

APPENDICES

APPENDIX A

Transliteration

Surah Ar-Ra'd verse 11

Transliteration	English Translation Sahih International	Indonesian Translation
innallāha lā yugayyiru mā biqaumin ḥattā yugayyirū mā bi`anfusihim	Allah would never change a people's state `of favour` until they change their own state `of faith`	Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri.

Surah Al-Insyirah verse 5 to 7

Transliteration	English Translation Sahih International	Indonesian Translation
fa inna ma'al-'usri yusrā inna ma'al-'usri yusrā fa iżā faragta fanṣab	(5) So, surely with hardship comes ease (6) Surely with `that` hardship comes `more` ease (7) So once you have fulfilled `your duty`, strive `in devotion`	(5) Karena sesungguhnya sesudah kesulitan itu ada kemudahan. (6) sesungguhnya sesudah kesulitan itu ada kemudahan. (7) Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh- sungguh (urusan) yang lain

APPENDIX B

Research Letter



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

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
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Email: ftk@uin-antasari.ac.id Web: www.ftk.uin-antasari.ac.id

SURAT RISET

Nomor: B- 092. /Un.14/III.1/PP.00.9/02/2022

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

Nama : Muhammad Sulthoni Na'imullah
Nomor Induk Mahasiswa : 180101030733
Semester : DELAPAN (VIII)
Alamat : Jl. A. Yani No. 03 RT. 002 RW. 001 Kelurahan Pasayangan Martapura
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

**EFL PRE – SERVICE TEACHERS' CHALLENGES
AND STRATEGIES IN TEACHING ENGLISH
DURING THE TEACHING PRACTICE**

Tempat yang dituju : Prodi Tadris Bahasa Inggris
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 03 Maret 2022
Sampai dengan tanggal : 02 Mei 2022


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

Banjarmasin, Februari 2022

Wakil Dekan Bidang Akademik dan Kelembagaan



Mahasiswa yang bersangkutan,


Muhammad Sulthoni Na'imullah
NIM. 180101030733



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Nomor : B- 892 /Un.14/III.1/PP.00.9/02/2022 Februari 2022
Sifat : Penting
Lampiran : 1 (satu) berkas
Hal : Riset dalam Rangka Penyusunan Skripsi

Yth. **Kepala Prodi Tadris Bahasa Inggris**

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 : Muhammad Sulthoni Na'imullah
N I M : 180101030733
Jurusan : S1 Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. A. Yani No. 03 RT. 002 RW. 001 Kelurahan Pasayangan Martapura

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,

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari.



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Nomor : B- 892 /Un.14/III.1/PP.00.9/02/2022 Februari 2022
Sifat : Penting
Lampiran : 1 (satu) berkas
Hal : Riset dalam Rangka Penyusunan Skripsi

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari**

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 :

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Alamat : Jl. A. Yani No. 03 RT. 002 RW. 001 Kelurahan Pasayangan
Martapura

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,



Tembusan :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala Prodi Tadris Bahasa Inggris



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REKOMENDASI


Nomor: B- 322 /Un.14/III.1/PP.00.9/02/2022

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

Nama : Muhammad Sulthoni Na'imullah
Nomor Induk Mahasiswa : 180101030733
Jurusan : S1 Tadris Bahasa Inggris (TBI)
Semester : DELAPAN (VIII)
Tahun Akademik : 2021/2022
Alamat : Jl. A. Yani No. 03 RT. 002 RW. 001 Kelurahan Pasayangan Martapura

Untuk melakukan kegiatan penelitian / Riset sebagai tindak lanjut dari Penyusunan Skripsi yang berjudul : EFL PRE – SERVICE TEACHERS' CHALLENGES AND STRATEGIES IN TEACHING ENGLISH DURING THE TEACHING PRACTICE pada Prodi Tadris Bahasa Inggris sejak tanggal 03 Maret 2022 sampai dengan 02 Mei 2022.

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Banjarmasin, Februari 2022
Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi, M.Ag
NIP. 197808082005011006





KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UIN ANTASARI BANJARMASIN
NOMOR 204 TAHUN 2021
TENTANG
PENETAPAN DOSEN PEMBIMBING SKRIPSI SEMESTER GANJIL
TAHUN AKADEMIK 2021/2022

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI,

- Menimbang : a. bahwa untuk kelancaran mahasiswa Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin membuat skripsi, maka perlu menetapkan Dosen-Dosen Fakultas Tarbiyah dan Keguruan untuk menjadi pembimbing;
- b. bahwa nama-nama sebagaimana tersebut dalam Surat Keputusan ini dipandang mampu dan cakap untuk ditetapkan sebagai Dosen Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-Undang RI No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Peraturan Presiden RI Nomor 36 Tahun 2017 tanggal 3 April 2017 tentang Universitas Islam Negeri Antasari Banjarmasin;
3. Peraturan Pemerintah No. 60 Tahun 1999 tentang Pendidikan Tinggi;
4. Surat Keputusan Menteri Agama No. 30 Tahun 2017 tentang Organisasi dan Tata Kerja UIN Antasari;
5. Surat Keputusan Menteri Agama No. 36 Tahun 2017 tentang Statuta UIN Antasari Banjarmasin;
6. Keputusan Rektor IAIN No. 217A Tahun 2012 tentang Perubahan atas Keputusan Rektor No. 72 Tahun 2007 tentang Pedoman Penulisan Skripsi Program Strata Satu (S-1) IAIN Antasari Banjarmasin.
- Memperhatikan : Usul Ketua Jurusan TBI Tanggal 15 Desember 2021
- MEMUTUSKAN:
- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN ANTASARI TENTANG PENETAPAN DOSEN PEMBIMBING SKRIPSI MAHASISWA SEMESTER GANJIL TAHUN AKADEMIK 2021/2022
- Pertama : Menunjuk dan menugaskan kepada:
1. Nama : Drs. Saadillah, M.Pd
NIP/NUP : 196405201992031006
Pangkat/Golongan : Pembina/IV/a
Jabatan Akademik : Lektor Kepala
Sebagai Pembimbing Bidang Konten dan Metodologi
2. Nama : Sovia Rahmania, M.Pd
NIP/NUP : 201702018
Pangkat/Golongan : Penata Muda Tingkat I/III/b
Jabatan Akademik : Assisten Ahli
Sebagai Pembimbing Bidang Bahasa dan Teknik Penulisan
- Untuk membimbing mahasiswa penyusun skripsi:
Nama : Muhammad Sulthoni Na'imullah
NIM : 180101030733
Jurusan/Prodi : TBI
Judul Skripsi : EFL-Pre Service Teachers' Challenges And Strategies In Teaching English During The Teaching Practice
- Kedua : Biaya akibat dikeluarkannya keputusan ini dibebankan kepada DIPA UIN Antasari Banjarmasin.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan, dengan ketentuan bahwa apabila terdapat kekeliruan dalam penetapan ini, maka akan diadakan perbaikan dan perubahan sebagaimana mestinya.

Ditetapkan di Banjarmasin
pada tanggal 17 Desember 2021
DEKAN.

Dr. H. Hamdan, M.Pd.
NIP. 196604051993031005

- Tembusan:
1. Rektor UIN Antasari Banjarmasin;
 2. Ketua Jurusan;
 3. Dosen Pembimbing;
 4. Arsip.



