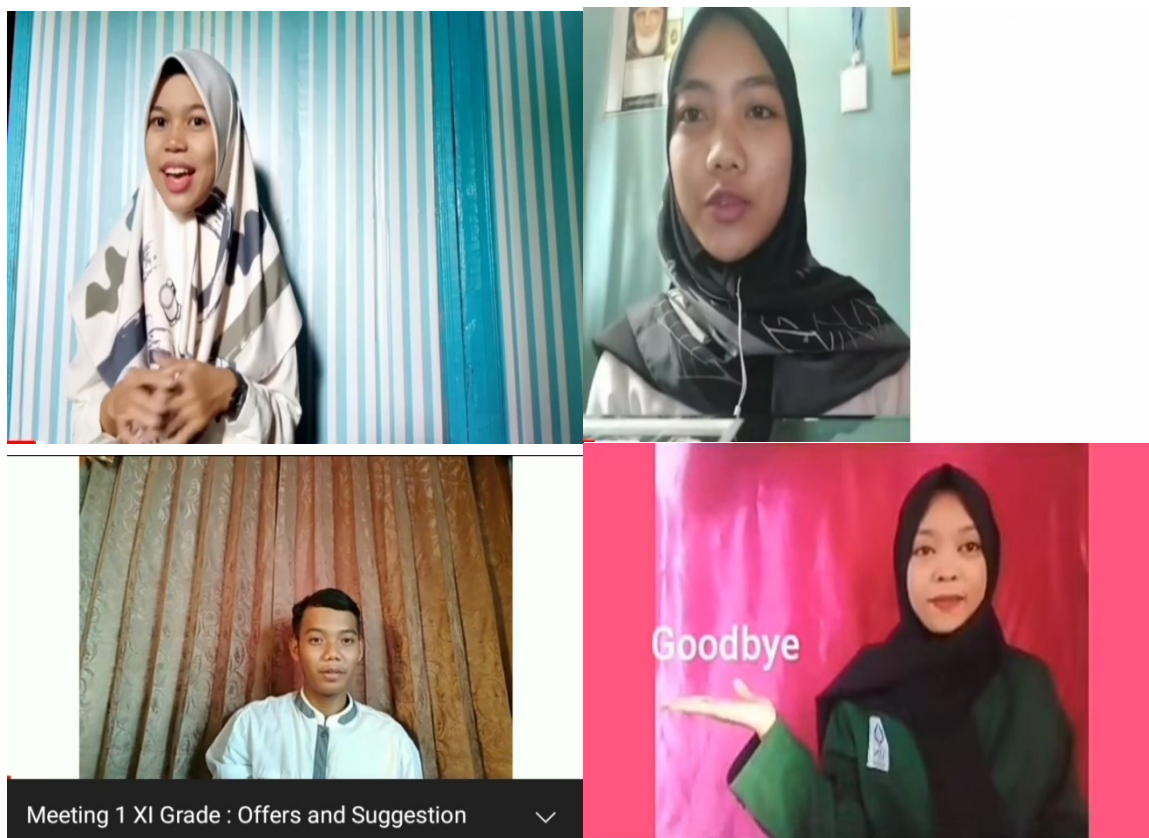
1. The milk spilled all over the floor, so Jane got a mop and cleaned it up.  
Cause: milk spilled  
Effect: Jane mopped
2. Siti has planned a trip to her uncle's house because she loves her cousins.  
Cause: ...  
Effect: ...
3. The green house gases trap the heat in the air, so the Earth becomes warmer.  
Cause: ...  
Effect: ...
4. Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species.  
Cause: ...  
Effect: ...

Activat  
Go to Set



Activat  
Go to Se

**Appendix 4**  
**Participants research**










**Appendix 5**  
**Thesis consultation sheets**

CONSULTATION NOTES ADVISOR OF CONTENTS AND RESEARCH  
 METHODS


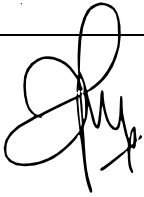
NAME OF ADVISOR: Hj. Nur Laila Kadariyah, S.Ag., M.Pd

Dates	Notes	Signature
18/07/21	<ul style="list-style-type: none"> <li>• Perbaiki background</li> <li>• Pilih approach yang sesuai dengan online teaching</li> <li>• Tambahkan teori tentang micro teaching</li> <li>• Tambahkan penjelasan tentang online teaching sesuai dengan yang real terjadi disekitar</li> <li>• Jenis penelitia dirubah menjadi literature research</li> </ul>	
16/08/21	<ul style="list-style-type: none"> <li>• Tambahkan teori tentang advantages and disadvantages approaches</li> </ul>	
26/08/21	<ul style="list-style-type: none"> <li>• Membuat instrument penelitian</li> </ul>	
31/10/21	<ul style="list-style-type: none"> <li>• Gunakan past tense didalam menulis skripsi</li> <li>• Perbaiki hasil data research question 2</li> <li>• Perbaiki data hasil research question</li> </ul>	

	3, efek approach laporkan per teacher saja.	
<b>30/11/21</b>	<ul style="list-style-type: none"><li>• Tulisan alquran di background tidak terbaca, perbaiki dan gunakan copy paste saja</li><li>• Cantumkan alasan pre service English teacher menggunakan CLT approach didalam semua meeting dan kenapa tidak ada variasi</li></ul>	