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SURAT KETERANGAN

Nomor: B – 07/Un.14/III.1.f/PP.00.9/01/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Muhammad Sulthoni Na'imullah
NIM : 180101030733
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Jl. A. Yani No. 03 Rt. 002 Rw. 001 Kelurahan
Pasayangan Kecamatan Martapura

Adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

EFL PRE-SERVICE TEACHERS' CHALLENGES AND STRATEGIES IN TEACHING ENGLISH DURING THE TEACHING PRACTICE

Pada Hari/Tanggal : Kamis, 30 Desember 2021
Tempat : Zoom Meeting Room

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 6 Januari 2022
Ketua,



Afifah Linda Sari, M.Pd
NIP 198711102015032004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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BIRO SKRIPSI**

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CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa : Muhammad Sulthoni Na'imullah
2. N I M : 180101030733
3. Program Studi : Tadris Bahasa Inggris
4. Judul Proposal Skripsi : Efl Pre-Service Teachers' Challenges and Strategies In Teaching English During The Teaching Practice
5. Dosen Pembimbing : Drs. Saadillah, M.Pd
Sovia Rahmaniah, S.Pd, M.Pd
6. Catatan Hasil Seminar :

NO	Catatan/saran Penanggap	NO	Catatan/saran Dosen
1	Perhatikan Grammar pada setiap sentences.	1	Perbaiki Grammar di research questions dan di seluruh chapter
2	Margin dari proposal lebih diperhatikan	2	Perbaiki acknowledgment
3	Ikuti guideline book yang ada di jurusan	3	Perbaiki Reference, maksimal yang diambil dari jurnal 5 tahun ke bawah
		4	Background ditambah dan lebih detail
		5	BAB II tambahkan penjelasan teaching strategies
		6	Previous study ditambah

Banjarmasin, 30 Desember 2021
Moderator,

Muhammad Rifqy Rujani, M.Pd

Catatan :

APPENDIX C

Consultation Notes



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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LEMBAR BIMBINGAN THESIS

Nama : Muhammad Sulthoni Na'imullah
NIM : 180101030733
No. Telp : 082211431323
Email : sulthonimuhammad543@gmail.com
Judul Thesis : EFL PRE – SERVICE TEACHERS' CHALLENGES AND STRATEGIES IN TEACHING ENGLISH DURING THE TEACHING PRACTICE

Dosen Pembimbing Akademik : DR. RIDHA FADILAH, M.ED
Dosen Pembimbing Thesis 1 : DRS. SAADILLAH, M.PD
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
Bimbingan ke : 1. Cover - Chapter 1 – Chapter 3
Berkas Thesis :
Catatan Bimbingan :

1. Di bagian Significance, tambahkan sentences ~~to~~ minimal 3 baris
2. Bagian Research Setting jelaskan di mana dan kapan riset
3. Ubah tenses di bab 3 jadi past tense
4. tambahkan step di data analysis

Banjarmasin, 16 May, 2022 06:51 pm

Pembimbing


Fajranor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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Nama : Muhammad Sulthoni Na'imullah
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Judul Thesis : EFL PRE-SERVICE TEACHERS' CHALLENGES AND STRATEGIES IN TEACHING ENGLISH DURING THE TEACHING PRACTICE
Dosen Pembimbing Akademik : DR. RIDHA FADILAH, M.ED
Dosen Pembimbing Thesis 1 : DRS. SAADILLAH, M.PD
Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
Bimbingan ke : 4. Chapter 4
Berkas Thesis :
Catatan Bimbingan :

1. Perbaiki cara pemberian tanda nomor. A → a → 1, dst.
2. Indentasi
3. Ubah discossion seperti finding

Banjarmasin, 08 Jun, 2022 08:06 pm

Pembimbing
Fajranor, M.Pd

*Wajib dibawa saat bimbingan langsung
*Catat hasil konsultasi dan minta tanda tangan pembimbing

APPENDIX D

Instrument Guidelines

List of the questions for the interview

Name :

Group :

Date :

Purpose : To get the information as much as possible from pre-service English teachers about the challenges and strategies in teaching English during the teaching practice.

1. What do you think about held the teaching practice during mixed time?
2. Is English course too hard for the students in that school?
3. What about your lesson plan?
4. What the challenges did you face in teaching English during the teaching practice?
5. Based on your point of view, what is the biggest factor that cause those kinds of challenges?
6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?
7. Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?
8. When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?

APPENDIX E

Narrative of answer of participants

Participants 1 (Sunday, 06th March 2022)

1. *What do you think about held a teaching practice during mixed time?*

That's a bit challenging for me because I teach full online, before I started the teaching practice, I did an observation and that was helping me. And I used WhatsApp Group for my teaching practice.

2. *Is English course too hard for the students in that school?*

I teach in grade 11th IPA 1 & 2. They were interactive and active in my class. They could easily make a conversation if I asked them, but the biggest problem in those classes was they were too shy and that's made my teaching was not good enough. They always submit the assignment that I gave to them.

3. *What about your lesson plan?*

I made a lesson plan for each meeting. I made the lesson plan based on the template from my mentor teacher. The accuracy between my teaching and the lesson plan was about 70%. I add more activity in my teaching if the students easily understand the material.

4. *What the challenges did you face in teaching English during the teaching practice?*

Challenges that I faced were:

- The students did not really respond my teaching.
- I usually late to start the teaching because of their respond.
- Checking their presence.
- Not all my ideas for teaching could not be able to apply because of the media that I used.
- If I did not tell them, the situation in the classroom was not interactive
- Their respond sometimes out of the box and not related to the material.
- They submitted the assignment out of the deadline.
- My mentor teacher was a killer for me.
- When I used gform for submitting the assignment, that was not good.

5. *Based on your point of view, what is the biggest factor that cause those kinds of challenges?*

- Maybe they did not really like English course
- Students usually forgot if they had an assignment
- The mentor teacher was strict because they just moved from Junior to Senior high school and they still adapt with a new environment.

6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?

- I made something interesting for making the students more active
- I told them to answer the question and asked to conclude the lesson
- I gave them the motivation about how important English is
- Reminded them about the assignment
- Having a discussion with my mentor teacher
- I told them to submit the assignment through my WhatsApp and do not use gform anymore
-

7. Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?

Almost all the strategies were effective to solve my challenges. From 8 meeting, I almost used them all from start to the end of my teaching.

8. When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?

I sent them the sticker in WhatsApp Group if they did not respond my explanation or I made a joke with them.

Participants 2 (Sunday, 06th March 2022)

1. What do you think about held a teaching practice during mixed time?

Having a teaching practice in the middle of pandemic was not effective at all because the students lost their motivation and enthusiasm in learning English.

2. Is English course too hard for the students in that school?

I teach in grade 9th in 9A, 9B, and 9C and used WhatsApp Group as my media and once using Google Meet. Yes, English course was hard for the students because of the lack of practice in a real time and I felt hard to apply the method of teaching in online learning.

3. What about your lesson plan?

I made the lesson plan for each meeting and ask the supervisor before the teaching practice begin, but the similarity between my lesson plan and my teaching practice was only about 40%, it was because the online class, the media that I used (WhatsApp Group), and the students itself. They were slow in understanding the material and because of that my plan was broken and I need to improvises or reduce some parts in my lesson plan to the teaching practice

4. What the challenges did you face in teaching English during the teaching practice?

- Felt confused how to make the students active in my teaching
- Lack of respond from the students
- Hard to evaluate the learning process to the students
- There was miscommunication between me and the students in my class
- Too focus with LKS Book
- The students submitted their assignment out of deadline
- The evaluation from mentor teacher sometimes did not really help me.

5. Based on your point of view, what is the biggest factor that cause those kinds of challenges?

- I had no backup plan for each meeting and I focused too hard on my lesson plan
- I did not give them enough time to submit the assignment
- LKS Book was not complete

6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?

- I did the improvisations in each meeting if something happened in the class that was not appropriate with my lesson plan
- I told the students in WhatsApp Group to submit their assignment to give them motivation

- I connected the material with something that students like (anime, movie, dll)

7. Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?

Strategy was effective enough to solve my challenges in each meeting

8. When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?

I usually told them to talk about the topic that related to them, as example like anime and movies and convert them to the material.

Participants 3 (Tuesday, 08th March 2022)

1. What do you think about held a teaching practice during mixed time?

I think having a teaching practice was not effective in a hybrid time because I felt inconsistent in delivering material to the students. I prepared my teaching practice with offline preparation but suddenly the school had to change it to online class because of the spread of covid.

2. Is English course too hard for the students in that school?

I teach in grade 8th and 9th and I had 8 meeting. I used Gmeet as my media in each meeting and Classroom for submitting the assignment. Most of the students felt hard to follow English course but there's also the students who felt happy with English. My mentor teacher was more focus to the students than me. Gmeet and Classroom were the best choice for me and for them, they are junior high school students and if I used more than 2 medias, they were going feel uncomfortable in my class.

3. What about your lesson plan?

I made a lesson plan for each meeting and following the format from the department and having a consultation with my mentor teacher every time I made a lesson plan. The accuracy between my lesson plan and my teaching was about 75%.

4. What the challenges did you face in teaching English during the teaching practice?

- The internet connection of the students
- Some students did not submit the assignment
- Lack of respond from the students
- There were some methods that I could not use because of the limitation of time and online classroom

5. Based on your point of view, what is the biggest factor that cause those kinds of challenges?

- The location of the students
- The devices that students used were in a low spec and sometimes it made them harder to attend to my class
- The students had their own business, and that's why they could not submit their assignment and also, they shy to ask me or their friends.
- Environment of the students made them did not focus in following the learning process.

6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?

- I usually shared link of the video that related to the material to minimize the lack of their respond.
- I punished them with minus point if they late to submit the assignment.
- Asked them to practice the material in Gmeet when the learning process running.

7. *Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?*

Strategies that used were not effective enough for all the meetings but it worked sometimes.

8. *When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?*

I gave them the reward such as an internet quota to motivate them. I did this twice in my teaching. Also, I gave them more practice after I finished explained the material.

Participants 4 (Tuesday, 08th March 2022)

1. What do you think about held a teaching practice during mixed time?

I felt my teaching practice was effective enough because the students gave good feedback for me in each meeting that I held. The system from the school itself that used shift and each shift has 15 students in it. I held my teaching in offline and online class and both were effective.

2. Is English course too hard for the students in that school?

I teach in class 10th, 11th, and 12th and I had 18-20 meetings. If I teach in online class, I used Zoom, Gmeet, and Classroom. If I teach offline, I teach them in a real class with limited students. I used the material from the book that school had given. The students could follow my teaching style and easily understand my explanation and they were active in my class in both classes offline and online. Sometimes, I asked them to write a question in a classroom and I would answer it in a Classroom if I teach them online.

3. What about your lesson plan?

I made a lesson plan for each meeting and always having a consultation with my mentor teacher, I followed the template from the department. My mentor teacher was strict, before I started to teach, I made a report to him and he always besides me every time I held my teaching practice.

4. What the challenges did you face in teaching English during the teaching practice?

- I had to go to the school every time I had a teaching practice, even in online class.
- There were some meetings that did not appropriate with my lesson plan.
- My mentor teacher could give the schedule of my teaching in a sudden and that shocked me every time I get that.

5. Based on your point of view, what is the biggest factor that cause those kinds of challenges?

- The preparation from myself.
- The preparation from the students.

6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?

- I had consultations with my mentor teacher and he always gave me advices and motivations.

7. Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?

Strategy was very effective I got new advices every time I did a consultation and it really helped me to improve my teaching.

8. *When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?*

I usually told them to pay attention to me and get focused to the learning process.

Participants 5 (Wednesday, 09th March 2022)

1. What do you think about held a teaching practice during mixed time?

I think having a teaching practice in a mixed time was not effective because I got a less experience in online learning. My school used e-learning website for teaching online and Gmeet. I teach 100% online.

2. Is English course too hard for the students in that school?

I teach in 10th grade and had 14 meetings. I think English was too hard for them because he felt the students did not have any interest in English.

3. What about your lesson plan?

I made a lesson plan for each meeting and following the guidelines from the department. My mentor teacher only gave me the material that I would teach to the students and rarely having a consultation with my mentor teacher. The accuracy between my lesson plan and my teaching was about 75% because of the environment of online class and unpredicted condition.

4. What the challenges did you face in teaching English during the teaching practice?

- The students did not pay the attention to my teaching
- There were some students who did not submit their assignment
- Not all the students joined my Classroom even though I told them to join
- Having no experience with e-learning website in the first meeting
- Used the same method GTM because the students did not understand if I speak in full English
- Felt confused to give them good score because their behavior in my classroom
- My mentor teacher rarely in school and that made me hard to have a consultation with them

5. Based on your point of view, what is the biggest factor that cause those kinds of challenges?

- The students have no motivation in learning English
- Sometimes the students forget that I gave them the assignment because there were so many assignments too in other courses
- The devices from the students were not good enough
- I learned a new thing e-learning website and mentor teacher just gave me one time to learn it with them and after that I analyzed it by my own.
- My mentor teacher did not give good advices.

6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?

- Pointed the students who did not respond and asked them about the material

- Texted the students in a group and personal chat for those who did not submit the assignment and to join the Classroom
- Learn e-learning every day until I understand the whole thing in that website
- Improvises the method from GTM and add CLT method in my teaching
- Did not give a score to the students who did not submit their assignment.

7. *Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?*

Almost all my strategies were effective and made the students responded my explanation.

8. *When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?*

I gave them games and quiz that related to the material in Gmeet after finishing explain the material, such as like “game sambung kata” to improve their activeness in my class.

Participants 6 (Wednesday, 09th March 2022)

1. What do you think about held a teaching practice during mixed time?

I think, it's not effective at all having a teaching practice in a pandemic situation because I didn't find a good experience in teaching in online class. I used Telegram for my teaching practice and Classroom.

2. Is English course too hard for the students in that school?

I teach in grade 11th and had 8 meetings. The students felt hard to follow the learning process because they did not get a good adaption in online learning.

3. What about your lesson plan?

I made 1 lesson plan for 2 meetings and I used the template from my mentor teacher. Mentor teacher gave the material that I would teach and I made the lesson plan. The accuracy between my lesson plan and my teaching was about 90%.

4. What the challenges did you face in teaching English during the teaching practice?

- The students had lack of responsivity and respond
- They almost always late in submitting the assignment
- Not all the students joined to Telegram Group
- The students did not familiar with Telegram

5. Based on your point of view, what is the biggest factor that cause those kinds of challenges?

- The students did not familiar with Telegram
- The devices that they used, some of them shared the smartphones with their parents

6. What kind of strategies did you use in teaching practice to encounter the challenges you faced?

- I asked and join them to having a joke in the middle of learning process to make them happy
- I texted them personally for those who did not submit the assignment
- Giving the guideline to them about Telegram to make them more understand

7. Was that strategy effective to solve the challenges? And how many times you used the same strategy in the teaching practice?

The strategy was good enough and effective because the respond from them were increased and they understand about how to use Telegram.

8. When the students felt bored, did not pay an attention in the learning process, how was your response and how did you overcome those things?