CONSULTATION NOTES ADVISOR OF CONTENTS AND RESEARCH  
METHODS

NAME OF ADVISOR: Willy Ramadhan, S.Pd., M.Si

<b>Dates</b>	<b>Notes</b>	<b>Signature</b>
<b>06/09/21</b>	<ul style="list-style-type: none"><li>• Cek grammarnya</li><li>• Ukuran hal terlalu besar</li><li>• Cara mengtip sesuaikan dengan buku pedoman</li><li>• Apa yang dikutip dalam isi maka harus dicantumkan didalam referensi.</li></ul>	
<b>10/12/21</b>	<ul style="list-style-type: none"><li>• Referensinya menggunakan APA 6th style</li></ul>	

## Appendix 6

## Surat Riset


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

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Nomor : B-<sup>1431</sup> /Un.14/III.1.t/PP.00.9/09/2021 September 2021  
 Sifat : Penting  
 Lampiran : 1 (satu) berkas  
 Hal : Riset Dalam Rangka Penyusunan Skripsi

Yth. **Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan**

Banjarmasin


Assalamu'alaikum Warahmatullah Wabarakatuh


Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Rabiatul Adawiyah  
 N I M : 170102030667  
 Jurusan : TBI  
 Fakultas : Tarbiyah dan Keguruan  
 Alamat : Banyu tajun Rt.04 kec.Tanjung Kab.Tabalong

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan  
 Kelembagaan,  
  
 Hairul Hudaya



Tembusan :  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.

Gedung Al-Ikhsa & Al-Husni FTK UIN Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
Telepon (0511) 3253939 Faksimile (0511) 3274492  
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

**SURAT RISET**

Nomor: B-2021/Un.14/III.1.t/PP.00.9/09/2021

Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Rabiatul Adawiyah  
Nomor Induk Mahasiswa : 170102030667  
Semester : IX (Sembilan)  
Alamat : Banyu tajun Rt.04 kec.Tanjung Kab.Tabalong  
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

**THE APPROACHES USED BY PRE SERVICE ENGLISH TEACHERS IN ONLINE TEACHING PRACTICE**

Tempat yang dituju : Jurusan TBI Fakultas Tarbiyah dan Keguruan  
Barang yang dibawa : Seperangkat alat riset  
Lamanya Riset : 2 (Dua) bulan  
Dari tanggal : 24 September 2021  
Sampai dengan tanggal : 24 November 2021

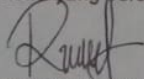
Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.



Banjarmasin, September 2021  
Wakil Dekan Bidang Akademik dan Kelembagaan,


Dr. Harul Hudaya, M.Ag  
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

  
Rabiatul Adawiyah  
NIM. 170102030667

## Appendix 7

## Surat keterangan selesai riset


**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**JURUSAN TADRIS BAHASA INGGRIS**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Web: [www.ftk.iain-antasari.ac.id](http://www.ftk.iain-antasari.ac.id)

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**SURAT KETERANGAN SELESAI RISET**

No: B – 203 /Un.14/III.1.f/PP.00.9/10/2021

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:


Nama	: Rabiatul Adawiyah
NIM	: 170102030667
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak bulan September 2021 – November 2021 dengan judul: **"THE APPROACHES USED BY PRE SERVICE ENGLISH TEACHERS IN ONLINE TEACHING PRACTICE"**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.


Banjarmasin, 14 Oktober 2021

Ketua Jurusan TBI

  
**Nani Hizriani, M.A**  
 NIP. 197711272003122001

**Appendix 7**

**Surat keterangan selesai seminar**


**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
**BIRO SKRIPSI**  
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin  
 Telepon (0511) 3253939 Faksimile (0511) 3274492  
 Email: [fk.antasari@gmail.com](mailto:fk.antasari@gmail.com) Web: [www.fk.iain-antasari.ac.id](http://www.fk.iain-antasari.ac.id)

---

**SURAT KETERANGAN**  
 Nomor: 1815/Un.14/III.1.t/pp.00.9/11/2020

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rabiatul Adawiyah  
 N I M : 170102030667  
 Jurusan/Prodi : TBI  
 Alamat : Dukuh Rt 04 kec.tanjung kab. Tabalong


adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE APPROACHES USED BY PRE SERVICE ENGLISH TEACHERS IN  
 ONLINE TEACHING PRACTICE**

Pada Hari/Tanggal : Selasa, 3 November 2020  
 Tempat : Gomeet

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 13 November 2020  
Ketua,

  
 Mahmudah, M.Pd.I  
 NIP. 198708212015032004

## CURRICULUM VITAE



<b>I. Personal Details</b>	
Name	: Rabiatul Adawiyah
Place and Date of Birth	: Dukuh, may 07 <sup>th</sup> 1999
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Alui, Rusnawati
Siblings	Sari, Hayat, Siti Maryam, Jakaria
<b>II. Formal Education Background</b>	
<b>2005-2011</b>	<b>State Elementary School of Dukuh (SDN Dukuh)</b>
<b>2011-2013</b>	<b>State Islamic Junior School of Tantaringin (MTSN Tantaringin)</b>
<b>2014-2017</b>	<b>State Islamic Senior High School 2 Tabalong (MAN 2 Tabalong)</b>
<b>2017-2021</b>	<b>English Education Department of Antasari State Islamic University Banjarmasin</b>