I usually having a laugh with them in the middle of learning process or ending the learning process if the students did not respond at all to my teaching.

APPENDIX F

Participants' Lesson Plans

Participants 1

LESSON PLAN

School	: MAN 1 Banjarmasin
Subject	: English
Class/Semester	: XI IPA/1
Topic (Chapter I)	: Transactional Text; Offers, Suggestions, and Opinions
Meeting	: 3
Skills	: Writing and Listening
Time Allocation	: 3 x 30 minutes

A. Learning Objectives

By the end of the lesson, the 11th grade students of MAN 1 Banjarmasin will be able to:

- Identify the expression of asking for and giving suggestions, offers, and suggestions with their responses after practicing several dialogs.
- Identify the use of subjunctives to give suggestions and modals to offer accurately after practicing several dialogs.
- Respond to expressions of giving suggestions, offers, and suggestions using the expressions that have been discussed correctly accurately after doing several activities.
- Use relevant vocabulary after doing several English activities.

B. Media, Materials, and Learning Sources

- Media : WhatsApp Group, E-Learning Website, and Quizizz.com
- Material : PowerPoint, E-book, and YouTube video.
- Sources :
 1. Cicik Kurniawati dan Prasetya Adhi Wardhana. 2021. *Buku Interaktif Bahasa Inggris untuk SMA/MA*. D.I. Yogyakarta: PT Penerbit Intan Pariwara.
 2. Kementerian Pendidikan dan Kebudayaan. 2017. *Buku Siswa Mata Pelajaran Bahasa Inggris Kelas XI*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
 3. Suggestions and offers: <https://www.youtube.com/watch?v=DPQnIpVVHOU&t=34s>
 4. Opinions: <https://www.youtube.com/watch?v=shEgroUQ8Bo>

C. Learning Steps

Pre-Activity (1 x 6 Minutes)		
	Doing the opening by reciting salaam and praying to start the lesson.	2 Minutes
	The teacher reminds the students to fill in the presence list on e-learning	1 Minute
	Telling the students about the lesson objectives and outline of the scope of materials and activities that will be carried.	3 Minutes
While Activities (1 x 70 Minutes)		
Literation Activities	Students are given motivation or stimulation to focus on the topic of material about giving and asking for suggestion. Teacher sends reading materials and videos from YouTube about giving and asking for suggestion, offers, and opinions. Then the teacher asks students to watch and read carefully about the materials.	15 Minutes
Critical Thinking	The teacher provides the opportunity for students to identify as many as questions possible related to offers, suggestions, and opinions. The questions will be answered through learning activities.	5 Minutes
Collaboration	Students activities in classroom: 1. Discussion Students and teachers jointly discuss the meaning of suggestions, offers, and opinions within the examples of dialogue expressions that students comprehend all information about transactional text that have been explained in the video. 2. Listening Practice Students are asked to listen to the conversation and fill in the blank conversation. Then the students and teacher discuss the answer together.	20 Minutes
Communication	Teacher asks students to make simple conversation with their friends.	10 Minutes
Creativity	Students are asked to make simple expressions of suggestions, offers, and opinions based on the pictures provided by the teacher.	20 Minutes

Post-Activity (1 x 10 Minutes)	
Teacher and students together make a summary of the lesson and reflects the activities that have been done.	5 Minutes
Teacher reminds the students to do the homework and gives a motivation to learn more.	3 Minutes
Teacher ends the lesson by providing motivation to keep studying and active in the classroom, reminding the students to stay at home, and reciting salaam.	2 Minutes

D. Assessment

- **Character Building:** To be active and critical in discussing material related to giving and asking for suggestion with teacher and classmates in accordance with communicative goals.
- **Knowledge:** Social function, text structure, and language features of transactional text related to offers and suggestions
- **Speaking skill:** Students read the dialogue on PowerPoint and record it using voice notes.

E. Materials

1. The Definition of Suggestions

Suggestions are abstract and can be in form of solutions, advice, plan, and idea.

2. The Definition of Giving Suggestion (Suggesting)

Suggesting means we propose an idea, plan, or action for a person's consideration. When we are making a suggestion, we tell another person what we think they should do or what we think is a good idea. We are stating out suggestions about actions people should take. They can accept the suggestion or refuse them.

3. Expressions of Asking for Suggestion

- What should...?
e.g. What should we do for the holiday?
- Do you have...?
e.g. Do you have any ideas for our biology project?
- What do you feel like...?
e.g. What do you feel like to do this weekend?
- Any idea? (informal)
e.g. Any idea for lunch?

4. Expression of Giving Suggestion

- Would you mind ...?
e.g. Would you mind if we have lunch at the new restaurant?
- What if...?
e.g. What if we have fried rice for breakfast?
- Why don't...?
e.g. Why don't we go to the park?

- d. How about/What about + Verb-ing...?
e.g. How about hiking next week?
- e. How about + present simple...?
e.g. How about I pick you up at 5 PM?
- f. How about/What about + noun/noun phrase?
e.g. What about a cup of coffee?
- g. If I were you, I would...?
e.g. If I were you, I would get that shirt.
- h. Could
e.g. You could donate your old books to the orphanage.
- i. Suggest, think, shall/should
e.g. We should prepare ourselves for the test.
- j. Had better
e.g. You had better focus on your studies.
- k. Let's
e.g. Let's enjoy the feast.

5. Grammar for Suggestions

Subjunctive is used in a noun clause that follows certain verbs. The subjunctive is used in its simple form only ("be" or "verb base"). It doesn't have present, past, or future forms. The negative form of subjunctives is "not + simple form". The verbs followed by subjunctives are suggest, recommend, advise, propose, insist, request, demand, and ask.

Notes:

1. The words "suggest", "recommend", "advise", "propose" can be used to suggest. When we suggest a person do an action, we can use a "that-clause". In informal situations, "that" is often left out.
Example: I **suggest (that)** you shop at the market before 7 AM.
2. "Should" is also possible after the words "suggest" and "recommend".
Example: I **suggest (that)** you should get a new bag.

6. Offering Helps/Goods

Modesty is important. Every time we speak is expected to keep the decency. Even when offering help. Although we offer goodness, we must be in polite and refined manner, so does when we offering goods. If accepting or declining offers, you should also use polite language.

7. The Expression For Offering Helps/Goods

a. Expression of Offering Helps in Formal Situation

- **Would you like me to...?**
e.g. Would you like me to open the window?
- **Would you like...?**
e.g. Would you like an apple?
- **Would you care for....?**
e.g. Would you care for a walk at the lake?
- **Shall I...?**
e.g. Shall I open the door?

b. Expression of Offering Helps in Informal Situation

- **Can I...? / May I...?**
e.g. Can I get something to drink?
- **Do you want...?**
e.g. Do you want some snacks?
- **Let me...**
e.g. let me get you medicine
- **I'll...**
e.g. I'll get you move this table

8. More Examples of Offers

a. Offering Helps

- May I give you a hand?
- Let me help you.
- What can I do to help you?
- Is there anything I can do?
- Can I help you?
- Need some help?
- Here, I do it for you.

b. Accepting an Offer to Help

- Thank you.
- Yes, please.
- With pleasure, thank you
- I'd like it very much
- Yes, please, that would be lovely.
- That is extremely kind of you.

c. Refusing an Help or Offer

- No thanks, I don't need any help

- I can't, thanks anyway
- No, I really won't, thank you
- It's okay, I can do it myself
- Don't worry, I will do it myself
- Please don't be bother (yourself)

d. Offering Goods

- Do you something to eat?
- Would you like a plate off..?
- Can I offer something to drink?
- Would you like something to drink?
- Shall I get you a bottle of water?

e. Accepting an Offer of Goods

- Thank you
- Sure
- Yes, please
- I'd like it very much
- That would be very nice

f. Refusing an Offer of Goods

- No, thanks I already have eaten
- Thanks for your offer. But I'm not hungry
- No, I don't need it, thanks.
- No, I really won't. Thank you.
- Not for me, thanks.

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 cake?	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 you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

F. Activity

Listen and complete the dialogs based on what you have heard.

Sinta : Hi, Aris. Sorry, I'm late.

Aris : Hi. It's all right. But, what happened?

Sinta : I had trouble with my motorcycle. It (1) stops couples of time on my way here.

Aris : I see. (2) may I check your motorcycle? Who knows I can help you.

Sinta : Thanks. But we'd better do that after finishing our assignment.

Aris : Sure. (3) let me order you a drink then. What would you like?

Sinta : (4) I would like an orange juice, please.

Aris : All right (5) one glass of fresh orange juice is coming right away.

Sinta : Thanks.

Aris : You're welcome.

G. Evaluation

Choose the best option for each sentence given below.

1. Hey Siti, Go star-gazing tonight?
 - a. Are you
 - b. How about
 - c. Shall them
 - d. Would you like to
2. What shall we do today? we go to the library?
 - a. Shall I
 - b. Let's
 - c. Why don't
 - d. Would you
3. Like a cup of coffee?
 - a. Can I
 - b. Would you
 - c. I'll do
 - d. Should I
4. get you a drink?
 - a. Would you
 - b. Why don't you
 - c. Can I
 - d. I'll do
5. What do you think about this weekend?
(Write your own opinion)

H. Scoring Table

Name	Wrong answer	Scoring	Score
..... X 20	0-100

I. Teacher's Script

T: Assalamu'alaikum students. Today we will start the lesson at 08.00 a.m. and we will learn through WhatsApp group. Don't forget to fill the attendance link on e-learning.

T: Hello everyone, are you ready to study? Before we start our lesson today, let's say basmalah together, Bismillahirrahmanirrahim.

T: All right good. While waiting for others, I will send the materials little by little.

T: Today we will learn about giving and asking for opinion. Do you know what is the meaning of "opinion"?

T: Excellent. So, opinion is pendapat or perspektif kita terhadap sesuatu in our bahasa. Usually, when we give our opinion about something, we will also give the reasons. Right, when do you usually ask for opinion?

T: Great! Mostly in our daily life, right? Good job! But, do you know if there are 2 ways in giving opinion?

T: So, basically there are two ways of giving opinion. You may give someone your own opinion (personal) or you give someone an opinion from other sources (general).

T: So far, can it be understood?

T: All right. Now, can you please make a simple example of giving opinion?

T: Great examples guys! All of you are smart!

T: Now we move to asking for opinion. You may read it first.

T: All right. When do you usually ask for opinion?

T: Yes, it is true. Now, let's make many examples of asking for opinion.

T: Good examples! Let's wait for the rest to give other examples.

T: Wow you guys are really cool! Now, let's move to giving responses. You may agree and disagree to someone's opinion. So, do you agree if learning in school is more interesting?

T: Yes, I also agree with it. Like you said, learning in school is easier and there is a teacher who explains.

T: Good job everybody! Now, take a look on this dialogue, can you identify the expressions of giving, asking, and response?

T: Great! Your answers are correct... So hopefully you have understood about today's materials.

T: Let's conclude our lesson today. Today we have learned about giving and asking opinion. There are many expressions about that. And for the response, we may agree or disagree with it. But remember, you better give the reasons why you agree or disagree with that. So far, do you have any question?

T: Ok, because there is no question, this is an exercise for you. If you find difficulties, you may contact me. You can collect your work to me, and the deadline is on Sunday.

T: Bonus, this is QOTD for you. Hopefully it can inspire you.

T: Thank you so much for your active participation. See you next week. Let's say Hamdalah to close our lesson today. Alhamdulillah. See you next week, wassalamu'alaikum wr. wb.

Participants 2

Lesson Plan (Online Meeting)

Name of school : MTsN 1 Banjarmasin
Subject : English
Class : IX A
Topic : Introduction + Expression of Congratulations (Unit 1)
Skills : Listening and Writing
Time : 1x60 minutes
Schedule : Wednesday, 4 August 2021

A. Basic Competencies

3.1 Applying social functions, text structures, and linguistic elements of interaction texts interpersonal oral and written involving acts of expressing hope, prayer, and congratulations on happiness, achievement, and respond to it according to the context of their use.

4.1 Composing very short oral interpersonal and text interactions simple which involves the act of expressing hope, prayer, and speech congratulations on happiness, achievement, and respond to it with paying attention to social functions, text structures, and correct language elements and in context.

B. Learning Objectives

After participating in the online learning process, students are expected to:

- Understand about acts of expressing hope, prayer, and congratulations to others.
- Comprehend about responses of expressing hope, prayer, and congratulations to others.
- Apply social functions, text structures, and linguistic elements of interaction texts.
- Compass short oral interpersonal and interaction texts.

C. Learning Media, Material, and Resource

- **Media** : Google Form, Powerpoint, and WhatsApp
- **Material** : Textbook
- **Resource** : English Book 3A Semester I by Rannisa Elly Fathin from Kartika Prima

D. Learning Steps

Preliminary Activities	
- Starting the meeting by reciting Basmalah. - Checking students' attendance by asking the to fill attendance list in Google Form.	
- Doing brainstorming by providing QnA section to their experience and relate it to the current material. - Asking the students to pay attention to the provided Powerpoint as media for learning process.	
Core Activities	
Literacy Activities	<i>The students are asked to follow instructions above from the teacher and to learn the material from provided sources during the learning process. This activity is expected to increase curiousness of students in learning the material.</i>

Critical Thinking	<i>The teacher provides the opportunity to identify as many things as possible that are not yet understood, starting from factual questions to hypothetical questions. This question must remain related to the directory material and communicate with each other to maintain interpersonal relationships with teachers and interlocutors.</i>
Collaboration	<i>Students are given assignments regarding the material presented and exchange information about expression of congratulations to them, to maintain interpersonal relationships with teachers and interlocutors.</i>
Communication	<i>Students submit the assignments they do individually provided media that is sent to the teacher After that, the teacher provides responses and assesses their assignments one by one.</i>
Creativity	<i>Teacher and students make conclusions about things that have been learned related to expression of congratulations to maintain interpersonal relationships with teachers and interlocutors. Students are given the opportunity to ask again things that have not been understood.</i>
Closing Activities	
Students make a summary / conclusion of the lesson about the important points that appears in carried out learning activities.	
The teacher makes a summary / summary of the lesson about the important points that appear in new learning activities carried out online.	

E. Assessment of Learning Outcomes

- Assessment of knowledge: In form of written text or and audio file through WhatsApp group
- Assessment of skills: In form of submitted assignment through Google Form

F. Target Material for The Meeting

- Introduction
- Page 7, Speaking (Task 1)
- Page 7 - 8, Reading (Grammar)
- Page 8 - 9, Reading (Task 1 to 2)

Participants 3

Rencana Pembelajaran Bahasa Inggris

IDENTITAS	Kelas : 9A/GASAL Mata Pelajaran : B. Inggris Materi : Congrats Pertemuan : ke-2 Alokasi Waktu : 2x30 Menit Hari/Tanggal : Selasa, 27 Juli 2021
TUJUAN	Melalui proses mengamati, menanya, mengumpulkan informasi, mengolah informasi dan mengkomunikasikan hasil mengolah informasi: <ul style="list-style-type: none"> - Siswa mampu mempraktikkan kegiatan keagamaan - Siswa mampu mengembangkan rasa ingin tahu dan tanggung jawab. - Siswa mampu mengenali jenis-jenis ungkapan harapan dan selamat kepada seseorang pada kebahagiaan atau pencapaian mereka, termasuk ungkapan pujian secara tepat. - Siswa mampu menggunakan dan merespon ungkapan harapan dan selamat kepada seseorang pada kebahagiaan atau pencapaian mereka, termasuk ungkapan pujian secara tepat. - Siswa mampu menggunakan kosa kata yang berhubungan secara tepat.
PROSES PEMBELAJARAN	Pendahuluan : (Apesepsi) <ul style="list-style-type: none"> - Guru dan siswa membaca Al-Qur'an dan do'a masing-masing sebelum memulai pelajaran - Siswa melakukan <i>brainstorming</i> dengan mengerjakan <i>Activity 1</i> - Guru memberikan video yang berisi penjelasan materi yang dipelajari
	Kegiatan Inti : <ul style="list-style-type: none"> - Siswa menyimak video yang diberikan - Guru bertanya kesimpulan dari isi video yang telah diberikan - Guru memberikan kesempatan kepada siswa untuk bertanya. - Guru meminta siswa untuk membuat contoh kalimat dari <i>congratulations</i> dan <i>hope & wish</i> - Siswa latihan mendengarkan dengan mengerjakan <i>Activiy 9</i>
	Penutup : <ul style="list-style-type: none"> - Guru dan siswa menyimpulkan pelajaran - Guru memberika tugas untuk siswa melalui Google Classroom (<i>Activity 4, 7, 8</i>) - Guru menutup pelajaran.

PENILAIAN	Rasa Ingin Tahu : Melalui pengamatan pada proses pembelajaran Tanggung Jawab : Melalui pengamatan pada proses dan hasil dari pembelajaran Pengetahuan dan : Melalui diskusi, Tanya jawab, dan lembar tugas yang diberikan guru pada proses pembelajaran dan Keterampilan penugasan.
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Guru Pamong

Selasa, 27 Juli 2021
Praktikan

Karmila Yanti, S.Pd.
NIP: 197903152005012007

Muhammad Mukhlis
NIM: 180101030458

LAMPIRAN

Activity 4, page 4.

1. From the dialog we know that Donita is a/an **young entrepreneur**.
2. Alvin congratulates Donita because **she's been awarded the Young Entrepreneur of the Year**.
3. The achievement will motivate Donita and other people to **develop their business**.
4. Donita runs her business on traditional handicrafts because **she wants to preserve and to introduce her supreme cultural heritage around the world**.
5. Now Donita runs a business of making handicrafts from **recycled materials**.
6. Donita runs such a business because **she loves nature and wants to do something to preserve it**.
7. Alvin hopes that the new business **brings her luck**.
8. Donita hopes that her new business **empowers many people reducing number of unemployment in her country**.
9. Alvin is proud of Donita because **she does not only care about her business but also people's welfare/she's been awarded the Young Entrepreneur of the Year**.
10. As a business woman, Donita is a **caring** person because she thinks about other people's welfare.

Activity 7, page 6. Questions:

Dialogue 1

1. Who's Bella?
2. What's Mr. Bryan's hobby?
3. Why does Bella congratulate Mr. Bryan?
4. What does Bella hope?

5. How will Mr. Bryan win the contest?

Dialogue 2

1. Who are Dewa and Olivia?
2. Why does Olivia wish that Fania will not move to Samarinda?
3. What's Fania like?
4. What does Dewa hope about their friendship?
5. What will Dewa and Olivia do after the conversation?

Answers:

Dialogue 1:

1. Mr. Bryan's niece
2. Cooking
3. Accepted as a participant in a famous cooking contest.
4. Mr. Bryan wins the contest.
5. Practicing and creating new recipe.

Dialogue 2:

1. Fania's classmates/friends
2. Everyone likes to befriend her.
3. She is charming and helpful.
4. It lasts forever.
5. Discussing a farewell gift for Fania.

Activity 8, page 6.

Make sentences using 'hope' to show possible expectations or 'wish' to show impossible ones.

1. Students should attend a distant learning due to the COVID-19 pandemic.
2. When Riana goes to school in the morning, the bus is always full of passengers.
3. Indah forgot to feed her pets this morning.
4. Damar and I have a problem. I want to discuss our problem with him.
5. Diah didn't attend a seminar about leadership.
6. We saw many people littering the river.
7. I don't have enough time to help my sister do her work.
8. Jay didn't see his kittens this morning.
9. Mr. Anwar only has a motorcycle. He cannot go to work early because his motorcycle is broken.
10. It's raining hard and I don't bring a raincoat.

Participants 4

Lesson Plan

Chapter I Making a Suggestion and an Offer

School : MAN 2 Banjarmasin

Subjects: English

Class/Semester : XII IPS 2/1

Skills : Reading and Writing

Theme/Subtheme : Text verbal and written transactional interactions that involve the act of giving and asking for information regarding suggestions and offers and responding to them

Time Allocation : 2x45 minutes

A. Learning Objectives

1. Students are able to identify how to give and ask for information related to suggestions and offers, along with their responses according to the context of their use accurately after conducting various conversations.
2. Students are able to identify the use of the subjunctive to give and ask for information related to advice and modals to give and ask for information related to offers, according to the context of its use accurately after various conversations.
3. Skilled learners compose short and simple oral and written texts that involve the act of giving and asking for information related to suggestions and offers according to the context of their use correctly after carrying out various activities in English.
4. Learners are skilled at using the subjunctive to give and ask for information related to advice and modals to give and ask for information related to offers correctly after doing various activities in English.
5. Learners are skilled at using relevant vocabulary accurately after carrying out various activities in English.

B. Learning Activities

Practice 2 (Meeting 3)	<ul style="list-style-type: none">• Students start the lesson with <i>dua</i> or 'basmalah'.• Students repeat for a moment the previous material that has been provided by opening Google Classroom.• Students read the dialogues in Activity 3 to continue learning.• Students answer the questions in Activity 4 related to the dialogues in Activity 3 within the specified time period.• Students ask questions, if there is any.• Students close the lesson with <i>dua</i> or 'hamdalah'.
REFlection and Confirmation	REFlection on student achievement / formative assessment and teacher confirmation to determine the achievement of the learning process and improvement.

C. Evaluation

Attitude	Knowledge	Skills
1. Being grateful of their understanding and practices of expressions of asking and giving suggestion and offer in daily life context accurately	1. Able to identify and determine the expressions used to give and ask for information regarding suggestions and offers, along with their responses accurately	Able to compose and perform short and simple oral and written transactional interaction texts involving the act of giving and asking for information related to suggestions and offers and their responses accurately
2. Cooperation and mutual respect in conducting transactional interaction texts related to asking and giving suggestions and offers	2. Able to identify the use of the subjunctive to give and ask for information related to advice and capital to give and ask for information related to bids accurately	
3. Brave and active in answering the teacher's questions and role playing related to asking and giving suggestions and offers		
4. Discipline and responsibility in every activity carried out		

D. Resources and Tools for Teaching and Learning Activities

Source	<ul style="list-style-type: none">• Interactive English Book for SMA/MA Class XII by Intan Pariwara• Videos
Tools	<ul style="list-style-type: none">• Laptop• Smartphone• Google Classroom• Google Meet• YouTube• Internet

Banjarmasin, July 2021

Knowing,
Subject Teacher

Student in Practice

Drs. Iriansyah, M.Pd
NIP. 196208311997031001

M. Hasballah A Rahman
180101030023

LAMPIRAN

Assalamualaikum wr. wb., Hello everyone, my name is Muhammad Hasballah, today I will be assisting Mr. Iriansyah with his lesson. Sesuai amanat dari bapak Iriansyah, hari ini ada tugas yang harus kalian selesaikan.

Perlu diingat, mengumpul tugas = hadir. Jadi, tolong beritahu kawan-kawan yg lain yg belum masuk ke Google Classroom agar segera masuk (link sudah disediakan oleh bapak Iriansyah di grup WhatsApp). Jangan lupa membaca doa, minimal "bismillah", sebelum melakukan hal-hal baik dan selalu bersyukur karena telah

diberi kesempatan oleh Allah SWT.

Answer the questions in Activity 4 (scroll down, please), you may refer to the dialogs in Activity 3 to answer the questions. Ingat yaa, mengumpulkan tugas = hadir. Good luck!

Activity 3

Dialog 1

A sales representative : Excuse me, Ma'am. May I meet the principal?

Principal : I am the principal. Please have a seat. May I help you?

A sales representative : I am Indra from Intan Publisher. I am going to offer textbooks for your school.

Principal : May I see the samples of the products, please? I will show them to the teachers, so they can learn about them in details.

A sales representative : With pleasure, Ma'am. Here are the samples. They are for all subjects and grades.

Principal : Thank you. What if I give you an opportunity to present the products in a meeting the day after tomorrow at 2PM?

A sales representative : Sure. Thank you so much for the opportunity. I will come here the day after tomorrow for the presentation.

Principal : You're welcome.

Dialog 2

Customer representative : Welcome to Easy English Course. Please have a seat.

Anneke : Thank you.

Customer representative : What can I do for you?

Anneke : I'd like to join a conversation class. Can I have more information about it?

Customer representative : Sure. We have afternoon and night classes. Each class is conducted three times a week. Before joining the class, you must attend a pre-test to decide the level of your class. Then, you can choose the schedule.

Anneke : I see. How much does it cost?

Customer representative : It is one million per level and free registration fee. We offer 20% discounts for students whose marks are 90 for English in a report book. You can pay in installments for three times.

Anneke : That's great! I scored 90.

Customer representative : You can copy your report book and give it to us.

Anneke : Sure. I'd like to register now.

Customer representative : O.K. Please fill in this form and you will have a pre-test tomorrow at 2 in the afternoon.

Anneke : All right.

Activity 4

Answer the following questions based on the dialogs in Activity 3.

Dialog 1

1. Where does the dialog probably occur?
2. When does the principal offer help?
3. Why does the sales representative meet the principal?
4. Why does the principal ask for samples of the products?
6. What does the principal offer to help the sales representative promote his products?

Dialog 2

1. Why does the customer representative offer help to Anneke after welcoming her?
2. What is Anneke's purpose to come to the course?
3. Why does the course provide pre-tests for students?
4. What is the special offer at the course?
5. What will Anneke do after the conversation?

Setelah selesai mengerjakan, silahkan kirim jawabannya di kolom komentar Google Classroom ini. Jangan lupa untuk membaca hamdalah sesudah selesai mengerjakan tugas ini ataupun berurusan yang lainnya.

Participants 5

Lesson Plan (Daring)

Name of school : MAN 3 BANJARMASIN
Email : man3banjarmasin@gmail.com
Subject : English
Class / Semester : X IIK 2 / 1
Topic : Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga (Chapter 1)
Responses KD : 3.1
Time : 3 x 30 Minute

A. Basic Competencies

- Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive).

B. Learning Objectives

After participating in the online learning process, students are expected to:

- The students are able to greet someone in English
- The students are able to introduce themselves to others

C. Learning Media, Materials, and Learning Resources

- **Media** : Laptop, Whatsapp Group, Google Classroom, and Power Point
- **Material** : Picture and Written Text
- **Learning Resources** : MANDIRI LANGUAGE ENGLISH ON TARGET SMA/MA CLASS 10 2013 curriculum revision, Erlangga Publisher

D. Learning Steps

Preliminary Activities	
Doing the opening with an opening greeting and praying to start learning, checking the attendance of students as a disciplined attitude to carry out presence	
Linking the material/theme/learning activities to be carried out with the experience of the students with the previous material/theme/activities	
Convey motivation about what can be obtained (goals & benefits) of the topic: Teks Interaksi Transaksional; Informasi Terkait Jati Diri.	
Explain the things to be learned, the competencies to be achieved, and the learning methods to be studied	
Core Activities	
Literacy Activities	Students are given motivation and guidance to see, observe, read and understand the definition of transactional interaction text. Students observe the teacher who gives examples of introducing oneself. Students try to find information provided by the teacher about transactional interaction text.

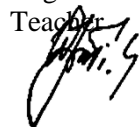
Critical Thinking	The teacher provides the opportunity to identify some information in introducing oneself, starting from factual questions. Students make questions related to examples given by the teacher about transactional interaction text. This question must remain related to the directory material about introducing oneself.
Collaboration	Teacher shows a text about introducing oneself. Students practice uttering transactional interaction text: Self-Introduction.
Communication	Individually students introduce their selves. Students can introduce their selves well in everyday life.
Creativity	Teachers and students make conclusions about things that have been learned related to transactional interaction text, included general information and new vocabularies. Students then given the opportunity to ask again things that have not been understood.
Closing Activities	
Students with the teacher convey the benefits, goals and meanings contained in introducing oneself.	
Students are given an assignment. They make a Self-Introduction through voice recorder and they submit the recording audio to Google classroom.	

E. Assessment of Learning Outcomes

- **Assessment of attitude:** Observation in the learning process
- **Assessment of knowledge :** In the form of applying the purpose of learning
- **Assessment skills :** In the form of fluency and pronunciation when introducing their self.

Banjarmasin, 24
July 2021

English Teacher

Teacher


Purwanti, S.Pd.I
Zainal Abidin
NIP. 196712181996032001

English's



Muhammad
180101030090

A. Assessment

Buatlah teks perkenalan diri yang berisi identitas kalian (yakni nama lengkap, nama panggilan, pekerjaan kalian (siswa), asal, umur, hobi dan hal yang kalian suka) dan keluarga kalian (kalian perkenalkan nama lengkap, nama panggilan, umur, dan pekerjaannya)

B. Make your own text and record it

CATEGORY	5	4	3	2
Speaks Clearly	Speaks clearly all the time, and mispronounces no words.	Speaks clearly all of the time, but mispronounces one word.	Speaks clearly all of the time. Mispronounces no more than one word.	Often mumbles or can't be understood OR mispronounces more than one word.

Vocabulary	Uses appropriate vocabulary for the topic and easy to understand completely	Uses appropriate vocabulary for the topic and easy to understand completely, but there is one miss pronouncing	Uses appropriate vocabulary for the topic and not easy to understand completely, but there is more than one miss pronouncing	Uses appropriate vocabulary for the topic and difficult to understand completely, but there is more than one miss pronouncing
Comprehension	Students can understand the content of the topics they explain and convey it well with confidence	Students can understand the content of the topics they explain and convey it well, but not confident	Students can understand the content of the topics they explain and convey it not well	Students can't understand the content of the topics they explain and convey it not well
Eye Contact	Student doesn't read a text during recording the video	Student doesn't read a text during recording the video but their reading not smooth	Student read a text during recording the video but just a little	Student read a text during recording the video

Participants 6

LESSON PLAN

School : MAN 3 Banjar	ClassSemester : XII Sosial / Ganjil
Subject : English	Time Allocation : 90 minutes
Material	: Active and Passive Voice

A. Objectives

After following the learning process, students are expected to be able to:

- Improve their speaking and listening comprehension ability about a conversation that using active and passive voice, and use the target language in their daily communication. □ Change an active voice into passive or vice versa.
- Make a sentence that will be an active voice into passive or vice versa.

B. Learning steps

Opening (25 Minutes)	
Opening with greetings and prayers, then teacher introduce himself and then check the attendance by discussing hobbies and favorite subject, so that the class feels more enjoyable.	
Linking the material/theme/learning activities to be carried out with the experiences of students with previous material/theme/activity and ask questions to remember and relate to the next material.	
Giving motivation about what can be obtained (goals & benefits) by studying the material: Application letter.	
Explain the things to be learned, the competencies to be achieved, and the learning methods to be taken,	
Core Activities (50 Minutes)	
Kegiatan Literasi	Students are given motivation or stimulation to focus on the material topic about Active and Passive voice by viewing, observing, reading through the presentations that are displayed.
Critical Thinking	The teacher gives opportunities for students to identify and understand the eight components in making an active and passive voice and provide time for students to ask questions related to the presentation presented and will be answered through learning activities.
Communication	Students are asked to read some examples of the contents of the components described in making an active or passive voice and take turns answering questions that are put forward by the teacher.
Creativity	Teachers and students make conclusions about the things that have been learned related to Active and passive voice Letters. Students are then given the opportunity to ask again things that have not been understood
Closing (15 Minutes)	

- Students are asked to do homework to make an active or passive voice that are available displayed on the screen
- Students and teachers make conclusions from the results of learning activities.
- The teacher closes the learning activities by saying greetings and prayers.

C. Learning Assessment

- Attitude - Knowledge : Vocabulary - Skills : Speaking and Reading -
Homework

Gambut , 2 Agustus 2021

Tutor Teacher

PPL Teacher

Hj. Tumnah, S.Pd.I
NIP. 197612122005012006

Muhammad Fadillah
NIM. 180101030234

Attachment



Link Video : <https://drive.google.com/file/d/1mFN9U4ZQOOU3TAEZzTF8-NhEfa63b10A/view?usp=drivesdk>

Passive Voice

- Definition
- Passive Verb Tenses
- Use
- Exercise

Definition

The passive of an active tense is formed by putting the verb to be into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by *by* and placed at the end of the clause.

- Active: My grandfather planted this tree.
- Passive: This tree was planted by my grandfather.

Passive Verb Tenses

PASSIVE VERB TENSES

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	<i>He delivers the letters.</i>	<i>The letters are delivered.</i>
Past Simple	<i>He delivered the letters.</i>	<i>The letters were delivered.</i>
Future Simple	<i>He will deliver the letters.</i>	<i>The letters will be delivered.</i>
Present Continuous	<i>He is delivering the letters.</i>	<i>The letters are being delivered.</i>
Past Continuous	<i>He was delivering the letters.</i>	<i>The letters were being delivered.</i>
Going to	<i>He is going to deliver the letters.</i>	<i>The letters are going to be delivered.</i>
Present Perfect	<i>He has delivered the letters.</i>	<i>The letters have been delivered.</i>
Past Perfect	<i>He had delivered the letters.</i>	<i>The letters had been delivered.</i>
Infinitive	<i>He has to deliver the letters.</i>	<i>The letters have to be delivered.</i>
Modals	<i>He must deliver the letters.</i>	<i>The letters must be delivered.</i>

Passive Verb Tenses

	SIMPLE	CONTINUOUS	PERFECT
PRESENT	1) S + am/is/are + Ptp	S + am/is/are + being + Ptp	S + have/has + been + Ptp
	2) S + am/is/are + not + Ptp	S + am/is/are + not + being + Ptp	S + have/has + not + been + Ptp
	3) am/is/are + S + Ptp?	am/is/are + S + being + Ptp?	have/has + S + been + Ptp?
PAST	4) S + was/were + Ptp	S + was/were + being + Ptp	S + had + been + Ptp
	5) S + was/were + not + Ptp	S + was/were + not + being + Ptp	S + had + not + been + Ptp
	6) Was/Were + S + Ptp?	Was/Were + S + being + Ptp?	Had + S + been + Ptp
FUTURE	7) S + will + be + Ptp		
	8) S + will + not + be + Ptp		
	9) Will + S + be + Ptp?		
GOING TO	10) S + V to be (am/is/are) + going to + be + Ptp		
	11) S + V to be (am/is/are) + not + going to + be + Ptp		
	12) V to be (am/is/are) + S + going to + be + Ptp?		

Use

The passive is used :

1. when the agent (=the person who does the action) is unknown, unimportant or obvious from the context.

- Jane was shot. (We don't know who shot her.)
- This church was built in 1815. (Unimportant agent)
- He has been arrested. (Obviously by the police)

2. to make more polite or formal statements.

- The car hasn't been cleaned. (more polite)
- (You haven't cleaned the car. - less polite)

3. when the action is more important than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements

- 30 people were killed in the earthquake.

4. to put emphasis on the agent.

- The new library will be opened by the Queen.

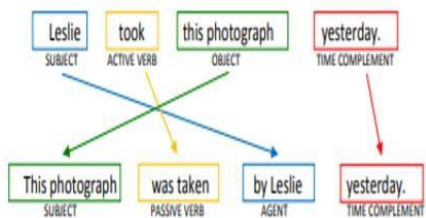
ACTIVE TO PASSIVE

To change a sentence from the active voice to the passive voice:

- Jane was shot. (We don't know who shot her.)
- This church was built in 1815. (Unimportant agent)
- He has been arrested. (Obviously by the police)

Agatha Christie wrote this book.

This book was written by Agatha Christie.



6

BY OR WITH?

In the passive voice, we use:

- **by** with the agent to refer to by whom the action is being done. The door was opened by Mr Black. (Mr Black = agent)
- **with** to refer to the instrument, object or material that was used for something to be done. The door was opened with a key. (a key = the object that was used) The omelette was made with eggs, cheese and peppers. (eggs, cheese and peppers = the material that was used)

SUBJECT		OBJECT
I	↔	me
You	↔	you
He	↔	him
She	↔	her
It	↔	it

SUBJECT		OBJECT
We	↔	us
You	↔	you
They	↔	them

7

APPENDIX G

Pictures of Interview









CURRICULUM VITAE

I. Personal Details

Name : Muhammad Sulthoni Na'imullah
Place and Date of Birth : Martapura, 13th July 2000
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Father's Name : Pathul Akhyar, S.Ag
Mother's Name : Ainun Jamilah
Siblings :
- Noor Nida Azkia
- Ahmad Nafis Al-Adieb
- Ahmad Roqieb Abidinnoor

II. Formal Education Background

2005 – 2006 : TK Assalam Martapura
2006 – 2012 : MI Assalam Martapura
2012 – 2015 : Mts Assalam Martapura
2015 – 2018 : SMKN 1 Martapura
2018 – 2022 : UIN Antasari Banjarmasin

III. Organization Experiences

2018 : Forum Anak Daerah Kabupaten Banjar
2018 : HMJ Tadriss Bahasa Inggris